

ADULT ESOL LESSON PLAN
PHONEMIC AWARENESS INFUSION
LCP C - HIGH BEGINNING

Standard 18.0- Obtaining Employment
Competency 18.02
Standard 34.0 - Pronunciation
Competency 34.01

Student Activity
Handout B

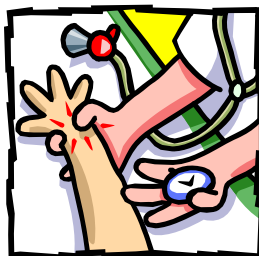
What Did You Do in Your Country?

I worked in my family's restaurant in my country. My family owned the restaurant. First, I washed dishes. Then I cleaned the tables and waited on customers. Later, I became a chef and cooked meals. My father retired, so I managed the restaurant. I listed inventory, ordered food and wine, and managed the employees. I also greeted customers. I enjoyed working at the restaurant.



What Did You Do in Your Past Job?

I studied nursing for four years, and I worked in a hospital as a nurse for five years. I cared for patients in the emergency room. I followed the doctor's instructions and treated patients. I checked each patient's blood pressure and temperature. I listed medicines for each patient, and I watched them for any allergic reaction. I liked working as a nurse very much.



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Competency 18.03
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Competency 34.02

Student Activity
Handout B

A Job Interview

Anna Tanner is looking for a job. She fills out an application form for a job at a bank. Anna has an interview at **10:30** this morning with the bank manager, Mr. Jones. Anna walks into his office and sits down. She is ready to answer questions.

"Where did you work?" Mr. Jones asks.

"I worked at Union Bank in Lake Mary," Anna answers.

Mr. Jones asks, "How many years did you work there?"

"I worked there for **13** years," Anna says.

"When did you begin?" Mr. Jones asks.

Anna says, "I began in **1990**."

Mr. Jones asks, "What position did you have?"

"I was a supervisor in the loan department," Anna answers.

"How much money did you earn?" Mr. Jones asks.

"I earned **\$14.00** an hour," Anna answers.

"How much money do you want?" Mr. Jones asks.

Anna answers, "I want **\$15.00** an hour."

Mr. Jones says, "When can you begin?"

"On Monday," Anna says.

"Good," Mr. Jones tells her. "Can you be here at **8:40** on Monday?"

"Oh, yes!" Anna says. "I can be here at **8:40**. Thank you."



ADULT ESOL LESSON PLAN
PHONEMIC AWARENESS INFUSION
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Standard 18.0 - Obtaining Employment
Competency 18.04
Standard 34.0 - Pronunciation
Competency 34.01

Student Activity
Handout B

Gus Applies for a New Job

Gus has a new position at Jacobson's Appliances. He reports to the human resource department to meet with Ms. Henderson. Gus shows her important **documentation**.

Gus says, "Good morning, Ms. Henderson."

"Hello, Gus. Do you have **identification** with you?" asks Ms. Henderson.

"Yes. Here is my **passport**," Gus answers.

"Do you have a **driver's license**?" asks Ms. Henderson.

"Yes, I do," says Gus.

"May I see your **alien resident card**, too?" asks Ms. Henderson.

Gus says, "Here it is."

"Thanks. I need to make a copy of your **employment authorization card**," says Ms. Henderson.

"Sure," Gus says.

Ms. Henderson says, "I need to make a copy of your **social security card**, too."

"Here it is," Gus says.

Ms. Henderson says, "You didn't **overlook** anything. You should be proud of **yourself**. Thanks for having all your documents ready today."

"You're welcome," says Gus.

"Good luck in your new job," says Ms. Henderson.

"Thank you very much. Have a nice day!" says Gus.



ADULT ESOL LESSON PLAN
PHONEMIC AWARENESS INFUSION
LCP C - HIGH BEGINNING

Standard 18.0 - Maintaining Employment
Competency 19.02B
Standard 34.0 - Pronunciation
Competency 34.01

Student Activity
Handout B

A New Employee

Jill is a new employee at Office Station. **She's** learning about her new responsibilities.

The manager, Mr. Taylor, says, "Jill, please file these papers, type this letter, and put these boxes on the top shelf."

Jill answers, "**Let's** see if I understand. You want me to file these papers, type this letter, and put these boxes on the shelf."

"**That's** right," says Mr. Taylor.

Jill answers, "**I'll** be happy to."

Jill asks another employee for assistance.

Jill says, "Excuse me, Mary, I **can't** reach the shelf. I **don't** know where the ladder is."

Mary says, "**It's** in the storage room."

Jill asks, "Can you show me where the storage room is?"

"**I'll** take you there," says Mary.

Jill says, "Thanks, Mary. **There's** a lot to learn."

"**I'll** help you carry the ladder," Mary says, "You **can't** carry it by yourself."

After the boxes are on the shelf, Jill thanks Mary for her help.

I'm glad you helped me today," Jill says.



ADULT ESOL LESSON PLAN
PHONEMIC AWARENESS INFUSION
LCP C - HIGH BEGINNING

Standard 19.0 - Maintaining Employment
Competency 19.03
Standard 34.02 - Pronunciation

Student Activity
Handout B

The Employee of the Month

Sherry and **Sasha** are supervisors at **Checker's Supermarket**. They are eating lunch together. They are sharing information about the employees at **Checker's**. They are choosing the employee of the month.

"I think Mrs. **Shannon** is very polite with customers," says **Sherry**.

"Yes, she is," says **Sasha**. "But she is very **chatty**."

"Yes, she likes to talk a lot," says **Sherry**.

"Mr. **Shore** is polite, too," says **Sasha**.

"Oh, yes," says **Sherry**. "But he is forgetful."

"That's right," says **Sasha**.

"Mr. **Chester** is easy going," says **Sasha**.

"Yes, but he is always late," says **Sherry**.

"We can't choose Mr. **Marsh**," says **Sasha**. "He is not a team player."

"You are right. He is a loner," says **Sherry**.

"Who do we choose?" says **Sasha**.

Sherry and **Sasha** stop talking. Then Mrs. **Channing** walks into the employee lunchroom. **Sherry** and **Sasha** look at her and smile. Mrs. **Channing** gets her lunch and leaves the lunchroom.

"Mrs. **Channing** is responsible," says **Sasha**.

"She is polite, too," says **Sherry**.

"Mrs. **Channing** is smart," says **Sasha**.

"She is a team player," says **Sherry**.

"Mrs. **Channing** is funny, too," says **Sasha**.

"Mrs. **Channing** is a good employee," says **Sherry**.

"She is the employee of the month," says **Sasha**.

"Yes, she is!" says **Sherry**.



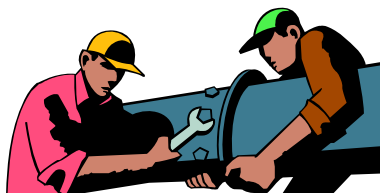
ADULT ESOL LESSON PLAN
PHONEMIC AWARENESS INFUSION
LCP C - HIGH BEGINNING

Standard 20.0 - Career Advancement
Competency 20.01
Standard 34.0 - Pronunciation
Competency 34.01

Student Activity
Handout B

Two Employees

Andy and Tom are employees at the Stanton Tool Company. They have been working there since June, 2003. After one year, Andy and Tom's job performance is **evaluated**. They just got their performance **evaluations** from their supervisor, Mr. **Samson**. Andy is very happy with his **evaluation**. Mr. Samson thinks Andy is a **motivated** and **cooperative** employee. Andy is **punctual** and has good **attendance**. Mr. Samson wants to give him a **promotion**. Andy is happy because he'll get a big raise in his salary. Tom, on the other hand, is not happy. His **evaluation** is not good. Mr. Samson wrote about Tom's problem with **punctuality**. The supervisor wants to see Tom have better **cooperation** with other employees. Tom doesn't have any **motivation**. He will not get a big raise in his salary this year. Andy and Tom are two very different employees.



ADULT ESOL LESSON PLAN
PHONEMIC AWARENESS INFUSION
LCP C - HIGH BEGINNING

Standard 20.0 Career Advancement
Competency 20.02
Standard 34.01 - Pronunciation

Student Activity
Handout B

Working Together

Jay and Mark work together in an office. Their manager is Mr. Tate.
Mr. Tate walks into Jay and Mark's office.

"Good morning," says Mr. Tate.

"Good morning, Mr. Tate," says Jay.

"Hi, how are you?" asks Mark.

"Fine, thanks," says Mr. Tate. "Nice day today, isn't it?"

"Yes, it is," says Jay.

Mr. Tate is carrying some boxes. The boxes are very big.

"Can you please help me with these boxes?" asks Mr. Tate.

"Yes. We can help you," says Mark.

Jay and Mark help Mr. Tate with the boxes.

"Thanks for helping me with these boxes," says Mr. Tate. "I appreciate it very much."

"You're welcome," says Jay.

"Anytime," says Mark.

Mr. Tate is happy with his two easy-going employees.



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PHONEMIC AWARENESS INFUSION
LCP C - HIGH BEGINNING

Standard 20.0 - Career Advancement
Competency 20.03
Standard 34.0 - Pronunciation
Competency 34.01

Student Activity
Handout B

Setting Educational Goals

Gina, Nadia, and Kim are students in the ESOL program at a community college. They are talking about their goals with a guidance counselor, Mr. Jenkins.

Mr. Jenkins asks, "**What** are you studying?"

Gina answers, "I'm taking a **computer** class."

Nadia says, "**I'm** taking a grammar class. **Kim's** studying English."

Kim says, "If I study **English**, then I'll be able to speak **better** English."

Mr. Jenkins asks, "Do you **have** your GED?"

Kim answers, "**I** have my GED."

Gina says, "I do, **too**."

Nadia says, "If I **get** my GED, then I'll have **more** job opportunities."

Kim says, "If I go to **college**, then I'll get a better **job**."

Mr. Jenkins says, "All of you have **very** good ideas about your goals. Keep **planning** for your futures and **work** hard."

Gina, Nadia, and Kim **can't wait** to achieve their goals.



ADULT ESOL LESSON PLAN
PHONEMIC AWARENESS INFUSION
LCP C - HIGH BEGINNING

Standard 20.0 Career Advancement
Competency 20.04
Standard 34.02 - Pronunciation

Student Activity
Handout B

Taking a Test

Violet and Abel are taking a test today in Mrs. Tate's class. They are studying together. They are talking about the test.

Violet says, "I took a test last week in Mrs. Tate's class."

Abel asks, "Was it difficult?"

"No," says Violet. "It was a multiple-choice test."

"I hope we have an answer sheet today," says Abel. "I like to fill the bubbles."

"Yes. I like that type of test, too," says Violet.

"I don't like a short answer test," says Abel. "I don't like to write sentences."

"I don't like true and false questions on an exam," says Violet. "They are difficult."

"They are easy," says Abel. "I like true and false questions."

"Remember to read all of the directions," says Violet.

"Yes. That's a good test-taking strategy," says Abel.

"Good luck to you," says Violet.

Good luck to you, too," says Abel.



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PHONEMIC AWARENESS INFUSION
LCP C - HIGH BEGINNING

Standard 24.0 Health and Nutrition
Competency 24.01
Standard 34.0 - Pronunciation
Competency 34.02

Student Activity
Handout B

The Accident

The Smith family was in a car accident yesterday. Henry Smith, the father, was driving. The car hit a big tree. His wife, Beth, was sitting in the front seat. Henry and Beth had three children in the car, Mary, Nick, and Bob. The family's dog, Lucky, was also in the car. The family was hurt in the accident. Henry broke his left leg and shoulder. Beth broke her left foot and right wrist. Nick hurt his knee and hit his head. Mary hurt her shin and scratched her chin. Bob broke his index finger on his right hand. He also hit his mouth and broke a tooth. Lucky, the dog, didn't get hurt. He was very lucky!



ADULT ESOL LESSON PLAN
PHONEMIC AWARENESS INFUSION
LCP C - HIGH BEGINNING

Standard 24.0 - Health and Nutrition
Competency 24.02
Standard 34.0 - Pronunciation
Competency 34.01

Student Activity
Handout B

The Emergency Room

Mr. Herman is cutting a tree, and he injures his arm. His wife doesn't know where to go. Where can she take her husband? Can she go to the health department, a clinic, a nursing home, or a hospital? Mrs. Herman asks her neighbor, Mrs. Marley. Her neighbor explains. She takes him to Mercy Hospital. Mrs. Herman drives him to the hospital on Farley Street. She walks in the front door and asks a nurse for help. Mrs. Herman doesn't know where the emergency room is located. The nurse gives her directions. Mr. Herman arrives at the emergency room. He faints and falls into the doctor's open arms. Mrs. Herman knows what to do in an emergency. She calls an ambulance so they can go to the hospital faster.



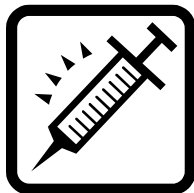
ADULT ESOL LESSON PLAN
PHONEMIC AWARENESS INFUSION
LCP C - HIGH BEGINNING

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Competency 24.02
Standard 34.0 - Pronunciation
Competency 34.01

Student Activity
Handout B

A Visit to the Health Department

The Turner family is visiting the county health department. Mr. and Mrs. Turner are attending health education programs. The children are getting their immunizations at the health department. Immunizations provide protection against mumps, rubella, and chicken pox. Mr. Turner is getting information about good nutrition. The information helps him with his diabetes. Mrs. Turner is looking for information about heart disease prevention. Her women's organization wants to know about heart disease. She wants to present this information at a meeting. The health department helps the Turner family with education, information, and immunizations.



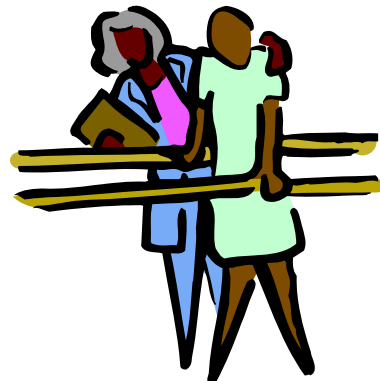
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PHONEMIC AWARENESS INFUSION
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Competency 24.02
Standard 34.0 - Pronunciation
Competency 34.01

Student Activity
Handout B

Phyllis, the Physical Therapist

My friend, Phyllis, is a **physical** therapist at **Phillips** Hospital in **Philadelphia**. She works with patients. They need **physical** therapy. Many **physicians** call **Phyllis** on the **phone**. They like to send patients to **Phyllis**. She is very **tough**, but she isn't **rough**. She likes helping patients after they have surgery. She helps them walk and run again. **Phyllis** is a great **physical** therapist because she makes her patients **laugh**. **Phyllis** is an important **staff** member at **Phillips** Hospital.



ADULT ESOL LESSON PLAN
PHONEMIC AWARENESS INFUSION
LCP C - HIGH BEGINNING

Standard 24.0 - Health and Nutrition
Competency 24.03A
Standard 34.03 - Pronunciation

Student Activity
Handout B

Making an Appointment

Jay is sick **today**. He wants to **make** an appointment to see Dr. **Kane**. **Jay** calls his friend, **Lane**, to help him. **Lane** calls the doctor's office to **make** the appointment for **Jay**. She talks to the doctor's secretary, Mrs. **Ray**.

"Hello. I want to **make** an appointment for my friend, **Jay**," says **Lane**.

"Is he sick?" asks Mrs. **Ray**.

"Yes, he is," says **Lane**. "**Jay** has a sore throat."

"Let me check the schedule. Can he come in on **Monday** at 10:30?" asks Mrs. **Ray**.

"No, he can't **wait**," says **Lane**.

"Is he sick?" asks Mrs. **Ray**.

"Yes, he is," says **Lane**. "**Jay** has a fever."

"Oh, I see," says Mrs. **Ray**. "Is he in **pain**?"

"Yes, he is. His back hurts," says **Lane**.

"Let me look at the schedule again. Can he come in **today** at 10:30?"

"Yes, he can," says **Lane**.

"What is **Jay's** last **name**?" asks Mrs. **Ray**.

"It's **Tate**," says **Lane**.

"How do you spell it?" asks Mrs. **Ray**.

"**T-a-t-e**," says **Lane**.

"Thanks," says Mrs. **Ray**. "What is **Ray's** phone number?"

"It's 407-645-9988," says **Lane**.

"Thanks," says Mrs. **Ray**. "Please bring **Jay** at 10:00."

"Yes, thanks," says **Lane**. "Good-bye."

"Good-bye," says Mrs. **Ray**.



ADULT ESOL LESSON PLAN
PHONEMIC AWARENESS INFUSION
LCP C - HIGH BEGINNING

Standard 24.0 - Health and Nutrition
Competency 24.03B
Standard 34.0 - Pronunciation
Competency 34.02

Student Activity
Handout B

The Doctor's Office

Many people are in Dr. **Sneed's** office today. Jane has a cold. She is **sneezing**, and she has a fever. Tim has a sore throat, and he has a headache. **Bryan** has a **broken** finger. It hurts a lot. Ken has a **swollen** knee. It hurts very much. Ellen has a cut on her hand, and she is crying. **Brenda** has an earache. Miss **Swanson** has the flu. Mr. **Snow** has a backache, and it hurts a lot. Mr. **Brent** wants to see Dr. **Sneed** today. Mr. **Brent** calls the doctor's office. He has allergies, and he is not happy.

Mr. **Brent** asks, "What should I do?"

Dr. **Sneed's** office has many people. Dr. **Sneed** looks at the people.

Dr. **Sneed** smiles and says, "You should take an aspirin and call me in the morning."



ADULT ESOL LESSON PLAN
PHONEMIC AWARENESS INFUSION
LCP C - HIGH BEGINNING

Standard 24.0 - Health and Nutrition
Competency 24.03C
Standard 34.03 - Pronunciation

Student Activity
Handout B

An Accident at Work

Gus and **Charisma** work at **Gaines Mechanic Shop**. They are repair technicians at the shop. They are eating lunch and watching television. **Charisma** goes to the bathroom. **Gus** waits for her. He sees an accident. Another employee, **Gordon**, falls down. He is hurt. **Charisma** walks out of the bathroom.

"What happened?" asks **Charisma**.

Gus answers, "**Gordon** fell down."

"Call the supervisor," says **Charisma**.

Charisma helps **Gordon**. He sits down on a chair. **Gus** calls **Mr. Gale**, the supervisor, on the telephone.

"What's the matter?" asks **Mr. Gale**.

"**Gordon** fell down in the lunchroom,"

"Is he bleeding?" asks **Mr. Gale**.

Gus answers, "No, he isn't."

"Is he unconscious?" asks **Mr. Gale**.

Gus answers, "No, he isn't."

"Good. I want to see **Gordon** now," says **Mr. Gale**.

Mr. Gale goes to the employees' lunchroom. He talks to **Gordon**.

"How are you feeling?" asks **Mr. Gale**.

"I have a backache," says **Gordon**. "I need to see a doctor."

"Please fill out this accident report," says **Mr. Gale**. "It is very important. Give it to me today."

"Yes," says **Gordon**.

Gus and **Charisma** help **Gordon**. They get a pen for him. **Gordon** fills out the accident report. **Charisma** takes the report to **Mr. Gale**. **Gus** takes **Gordon** to **Dr. Chris**. **Gaines Mechanic Shop** pays for the visit to **Dr. Chris**.



ADULT ESOL LESSON PLAN
PHONEMIC AWARENESS INFUSION
LCP C - HIGH BEGINNING

Standard 24.0 - Health and Nutrition
Competency 24.03D
Standard 34.0 - Pronunciation
Competency 34.02

Student Activity
Handout B

A First Aid Class

Mr. **Stone** teaches a first aid class. There are five **students** in his class. They want to learn about different emergencies. The **students** are preparing a first aid kit. **Stanley** is making a **splint**. **Tony** is getting an ice pack. **Stella** is cutting bandages. **Steve** is getting tape. **Stefan** is reading a first aid book. Then a bee flies into the classroom. **Stefan** gets a bee **sting**. **Stefan's** book falls on **Tony's** head. **Tony's** ice pack falls on **Stella's** hand. **Stella** drops the scissors on **Stanley**. The **students** have an emergency. They ask the teacher for help.

"What's the matter?" asks Mr. **Stone**.

"I have a bee **sting**" answers **Stefan**.

"You need a bandage," says Mr. **Stone**.

"I bumped my head," says **Tony**.

"You need an ice pack," says Mr. **Stone**.

"I have a cut," says **Stanley**.

"You need a band aid," says Mr. **Stone**.

"I can't breathe," says **Stella**.

"You need oxygen," says Mr. **Stone**.

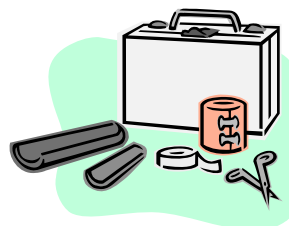
Then Mr. **Stone** sits down.

"What's the matter, Mr. **Stone**?" ask the **students**.

"I'm having a **stroke**," says the teacher.

"Call 911!" say the **students**.

The **students** learned a lot in first aid class today.



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PHONEMIC AWARENESS INFUSION
LCP C - HIGH BEGINNING

Standard 24.0 - Health and Nutrition
Competency 24.04
Standard 34.0 - Pronunciation
Competency 34.02

Student Activity
Handout B

Read the Label

Ted and Dan are sick today. Ted is looking for an over-the-counter medicine at the pharmacy. Dan is getting a refill of his prescription tablets. The men read the directions on the labels. First, they read the correct dosage. Ted takes one tablespoon of his medicine with every meal. Ted gets seventy (70) tablets. The label has an expiration date of 7/21/05. Dan takes two tablets daily on an empty stomach. Dan gets seventy (70) tablets in a plastic medicine bottle. Dan's medication has an expiration date of 8/29/05. Ted and Dan read all of the labels. The labels have a warning, too. Both medicines make you dizzy. They don't drive home. Ted and Dan take a taxi together. Now they feel better.



ADULT ESOL LESSON PLAN
PHONEMIC AWARENESS INFUSION
LCP C - HIGH BEGINNING

Standard 24.0 - Health and Nutrition
Competency 24.05A
Standard 34.01 - Pronunciation

Student Activity
Handout B

Victor Does His Homework

Victor Foster is doing his homework for Mrs. Fanning's class. He is making a big picture of the basic food groups. Victor has a picture of the vegetable and fruit groups. In the picture, he puts an apple, a tomato, broccoli, grapes, and lettuce. In the picture of the breads and grains group, Victor puts rice, crackers, wheat bread, and pasta. In the picture of the milk and cheese group, he puts milk, yellow cheese, and yogurt. Victor makes a picture of the fats and sweets group. He shows a picture of butter, sugar, and oil. Then Victor makes pictures of a balanced diet and a bad diet. In one picture, Victor shows fatty foods. The picture has French fries, soda, cookies, and a fried hamburger. In the other picture, Victor shows a banana, carrots, milk, and a tuna sandwich. Victor is happy with all of the pictures. His homework for Mrs. Fanning's class is ready.



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PHONEMIC AWARENESS INFUSION
LCP C - HIGH BEGINNING

Standard 24.0 - Health and Nutrition
Competency 24.05B
Standard 34.0 - Pronunciation
Competency 34.01

Student Activity
Handout B

Shopping for Food

Mrs. Fanning and her daughter, Ginger, are shopping for food. They are starting a new diet today. They need good food. Mrs. Fanning is reading the labels on the cans and boxes at the store. She is checking the serving size in a can of soup. The can has two servings. Ginger is reading the label, too. She is checking the amount of calories per serving.

"How many calories are there in a single serving?" asks Mrs. Fanning.

"There are 80 calories per serving," says Ginger.

"How much sodium is in this can of soup?" asks Mrs. Fanning.

"There are 890 grams of sodium," answers Ginger.

"Oh, no!" says Mrs. Fanning. "That's too much!"

"Let's look for something to drink," say Mrs. Fanning and Ginger.

"I think I want a drink with no calories," says Ginger.

"I like to drink Tang," says Mrs. Fanning. "It's good."

They are looking for Tang. Ginger finds the jar of Tang. She reads the label.

"How many calories are there in a single serving?" asks Mrs. Fanning.

"Too many!" says Ginger.

"Oh, no!" says Mrs. Fanning. "We can't buy Tang."

"We can't buy soup," says Ginger.

"We can't buy anything," says Mrs. Fanning.

"I'm hungry now," says Ginger.

"Let's buy two donuts at the bakery department," says Mrs. Fanning.

"Good," says Ginger. "The donuts don't have labels."

Mrs. Fanning and Ginger are happy. They are eating chocolate donuts.

Mrs. Fanning and Ginger say, "No diet today!"



ADULT ESOL LESSON PLAN
PHONEMIC AWARENESS INFUSION
LCP C - HIGH BEGINNING

Standard 24.0 - Health and Nutrition

Competency 24.05B

Standard 34.0 - Pronunciation

Competency 34.02

Student Activity

Handout B

At the Pharmacy

Mr. and Mrs. Lee are at the pharmacy. They are getting medicine for their son, Ricky. They need an over-the-counter medicine for Ricky's allergy. Mr. and Mrs. Lee read the label. Ricky needs one pill with each meal. The medicine makes some people dizzy. Mrs. Lee reads the word "drowsy," and she doesn't understand.

"Let's ask the pharmacist," says Mr. Lee.

"The word drowsy means to make you sleepy," says Mr. Ryan, the pharmacist.

"Thank you," Mr. and Mrs. Lee say.

They want a refill on Mr. Lee's prescription medicine, too.

"I need the medicine on this prescription. It's for me," says Mr. Lee.

"What is the dosage?" asks Mrs. Lee.

"Take one capsule every four hours," says Mr. Ryan.

"Can he take the medicine on an empty stomach?" asks Mrs. Lee.

"Yes, he can," says Mr. Ryan.

"Can I get a refill?" asks Mr. Lee.

"Yes," says the pharmacist, "Your doctor gave you three refills on the prescription."

"Good," says Mrs. Lee.

"Thank you," says Mr. Lee, "You are very helpful."

"I'm happy to help," says Mr. Ryan, "Come back soon."

"I like this pharmacy," says Mrs. Lee.

"Me, too," says Mr. Lee.



ADULT ESOL LESSON PLAN
PHONEMIC AWARENESS INFUSION
LCP C - HIGH BEGINNING

Standard 24.0 - Health and Nutrition
Competency 24.06
Standard 34.01 - Pronunciation

Student Activity
Handout B

Personal Hygiene

Mrs. Park has two sons, **Ben** and **Pete**. She's teaching the boys about **basic personal hygiene**. They write a shopping list for hygiene products. **Ben** needs a new toothbrush, a tube of toothpaste, mouthwash, and dental floss. **Pete** needs shampoo, soap, and conditioner. Mrs. Park writes on the list, too. She takes **Ben** and **Pete** shopping. They buy the hygiene products at Penn's Store. At home, the boys sit together at a table. Mrs. Parker gives them a **pen** and a **big sheet of paper**. **Ben** and **Pete** write a **basic personal hygiene routine**.

I should take a bath every day.
I should brush my teeth with toothpaste.
I should use dental floss and mouthwash.
I should brush or comb my hair.

Mrs. Park reads **Ben** and **Pete's paper**. She smiles at the boys. They forgot one important step. Mrs. Park writes on the **paper**. Then she takes out something from the **bag**. **Ben** and **Pete** look at it.

"Please use deodorant every day," Mrs. Park says.
The boys read the **paper** again.

I should use deodorant after taking a bath.

Mrs. Park smiles at the boys.



ADULT ESOL LESSON PLAN
PHONEMIC AWARENESS INFUSION
LCP C - HIGH BEGINNING

Standard 24.0 Health and Nutrition
Competency 24.06
Standard 34.03 - Pronunciation

Student Activity
Handout B

Get Out Now!

Ed and Bob Stout are getting ready for school. Mrs. Stout, their mother, is teaching them about basic personal hygiene. The Stout boys are good, but they are fighting over the bathroom.

"Get out of the bathroom now," says Ed.

"No," says Bob. "I was here first."

"Mom says I should take a shower everyday," says Ed.

"Wait," says Bob. "I should brush my teeth and use mouthwash."

"Get out of the bathroom now!" shouts Ed.

"How can I finish?" shouts Bob.

"Mom, I can't take a shower!" shouts Ed.

"Mom, I can't use the mouthwash!" shouts Bob.

"Stop shouting, boys," says Mrs. Stout.

"But, Mom!" shout the Stout boys.

Then Mr. Stout, their father, walks into the bathroom.

"Get out now!" shouts Mr. Stout. "It's my turn!"

