Intermediate/Advanced Level
Worksheets for the ESL
Student Guide 2013-2014

The Intermediate Level Student Guide worksheets and activities were developed by the Student Retention/ESL Learner Persistence Committee.
Introduction: The ESL Student Guide and accompanying leveled classroom exercises were developed by the ESL Retention/Learner Persistence Committee. Research has shown that good orientation leads to improved retention and learner persistence. Accordingly, the committee created a student orientation booklet, the ESL Student Guide, with accompanying leveled classroom activities. The guide and activities were originally developed for the 2004-2005 school year and have been revised on an annual basis. The following Committee members developed and/or revised the ESL Student Guide and activities: Nancy Bachman, Sheri Bartlett, Mary Beauparlant, Gretchen Bitterlin, Jim Brice, Elissa Claar, Catherine Coxey, Starlene Dahl, Darlene Elwin, Connie Falconer, Lydia Hammett, Magdalena Krupa-Kwiatkowski, Corinne Layton, Lee Mosteller, Barbara Pongsrikul, Eileen Schmitz, Anagit Traganza, Richard Weinroth, and Cindy Wislofsky.

Goal of ESL Student Guide: To provide all ESL students an orientation to our ESL program in order to improve retention/learner persistence; to help students identify and meet their goals.

Objectives: After reading and understanding this guide, students will be able to:
1. Identify the name of their school.
2. Recognize how their school is one of 6 campuses in SDCCD.
3. Identify the dates of each school semester.
4. Identify dates for CASAS testing for the school year.
5. Identify the holidays and vacation periods.
6. Name key administrators at their campus.
7. Identify the types of classes offered at their campus.
8. Identify the hours and location of registration.
9. Identify the hours and location of the bookstore.
10. Identify locations/procedures for services on campus, e.g. parking permits, CSID Attendance Cards.
11. Identify key community resources.
12. Interpret general program information about changing classes, promotion, student services, computers and technology.
13. Use appropriate classroom/school behavior.
14. Use common (useful) English expressions and phrasal verbs.
15. Use an irregular verb chart.
16. Interpret ESL Destinations flow chart (a flow chart through ESL classes to other Continuing Education programs and college classes).

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| **Acronyms** P. 4                              | 1. Teach the meaning of an acronym. Use ESL as an example.  
2. Have pairs scan through the guide to look for a couple of acronyms and possible meanings.  
3. Follow up with the acronym worksheet. Students match the acronyms with their complete names. Correct with the students and discuss the usage of each in the guide.  
For additional practice, have partners test each other orally. Partner 1 looks at the acronym worksheet and asks questions about each acronym, (Ex.: “What does GED mean?”) Partner 2 folds the worksheet vertically so only the complete names are visible and answers the questions. Partners switch roles. |
| **Vocabulary Practice (covers all information in guide)** Pages 5-6 | 1. Divide students into groups of three.  
2. Introduce vocabulary by modeling/discussing the first three columns (Word, Meaning, Example).  
3. Groups then complete the fourth column (Practice)  
4. Students share their group answers with whole class. |
| **Vocabulary Review Pages 7-8**                | This activity reviews the vocabulary targeted in the Vocabulary Practice lesson.  
1. Have students work alone or in pairs.  
2. Model the first item.  
3. Students fill in the blanks using the targeted vocabulary.  
4. Have students compare answers with others.  
5. Correct as a whole class. |
| **Scanning Exercise #1 Page 9**                | The purpose of the first scanning exercise is to orient the student to the organization of the student guide. This activity can be done individually, with a partner or in groups after appropriate modeling. |
| **Scanning Exercise #2 Page 10-11**            | The purpose of the second scanning exercise is to orient the students to their campus. The students will find information on the site page. This activity can also be done individually, with a partner or in groups after appropriate modeling. |
| **Write the Wh-Question Page 12**              | 1. Review the different types of wh-questions: who, what, where, when, why, what kind, how, how many, how long, how much  
2. Highlight different parts of a sentence to make a question about:  
   • You can attend ESL classes in the morning, afternoon and evening.  
     When can you attend ESL classes?  
   • You can attend ESL classes in the morning, afternoon and evening.  
     What kind of classes can you take?  
3. Students can work independently or with a partner.  
4. After the students have written the questions, they can do oral practice - asking and answering questions. |
| **Discussion Activity Page 13**                | This is a group activity. Students should read the question and respond to the question using the ESL Student Guide as a resource. |
| Problem-solving Situations Pages 14-16 | 1. Refer students to the “General Program Information” as a resource for this activity. Go over the categories of questions.  
2. Model the problem-solving technique to the whole class with situation #1: identify the problem, look for possible solutions in the General Program Information, discuss alternative solutions and consequences, and choose the best solution.  
3. After modeling the technique with the whole group, divide the class into groups of 4 or 5 students. Ask the students to read the next situation in their group, identify problem and possible solutions (utilizing “General Program Information” and their own ideas) and then reach consensus on the best solution. The individual groups can then share their solutions with the whole group.  
An alternative way of conducting this activity:  
1. Assign different situations to different groups.  
2. Model filling out the group answer sheet.  
3. Each group shares their problem and solution with the whole class.  
A possible follow-up activity would be for individuals to choose one of the scenarios and write a letter giving advice to the student in that situation. |
| ESL Destinations Page 17 | 1. Introduce p. 5 of the ESL Student Guide. Discuss the different pathways through ESL and to other classes and programs.  
2. Students complete worksheet about the “ESL Destinations” chart.  
3. Check responses with the whole group. |
| ESL Student Guide Quiz Pages 18-20 | 1. Administer the quiz.  
2. Check quiz with whole group. |
| Goal Setting Pages 21-24 | 1. Introduce “My Goals for Learning English.”  
2. Introduce concept of short-term and long-term goals. Provide or elicit examples of both kinds of goals.  
3. Students complete a survey at the beginning of the semester about short-term goals.  
4. Students write short-term and long-term goals.  
5. Students should keep their goals in their binder and refer to them during and at the end of the semester.  
6. Students will complete a survey at the end of the semester to see if they have met their short-term goals. |
**ACRONYMS**
(an acronym = a name made from the first letters of its complete name)

*Match the acronym with its complete name. Write the letter in the blank space. (Example: ESL = English as a Second Language).*

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<td>1. ESL</td>
<td>d.</td>
<td>a. General Education Development test</td>
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<td>2. CASAS</td>
<td></td>
<td>b. San Diego Community College District</td>
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<td>3. GED</td>
<td></td>
<td>c. College Student Identification</td>
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<td>4. SDCE</td>
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<td>d. English as a Second Language</td>
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<td>5. ASB</td>
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<td>e. Vocational English as a Second Language</td>
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<td>h. Associated Student Body</td>
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<td>9. CSID</td>
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<td>i. Business Information Technology</td>
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<table>
<thead>
<tr>
<th><strong>Word</strong></th>
<th><strong>Meaning</strong></th>
<th><strong>Example</strong></th>
<th><strong>Practice</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. allowed</td>
<td>permitted</td>
<td>Smoking is not <strong>allowed</strong> in the building.</td>
<td>What else is not allowed in the building?</td>
</tr>
<tr>
<td>2. Associated</td>
<td>a group of students representing all of the</td>
<td>The <strong>ASB</strong> has meetings to discuss and resolve school problems and</td>
<td>What is <strong>ASB</strong> trying to raise money for?</td>
</tr>
<tr>
<td>Student Body</td>
<td>students in the school</td>
<td>conduct school activities.</td>
<td></td>
</tr>
<tr>
<td>(ASB)</td>
<td></td>
<td></td>
<td></td>
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<td>3. attendance</td>
<td>being in class</td>
<td>He had perfect <strong>attendance</strong> last month.</td>
<td>How can you improve your <strong>attendance</strong>?</td>
</tr>
<tr>
<td>4. certificate</td>
<td>a document that someone receives when he</td>
<td>My goal is to receive my <strong>certificate</strong> of completion of ESL level 5.</td>
<td>What kind of <strong>certificate</strong> can you get in this class?</td>
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<tr>
<td></td>
<td>completes the course requirements</td>
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<td>5. dean</td>
<td>head of the school</td>
<td>The <strong>dean</strong> visited our class last night.</td>
<td>Who is our Program <strong>Dean</strong>?</td>
</tr>
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<td>6. evacuation</td>
<td>exiting a place because of danger/emergency</td>
<td>There was an <strong>evacuation</strong> in Haiti because of a deadly earthquake.</td>
<td>What are other reasons for an <strong>evacuation</strong>?</td>
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<tr>
<td>Word</td>
<td>Meaning</td>
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<td>Practice</td>
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<td>7. notify</td>
<td>to tell someone</td>
<td>You should notify your instructor if you are going to miss a week of school.</td>
<td>Who should you notify at work when you’re sick? ________________</td>
</tr>
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<td>8. pathway</td>
<td>the way to go to reach your destination or goal</td>
<td>There are different pathways from this ESL Program to college.</td>
<td>What pathway are you taking to reach your educational goal? ________________</td>
</tr>
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<td>9. progress</td>
<td>doing better, improvement</td>
<td>If you practice your English every day, you will make progress.</td>
<td>How can you make progress learning English? ________________</td>
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<td>10. registration office</td>
<td>where you go to sign up for a class</td>
<td>The registration office is closed on weekends.</td>
<td>When is the ESL Registration Office open? ________________</td>
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<td>11. requirement</td>
<td>something that is needed or asked for</td>
<td>A state license is a requirement for the nurse assistant job.</td>
<td>What are the requirements for this class? ________________</td>
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<td>12. space available</td>
<td>there’s a place for someone or something</td>
<td>There was space available in the class, so I was able to register.</td>
<td>Is there space available in this class? ________________</td>
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<td>13. vocational training</td>
<td>training for employment</td>
<td>She would like to enroll in a vocational training class.</td>
<td>What kind of vocational training are you interested in? ________________</td>
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<td>14. assign</td>
<td>to give someone a task/work to do</td>
<td>The instructor assigns homework every day.</td>
<td>What kind of homework does your instructor assign? ________________</td>
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Vocabulary Review

Complete the questions and answers using the following vocabulary:
(Some words may be used more than once.)

notify    pathway    registration office
Associated Student Body    dean    certificate
evacuation    progress    space available    assign
allowed    vocational training    requirement    attendance

1. A: Does this campus offer ESL classes?
   B: Yes, it does. The registration office is down the hall.

2. A: May I speak with the person in charge of the school?
   B: Yes. I will connect you to the _________________.

3. A: Who should I __________________ if I am absent?
   B: You should call or e-mail your teacher.

4. A: Can I return to my class if I have been absent for a long time?
   B: If there is ________________________, you will be able to return.

5. A: Did you attend class yesterday?
   B: Yes, but I left early. I had an appointment with the school counselor about ____________________________ for nurse assistant.

6. A: Did you hear the alarm?
   B: Yes, our campus is having a drill to prepare for an ____________________________.

7. A: How is your son doing in school?
   B: His teacher says that he is making __________________ in math, but he is doing poorly in science.
8. A: What is the _____________________ for entering the VESL class?
   B: You must have completed level 4 ESL.

9. A: Who raised money for the new computers?
   B: Our ______________________________ had a fundraiser.

10. A: My daughter is on vacation. Can I bring her to class?
    B: No, I’m sorry but children are not ________________.

11. A: What _____________________ can I take to get to college?
    B: First you should complete intermediate level ESL. Then you should prepare for college by enrolling in the ESL Transition to College class.

12. A: How is Maria’s _____________________?
    B: Excellent. She has never missed a class.

13. A: Does your instructor __________________________ homework?
    B: Yes. She expects us to do homework every evening.

14. A: How can I receive a _____________________ of Course Completion?
    B: You need to complete the requirements for the level.
**Scanning Guide Exercise 1**

**Welcome to Class!**

**Directions:** Look for the information below. You can use the Table of Contents on page 2 to help you find the information.

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<td>3. A chart that shows different levels of ESL</td>
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<tr>
<td>4. Questions and answers about computers</td>
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<td>5. Information about job training</td>
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<td>6. An irregular verb chart</td>
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<td>7. Web sites for English practice</td>
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<td>8. Tips about adjusting to a new culture</td>
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<td>9. Classroom Reminders</td>
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<td>10. CASAS Test information</td>
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<td>11. Phrasal Verbs</td>
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<td>12. Pathways to Basic Skills and GED</td>
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<td>13. Questions and answers about attendance</td>
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<td>14. ESL reading levels</td>
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<tr>
<td>15. Tips about driving and driving safety</td>
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Campus Information/Community Resource Information

Directions: Look at the information about your campus and community to answer the following questions.

Campus Information:

1. What is your campus phone number?

2. Who is the ESL Program Dean?

3. Who is the ESL Assistant Program Chair(s)?

4. Where is the Counseling office?

5. Where and when can you register for a class?

6. Where can you get an Attendance (CSID) Card?

7. Where can you purchase a book?

8. How can you get a parking permit?
Community Resource Information:

9. Write the name of a facility that provides health services:

_______________________________________________

10. Write the name of a facility that provides childcare:

_______________________________________________

11. Write the name of a facility that provides legal advice:

_______________________________________________

12. Write the name of a facility that provides employment advice:

_______________________________________________

13. Write the name of a facility that provides recreational activities:

_______________________________________________

14. Write the name of a facility that you would like to use:

_______________________________________________

Toll-Free Numbers:

15. Who can you call for a referral for childcare?

_______________________________________________

16. Who can you call for advice about a housing problem?

_______________________________________________
Write the Wh-Question

1. **How many campuses are there?**
   
   There are **seven main campuses**.

2. _______________________________________________________________________
   
   There are **seven levels** of ESL classes.

3. _______________________________________________________________________
   
   You can attend ESL classes in the **morning, afternoon and evening**.

4. _______________________________________________________________________
   
   Most classes are **2 or 3 hours long**.

5. _______________________________________________________________________
   
   You need to buy a **book** in most ESL classes.

6. _______________________________________________________________________
   
   You should notify **your instructor** if you are absent.

7. _______________________________________________________________________
   
   You should notify your instructor by phone or e-mail.

8. _______________________________________________________________________
   
   You can stay in the same level until you are ready to move.

9. _______________________________________________________________________
   
   You will receive a **Certificate of Participation** at the end of the semester.

10. _______________________________________________________________________
    
    You may receive a **Certificate of Completion** if you complete the course requirements.
Discussion Activity

Read each of the situations below. Refer to the Student Guide to respond to the questions.

1. Sometimes I don’t have a babysitter. Can I bring my child to school?
   
   **No, children are not allowed.**

2. My English isn’t very good. Can I start at level 1?

3. I can’t come to school anymore, because I am starting a new job. What should I do?

4. My boss changed my work schedule from evenings to daytime. I am currently studying in an evening ESL class. What should I do?

5. My ESL class begins at 6 pm and I work until 6:00 p.m. What should I do?

6. My class is too easy for me. What should I do?

7. I don’t have a computer at home and would like to check my e-mail at school. Am I permitted to check my e-mail during class?

8. I’m going back to my country next semester. I would like to show my employer that I attended an ESL class. How can I get a certificate?

9. Our school doesn’t have enough parking for students. Who should I talk to about this problem?

10. I don’t have any health insurance. Are there any facilities that offer free health care?
Problem-Solving Situations

Directions:
• Read each of the following situations in your group.
• Identify the problem.
• Refer to the “General Program Information” if any advice is given for that situation.
• Discuss other possible solutions to the problem.
• Choose the best solution for the problem.
• Share your solution with the rest of the class.

1. Linh went to the Registration Office to register for an ESL Class two weeks ago. She was given a short reading test and brief oral interview. Afterwards, she was placed in a Level 3 ESL class. Linh likes her teacher, but she feels that the class is too easy. She has spoken with the teacher about changing to a higher level, but the teacher told her to wait until the next semester. Linh is very bored and really wants to move to a higher level. What should Linh do?

2. Elias and his family are refugees from Ethiopia. Elias has been studying in a Level 5 ESL class this semester, but he needs to develop some vocational skills so that he can find a job and support his family. What should Elias do?

3. Maria attended a beginning level ESL class for three months until she had a family emergency in Mexico. She was gone for three months, but did not let the teacher know what happened. Maria has returned to San Diego and would like to go back to school. However, she is uncomfortable about returning to her ESL class. What should Maria do?
4. Farah completed ESL Level 7 during summer school. He wants to continue his education, but he doesn’t know what classes/programs are available for him. What should Farah do?

5. Sam is always rushing to school after dropping off his children at school and his wife at work. It is difficult to find student parking around his campus, so he is usually late for class. Last week he didn’t park in a designated student parking space and received a ticket. Sam is very upset because he can’t afford the ticket. What should Sam do?

6. A male student has been following Sara around campus. The man has made inappropriate comments to Sara about her appearance. Sara feels very uncomfortable and is afraid to come to school. What should she do?

7. Abdi recently found a job and will not be able to come to school anymore. He would like to continue to improve his English skills. How can Abdi continue to study English on his own?
Group Answer Sheet for Problem Solving Situations

a. Our group is doing problem # _________________

b. The person in the story has a problem with

__________________________________________________

__________________________________________________

c. There is information about this problem on page _________ in our Student Guide under

d. One possible solution to the problem is

__________________________________________________

__________________________________________________

__________________________________________________

__________________________________________________

Another possible solution is

__________________________________________________

__________________________________________________

__________________________________________________
ESL Destinations

1. How many levels of ESL are there?
2. What level are you in?
3. What can you study in Basic Skills?
4. What does VESL mean? What is another name for the VESL class?
5. What's the minimum level of ESL required to enroll in VESL?
6. Name two jobs that students can study about in VESL:
   •
   •
7. What's the minimum level of ESL required to enroll in Basic Skills or GED classes?
8. What are the names of the three colleges in the San Diego Community College District?
   •
   •
   •
9. What's the minimum level of ESL recommended for a student to transition to college credit ESL classes?
10. Name two job training/certificate programs:
    •
    •
11. Linh is studying in a level 5 ESL class, but she is a little uncomfortable speaking. What special ESL class could she take?
12. Tomas is studying in the VESL class. He would like to work in the medical field. What job could he study about?
13. Amina has completed ESL Level 7. What classes/programs could she enroll in?
14. What would you like to do after you finish taking ESL classes?
ESL Student Guide Quiz

1. How many main campuses teach ESL in the San Diego Continuing Education School system?
   a. 4
   b. 5
   c. 6
   d. 7

2. How long is one semester?
   a. 12 weeks
   b. 16 weeks
   c. 18 weeks
   d. 20 weeks

3. When do students take the CASAS tests?
   a. September, November, February, and March
   b. September, October, November, and December
   c. October, December, February, and April
   d. January, March, April, and June

4. What is an example of a special ESL class?
   a. Citizenship
   b. Pronunciation
   c. Computer labs
   d. All of the above

5. When does a student move to the next level?
   a. at the end of a semester
   b. at the end of a year
   c. when the student is ready to move
   d. every 9 weeks
6. What is the minimum level of ESL to enroll in English for Careers (VESL)?
   a. 4
   b. 5
   c. 6
   d. 7

7. What is the name of the certificate that a student receives who has completed level 5?
   a. Certificate of Participation
   b. Certificate of Course Completion
   c. Certificate of Program Completion
   d. Certificate of Attendance

8. How can a student find out if the school is closed due to an emergency?
   b. Sign up at www.sdce.edu/e2ce/signup
   c. Go online at www.paysdccd.com
   d. All of the above

9. What does a student learn in a Basic Skills class?
   a. job training
   b. ESL and math
   c. GED
   d. math, reading and writing
10. The name of the Dean at my campus is _______________.

11. New students can register for ESL classes at my campus on this/these days and times: ________________________________

12. The name of a health clinic near my campus is _________________________________.

13. In VESL students can learn English for job training or employment. Name two types of jobs students can study about in VESL: __________________________________________________________

14. Culinary Arts and Graphics and Printing are two kinds of job training/ _________________________ programs.

15. Give an example of an expression to:
   a) initiate a conversation ______________________________
   b) offer advice ______________________________________
   c) summarize _________________________________________

16. Complete each sentence with a phrasal verb:
   a) The instructor likes to _________________________ the previous day’s lesson at the beginning of class.
   b) The students _________________________ their tests when they finish.
   c) Don’t forget to _________________________ the computers before you leave.
My Goals for Learning English

Check the goals that are appropriate for you.

This semester ......

_____ I will attend school______days per week.
_____ I will bring a binder, pencil, and school materials to school every day.
_____ I will notify my instructor when I am absent for more than a few days.
_____ I will review my lessons regularly.
_____ I want to complete this level of English in one semester.
_____ I want to speak English outside of class:
   _____ at work
   _____ at home
   _____ at the store
   _____ at my children’s school
   _____ at

_____ I want to improve my CASAS test scores.
_____ I want to speak English on the telephone.
_____ I want to learn some computer skills.
_____ I want to
_____ I want to
My Short-Term Goals

Complete the survey below at the **beginning** of the semester.

*Put a check ✓ next to your goals for this school year:*

<table>
<thead>
<tr>
<th>Work</th>
<th>Personal/ Family</th>
</tr>
</thead>
<tbody>
<tr>
<td>___get a job</td>
<td>___visit my children's school</td>
</tr>
<tr>
<td>___stay at my current job</td>
<td>___volunteer in my child's classroom or school</td>
</tr>
<tr>
<td>___enter job training</td>
<td>___read to my children</td>
</tr>
<tr>
<td>___get a promotion on my job</td>
<td>___help my children with homework</td>
</tr>
<tr>
<td>___get more work skills</td>
<td>___take my children to the library</td>
</tr>
<tr>
<td>___enter the military</td>
<td>___go to school meetings</td>
</tr>
<tr>
<td>___other work goal: ___________</td>
<td>___other personal goal: ______</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Community</th>
<th>Education</th>
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<tbody>
<tr>
<td>___enter a Citizenship class</td>
<td>___go to the next ESL level</td>
</tr>
<tr>
<td>___get my U.S. Citizenship</td>
<td>___go to a Basic Skills class</td>
</tr>
<tr>
<td>___register to vote</td>
<td>___get my GED or high school diploma</td>
</tr>
<tr>
<td>___vote in the next election</td>
<td>___enter college</td>
</tr>
<tr>
<td>___get involved in more community</td>
<td>___enter another training class</td>
</tr>
<tr>
<td>activities</td>
<td>___learn computer skills</td>
</tr>
<tr>
<td>___other community goal: _____</td>
<td>___other educational goal: ______</td>
</tr>
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<td></td>
</tr>
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</table>
My Short-Term Goals

Complete the survey below at the end of the semester.

Put a check \( \checkmark \) next to the goals that you have accomplished this semester.

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</table>
Complete the sentences about your short-term and long-term goals. Refer to the chart about work, personal/family, community, and educational goals.

This semester I want to __________________________________________________________
How will you reach that goal?
I will ________________________________________________________________________

Next semester I want to __________________________________________________________
How will you reach that goal?
I will ________________________________________________________________________

Next year I want to ______________________________________________________________
How will you reach that goal?
I will ________________________________________________________________________

In five years I want to _____________________________________________________________
How will you reach that goal? I will ________________________________________________________________________