The Minnesota Literacy Council created this curriculum with funding from the MN Department of Education. We invite you to adapt it for your own classrooms.

Beginning Level (CASAS reading scores of 181-200)

Registering for School: Week 1 of 1

Unit Overview
In this 1-week unit, learners review personal information and practice filling out school forms. Learners will talk about their prior schooling and their children’s schooling.

Focus of Week 1
- Filling out school forms
- Using ID documents
- Talking about prior schooling
- Starting school in the U.S.

*This unit is a good introduction to the Beginning ‘School’ unit, which focuses on vocabulary and interactions in the adult classroom.
# Registering for School Unit: Week 1, Monday

## Objectives

**Life skill:** Fill out a registration form

**Literacy:** ask and respond to simple written *wh*-questions

**Listening/speaking:** ask and respond to simple oral *wh*-questions

**Literacy:** fill out selected sections of an authentic ABE registration form.

**Listening/speaking:** ask and respond to questions related to a school registration form

## Materials

**Make Student Copies**
- Textbook: *Stand Out 1, 2nd Ed.* p. P6
- Handout: *What is Your First Name?*
- Handout: *A New Student (part 1)*
- Handout: *Registration Form*

**Make Single Copies or Reference**
- ESL Volunteer Tutor Manual, 2012, p. 85, 69
- A calendar

## Lesson Plan

**Warm up for today’s Lesson:** Literacy, Listening & Speaking

*Description:* learners complete a “Mingle Grid” about personal contact information


**Activity 1:** Listening & Speaking

*Description:* practice a simple dialogue about registering for school


**Activity 2:** Life Skills

*Description:* identify and categorize basic contact information

*Materials/Prep:* copies of *Stand Out 1, 2nd Ed. p. P6*

**Activity 3:** Life Skills, Literacy

*Description:* practice writing birth dates as numbers

*Materials/Prep:* copies of *Stand Out Basic, 2nd Ed. p. 14-15*

**Activity 4:** Life Skills, Literacy, Checking for Understanding

*Description:* fill out a registration form

*Materials/Prep:* copies of *Registration Form*
Teacher Directions: Warm Up and Review


Teacher Directions: Activity 1: Listening & Speaking

-Materials: copies of A New Student (part 1)

Step 1: Context

Write on the board: Register
Registration

Ask: The first time you came to this school? What did you do? Who helped you? Did you write your name and address? Did you take a test?

This week you will learn about registration. This will help you fill out different forms and talk about your school in English.

Distribute handouts. Look at the picture. Ask: What do you see?

Read the student registration steps in bold at the top of the page.

Step 2: Introduce and practice dialogue

Teacher Directions: Activity 2: Life Skills
-Materials: copies of *Stand Out 1, 2nd Ed. p. P6*

Complete worksheet as directed.

Teacher Directions: Activity 3: Life Skills, Literacy
-Materials: copies of *Stand Out Basic, 2nd Ed. p. 14-15*

**Step 1: Context**

Write on the board: *Month*

Hold up a calendar. Page through the calendar as you say the months together. Repeat, as needed.

Ask: *What month is it now?* Find the month on the calendar.

Write on the board: *Day*

Ask: *What is the date today?* Find the day on the calendar.

Write on the board: *Year*

Ask: *What is the year?* Write the year on the board.

**Step 2: Practice writing dates as numbers**

Read parts E and F. After each date, ask: *What is the year? The month? The day?*

Complete parts G-L as directed.
**Teacher Directions:** Activity 4: Life Skills, Literacy, Checking for Understanding

-Materials: copies of Registration Form

**Step 1: Model**

Using a projector, model how to complete the registration form.

**Step 2: Independent Practice**

Distribute handout copies. Allow learners time to complete the form.

As they work, make note of who is struggling and which parts of the form are the most difficult. Report these to tomorrow’s teacher for further review.

Learners who finish early can work with a partner. They need to ask their partner for all the information on the form and fill out the form for their partner.
### What’s Your First Name?

<table>
<thead>
<tr>
<th>What is your first name?</th>
<th>What is your middle name?</th>
<th>What is your last name?</th>
<th>What is your telephone number?</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
New students register for class.
First they fill out a form.
Next, they take a test.
Then they go to English class.

STUDENT: Hi. I want to register for English class.

TEACHER: Great. Have you been a student here before?

STUDENT: No. This is my first time here.

TEACHER: Okay, please sit down. Here is the form. Please fill out the form and give it back to me.

STUDENT: Okay. Do you have a pen?
Registration Form

Last Name ___________________________ First Name ___________________________

Address ____________________________________________________________________

City ___________________________ State ___________ Zip ________________

Telephone ___________________________ Birth Date ___ / ___ / ___

☐ Male  First Language ___________________________

☐ Female
### Registering for School Unit: Week 1, Tuesday

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Materials</th>
</tr>
</thead>
</table>
| **Life skill:** Fill out a registration form | **Make Student Copies**  
- Textbook: *Basic Grammar in Action*, p. 13  
- Textbook: *Stand Out 1, 2nd Ed.*, p. 4  
- Handout: *What’s Your Address?*  
- Handout: *A New Student (part 2)*  
- Handout: *Registration Form 2* |
| **Literacy:** fill out selected sections of an authentic ABE registration form. | **Make Single Copies or Reference**  
- ESL Volunteer Tutor Manual, 2012, p. 69  
- Dialogue Picture Cards |
| **Listening/speaking:** ask and respond to questions related to a school registration form | **Props, Technology, or Other Resources**  
- A world map  
- (optional) a tape measure or yard stick |
| **Literacy:** Recognize common identification documents and answer questions about those documents; Scan identification documents for key information | |
| **Transitions & Critical Thinking:** Identify the purpose of an emergency contact and site examples of when a school might call and emergency contact | |

### Lesson Plan

**Warm up and Review of Previous Lessons**
**Description:** learners complete a “Mingle Grid” including questions from a registration form
**Materials/Prep:** A world map, copies of *What is Your Address?* handout, ESL Volunteer Tutor Manual, 2012, Mingle Grid, p. 85

**Activity 1:** Listening & Speaking
**Description:** introduce and practice a dialogue about registering for school
**Materials/Prep:** single copies of Dialogue Picture Cards, copies of *A New Student (part 2)*, ESL Volunteer Tutor Manual, 2012, Dialogue, p. 69.

**Activity 2:** Literacy
**Description:** introduce ID documents and practice scanning for specific information
**Materials/Prep:** copies of *Basic Grammar in Action, p. 13*, copies of *Stand Out 1, 2nd Ed. p. 4*

**Activity 3:** Life Skill, Literacy, Checking for Understanding
**Description:** fill out a simple registration form
**Materials/Prep:** copies of *Registration Form 2*
Teacher Directions: **Warm Up and Review**


Teacher Directions: **Activity 1: Listening & Speaking, Critical Thinking**


**Step 1: Context**

Write on the board: **Register**

**Registration**

Ask: *The first time you came to this school? What did you do? Who helped you? Did you write your name and address? Did you take a test?*

*This week you will learn about registration. This will help you fill out different forms and talk about your school in English.*

**Step 2: Introduce Question Meaning**

Distribute copies of *A New Student (part 2)*

Use a projector to show the first *Dialogue Picture Card*. Read the text on the picture card. Learners find the same text on their handout.

Read the text again, learners repeat.

Look at the pictures. Ask learners: *What do you see?*
Use the context/comprehension questions at the bottom of each picture card to check for understanding. Remember to call on quiet students occasionally to make sure that everyone understands.

Repeat these steps for all of the Dialogue Picture Cards.

**Step 3: Practice Dialogue**

Practice the full dialogue by following instructions in the ESL Volunteer Tutor Manual, 2012, Dialogue, p. 69.

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**Teacher Directions: Activity 2: Literacy**

-Materials: copies of *Basic Grammar in Action, p. 13,*
copies of *Stand Out 1, 2nd Ed. p. 4,* (optional) tape measure or yard stick

**Step 1: Context**

Write on the board: **ID**

*identification*

Use pictures or actual documents to show an example of at least one kind of ID (driver’s license, state ID, student ID, YMCA card, etc.)

*Ask: Do you have ID? What ID do you have?*

**Step 2: Controlled Practice**

Distribute copies of p. 13.

Look at each picture. *Ask: What kind of ID is this? Where do you get this kind of ID?*

Learners answer the questions on p. 13 independently, then check with a partner.

**Step 3: Introduce “height and weight”**

* A driver’s license has a lot of information.*

Write on the board: **Height**

*Weight*

Use pictures or gestures to define height and weight.
If you have one, use a tape measure to record at least 2 students heights. Show how the height is written in feet and inches.

Distribute copies of p. 4.
Review the vocabulary in the yellow boxes on the right.

**Step 4: Independent Practice**
Learners work independently to complete the information on the worksheet.

**Teacher Directions:** Activity 4: Life Skills, Literacy, Checking for Understanding
-Materials: copies of Registration Form 2

**Step 1: Model**
If many learners were not present yesterday, model how to complete the registration form.

**Step 2: Independent Practice**
Distribute handout copies. Allow learners time to complete the form.
As they work, make note of who is struggling and which parts of the form are the most difficult. Report these to tomorrow’s teacher for further review.

Learners who finish early can work with a partner. They need to ask their partner for all the information on the form and fill out the form for their partner.
What’s Your Address?

<table>
<thead>
<tr>
<th>What is your first name?</th>
<th>What is your address?</th>
<th>What is your city?</th>
<th>What is your zip code?</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
TEACHER: Now I have a few questions. Do you have a Social Security number?

STUDENT: Yes, here’s my card.

TEACHER: Where are you from?

STUDENT: I’m from Togo.

TEACHER: Did you go to school in Togo.

STUDENT: Yes, I finished high school.

TEACHER: Did you go to school in the United States?

STUDENT: I studied English for one year.

TEACHER: Who is your emergency contact?

STUDENT: I don’t understand.

TEACHER: If you are sick or you fall down, can we call your friend or family member?

STUDENT: Yes, you can call my brother.

TEACHER: What is his name?

STUDENT: Amad Alassani

TEACHER: What is his phone number?

STUDENT: 651-000-9823
TEACHER: Now I have a few questions. Do you have a Social Security number?

STUDENT: Yes, here’s my card.

---

TEACHER: Now I have a few questions. Do you have a Social Security number?

STUDENT: No, I don’t.

---

Context/Comprehension Questions: Where can you get a SS card? What other ID do you have? Driver’s license? Library card? Passport? Green card?
TEACHER: Where are you from?

STUDENT: I am from Togo.

Context/Comprehension Questions: (ask each student)
Where are you from? What is your first language?
TEACHER: Did you go to school in Togo?

STUDENT: Yes, I finished 5th grade.

TEACHER: Did you go to school in Togo?

STUDENT: No, I did not go to school.

Context/Comprehension Questions: Did you go to school in your country? Is school free in your country? Was school close to your house? How many years did you go to school?
TEACHER: Did you go to school in the United States?

STUDENT: Yes. I studied English for one year.

TEACHER: Did you go to school in the United States?

STUDENT: No. This is my first school in the U.S.

Context/Comprehension Questions: How long have you lived in Minnesota? Do you know other English schools? Did you go to a different school before?
TEACHER: Who is your emergency contact?

STUDENT: I don’t understand.

TEACHER: If you are sick or you fall down, can we call your friend or family member?
STUDENT: Yes, you can call my brother.

TEACHER: What is his name?

STUDENT: Amad Alassani

TEACHER: What is his phone number?

STUDENT: 651-000-9823
Registration Form 2

First Name_________________________ Middle Name_________________________ Last Name_________________________

Address: __________________________________________________________ City: ______________________ Zip Code: ____________

Birth Date: ___/___/______

Month Day Year

Male_______ Female_______

First Language_________________________________________
Registering for School Unit: Week 1, Wednesday

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Learners will be able to...</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Literacy:</strong></td>
<td>scan a school form for specific information</td>
<td>Make Student Copies</td>
</tr>
<tr>
<td><strong>Literacy:</strong></td>
<td>fill out selected sections of an authentic ABE registration form.</td>
<td>• Handout: Where are you from?</td>
</tr>
<tr>
<td><strong>Life Skill:</strong></td>
<td>Understand and respond to common school registration questions</td>
<td>• Handout: Adult School Form</td>
</tr>
<tr>
<td><strong>Listening &amp; Speaking:</strong></td>
<td>Ask and respond to questions about prior schooling</td>
<td>• Handout: A New Student (part 3)</td>
</tr>
<tr>
<td><strong>Grammar:</strong></td>
<td>recognize and respond to simple past wh-word + do-verb questions (ex. Did you go to school in Mexico? How many years did you go to school?)</td>
<td>• Handout: Reading Test Practice</td>
</tr>
<tr>
<td><strong>Transitions &amp; Critical Thinking:</strong></td>
<td>Identify the purpose of an attendance policy and explain the consequences of not attending regularly</td>
<td>Make Single Copies or Reference</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• ESL Volunteer Tutor Manual, 2012, p. 85, 69</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• (optional) copies of your learning center’s attendance policy</td>
</tr>
</tbody>
</table>

**Lesson Plan**

**Warm up for today’s Lesson:** Literacy, Listening & Speaking

**Description:** learners complete a “Mingle Grid” about personal contact information


**Activity 1:** Listening & Speaking

**Description:** practice a simple dialogue about registering for school


**Activity 2:** Listening/speaking, Literacy

**Description:** learners complete a school form with information about their class

**Materials/Prep:** copies of Adult School Form

**Activity 3:** Literacy

**Description:** practice reading skills needed for the CASAS Life and Work Reading Test

**Materials/Prep:** copies of Reading Test Practice

**Activity 4:** Transitions & Critical Thinking

**Description:** discuss your learning center’s attendance policy

**Materials/Prep:** (optional) copies of your learning center’s attendance policy
Teacher Directions: Warm Up and Review


Teacher Directions: Activity 1: Listening & Speaking
- Materials: copies of A New Student (part 3)

Step 1: Context
Write on the board: Register
 Registration

Ask: The first time you came to this school? What did you do? Who helped you? Did you write your name and address? Did you take a test?

This week you will learn about registration. This will help you fill out different forms and talk about your school in English.

Step 2: Introduce and practice dialogue

**Teacher Directions:** Activity 2: Listening & Speaking, Literacy

-Materials: copies of Adult School Form

**Step 1: Context & Vocabulary**
Write on the board: Classroom #  
Class times  
Level

As a group, identify your classroom number, the days and times of class, and the level of your class. Point out that the # sign can be used to mean “number”.

**Step 2: Practice completing form**
Distribute copies of Adult School Form. Learners work independently to complete the form and check a partner’s paper when they are finished.

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**Teacher Directions:** Activity 3: Literacy

-Reading Test Practice

**Step 1: Independent Practice**

Before distributing the questions, remind learners that this is practice for their reading test. During the test they should not talk, look at their notebook or dictionary, or look at other learners’ papers.

Model how to read the questions first, then the information above, then go back and circle the correct answer.

Give everyone 3 minutes to complete questions 1-2. Use this time to walk around the room and see who has easily mastered this skill and who might need extra practice.
Step 2: Reviewing Answers

Use a projector to show the questions. Invite a student to come up and circle the correct answer. They should also circle the information above the questions that helped them find the correct answer.

If there is much dispute about the correct answer, discuss all the answers as a class and model how to eliminate wrong answers.

Teacher Directions: Activity 4: Transitions & Critical Thinking

- Materials: (optional) a copy of your learning center’s attendance policy

NOTE: If your Learning Center Coordinator is available, ask him or her to assist you with this part of the lesson. He or she probably explains the attendance policy often and can help answer learner questions.

Step 1: Context

Review the days and times of class.
Count the number of hours per week.

Ask: How many days do you come to school? Do you stay home sometimes? Why?
If you only come 2 days, can you learn English quickly? If you don’t come for 2 days, do you forget new words?

Step 2: Introduce “Attendance Policy”

Write on the board: attendance policy
-a rule
-how many days you need to come to class

You miss class.
You don’t come to class.

Read the words on the board, learners repeat several times.

Read or talk about your learning center’s attendance policy.
Ask comprehension questions: You miss 2 days in one month, okay? You miss 3 days in one week, okay? Etc. You miss many days. What happens? Can you come back later?
Write on the board: **late**


Role-play a student coming late, disrupting class, and being confused.

Ask: *What is the problem?*

**Step 3: Make a plan**

Write on the board: I **can come to school on** ___________________.

I can’t **come to school on** ___________________.

Sometimes I can’t **come to school because** ____________.

Elicit possible endings from learners. Discuss barriers to coming to school or being on time.

Learners write sentences about their own attendance in their notebooks.
### Where Are You From?

<table>
<thead>
<tr>
<th>What is your first name?</th>
<th>What is your last name?</th>
<th>Where are you from?</th>
<th>What is your first language?</th>
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</table>
## Adult School Form

Write your information.

<table>
<thead>
<tr>
<th>Name</th>
<th>____________________________</th>
<th>Last</th>
<th>First</th>
<th>Middle</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td>____________________________</td>
<td>Number</td>
<td>Street</td>
<td>Apt. number</td>
</tr>
<tr>
<td></td>
<td>____________________________</td>
<td>City</td>
<td>State</td>
<td>Zip Code</td>
</tr>
<tr>
<td>Phone</td>
<td>____________________________</td>
<td>Classroom #</td>
<td>Class Times</td>
<td>Days</td>
</tr>
<tr>
<td></td>
<td>____________________________</td>
<td>Level</td>
<td>____________________________</td>
<td></td>
</tr>
</tbody>
</table>
A New Student  (Part 3)

TEACHER:  Okay, you can start school on Monday. You are in level 3.

Your class is in room 101. Your class is from 10:00-12:00, Monday to Thursday.

Do you have any questions?

STUDENT:  Sometimes I can’t come to school because my child is sick or I need to work.

TEACHER:  That’s okay sometimes. Please call the school.

If you don’t come and you don’t call we will take your name off the class list.

You can come back. You can register again.
Name: Jones Lois Lyn

Address: 1022 Winters Ave. Apt. #4

Phone: (518) 200 – 5599

Classroom #: 140

Class Times: Monday-Friday, 5:00-8:00 p.m.

Level: 5-6

1. What is the student’s level?
   A. 1022
   B. 4
   C. 140
   D. 5-6

2. What is the student’s middle name?
   A. Jones
   B. First
   C. Lyn
   D. Lois
Registering for School Unit: Week 1, Thursday

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Learners will be able to...</strong></td>
<td><strong>Make Student Copies</strong></td>
</tr>
<tr>
<td><em>Life skill:</em> fill out a registration form</td>
<td>• Handout: <em>When Did You Start School?</em></td>
</tr>
<tr>
<td><em>Life Skill:</em> understand and respond to common school registration questions</td>
<td>• Handout: <em>A New Student (part 1)</em> from Monday</td>
</tr>
<tr>
<td><em>Literacy:</em> fill out selected sections of an authentic ABE registration form</td>
<td>• Handout: <em>Registration Form</em> from Monday</td>
</tr>
<tr>
<td><em>Listening/speaking:</em> ask and respond to questions related to a school registration form</td>
<td>• Handout: <em>Reading Test Practice</em></td>
</tr>
<tr>
<td><em>Grammar:</em> recognize and respond to simple past wh-word + do-verb questions <em>(ex. Did you go to school in Mexico? How many years did you go to school?)</em></td>
<td>• Handout: <em>Registration Question Cards</em> (not cut)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Make Single Copies or Reference</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• ESL Volunteer Tutor Manual, 2012, p. 85</td>
<td></td>
</tr>
<tr>
<td>• Registration Question Cards (1 set cut apart)</td>
<td></td>
</tr>
</tbody>
</table>

### Lesson Plan

**Warm up for today’s Lesson:** Literacy, Listening & Speaking  
**Description:** learners complete a “Mingle Grid” about school registration information  

**Activity 1:** Life Skill, Literacy, Listening & Speaking, Grammar  
**Description:** role-play asking to register for classes and filling out a registration form  
**Materials/Prep:** copies of *A New Student (part 1)* from Monday, copies of *Registration Form* from Monday

**Activity 2:** Listening/speaking, Grammar  
**Description:** learners mingle and respond to a series of registration questions  
**Materials/Prep:** 1 set of *registration question cards* (cut apart) and student copies not cut apart.

**Activity 3:** Literacy  
**Description:** learners write about why they come to English class  
**Materials/Prep:** (none)

**Activity 4:** Checking for Understanding  
**Description:** practice reading skills needed for the CASAS Life and Work Reading Test  
**Materials/Prep:** copies of *Reading Test Practice*
Teacher Directions: **Warm Up and Review**


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Teacher Directions: **Activity 1: Life Skills, Literacy, Listening & Speaking**

-Materials: copies of *A New Student (part 1)* from Monday, copies of *Registration Form* from Monday

**Step 1: Review Dialogue**

Review the dialogue by reading each line and asking learners to repeat.

Learners practice in pairs.

**Step 2: Role-Play**

Learners take turns pretending to be a student who wants to register for classes. You or a confident student can play the “teacher.”

The “teacher” will hand out registration forms and pens to the “student.”

Each student should then fill out the form independently.

*In a role-play, learners should be encouraged *not* to use their notes. This is a chance to practice speaking English in a semi-authentic situation.*
**Teacher Directions: Activity 2: Listening & Speaking, Grammar**

- Materials: one set of **Registration Question Cards** (cut apart) and student copies (not cut)

**Step 1: Review**

Distribute copies of the **Registration Question Cards** (not cut).
Read each question, learners repeat.
Call on one student to answer the question.

If learners struggle to answer some questions, draw pictures, provide examples, and call on several students to answer that question.

**Step 2: Mingle**

Using the set of cut question cards, deal one card to each learner.

Model with a student: One person reads the question (without showing it), the other person answers then asks their question. After they have answered each other’s questions, they switch cards and go find a new partner.

As learners mingle, listen for questions they are still struggling with. After the mingle review those questions again.

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**Teacher Directions: Activity 3: Literacy**

- Materials: (none)

**Step 1: Context**

Ask: *You come to English class. Why? Do you need English? Why? Who are the people you want to talk to in English? What jobs need English? What is difficult for you in English?*

Write on the board: **I come to English class because ______________.**
Elicit possible answers from learners. Encourage them to be more specific than *I want to learn English.*

**Step 2: Writing**

Learners write at least 1 sentence in their notebook about why they come to English class.
**Teacher Directions:** Activity 4: Literacy, Checking for Understanding
-Reading Test Practice

**Step 1: Independent Practice**

Before distributing the questions, remind learners that this is practice for their reading test. During the test they should not talk, look at their notebook or dictionary, or look at other learners’ papers.

Model how to read the questions first, then the information above, then go back and circle the correct answer.

Give everyone 3 minutes to complete questions 1-2. Use this time to walk around the room and see who has easily mastered this skill and who might need extra practice.

**Step 2: Reviewing Answers**

Use a projector to show the questions. Invite a student to come up and circle the correct answer. They should also circle the information above the questions that helped them find the correct answer.

If there is much dispute about the correct answer, discuss all the answers as a class and model how to eliminate wrong answers.
<table>
<thead>
<tr>
<th>What is your first name?</th>
<th>When did you move to the U.S?</th>
<th>When did you start at this school?</th>
<th>Why did you start English class?</th>
</tr>
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<tbody>
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</tbody>
</table>
Reading Test Practice

1. When was Evelyn born?
   A. 99 000 423
   B. 08-18-74.
   C. 08-20-04
   D. 08-31-08

2. How tall is Evelyn?
   A. 123.
   B. 5-02
   C. 5-04
   D. BLU
<table>
<thead>
<tr>
<th>What is your first name?</th>
<th>What is your last name?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is your address?</td>
<td>What is your phone number?</td>
</tr>
<tr>
<td>What is your zip code?</td>
<td>What is your date of birth?</td>
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<tr>
<td>What is your first language?</td>
<td>Where are you from?</td>
</tr>
<tr>
<td>Did you go to school in your country?</td>
<td>How many years did you go to school in your country?</td>
</tr>
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</tr>
<tr>
<td>When did you start at this school?</td>
<td>Did you go to a different school before?</td>
</tr>
<tr>
<td>Do you have a driver’s license?</td>
<td>Do you have an ID card?</td>
</tr>
<tr>
<td>What is your middle name?</td>
<td>Did you study English in your country?</td>
</tr>
</tbody>
</table>