

LIRIC

TEACHER'S CURRICULUM MANUAL



DENVER PUBLIC SCHOOLS  
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3/25/83



The Bilingual LIRIC Project  
ESEA, Title VII  
Bilingual Education Grant Award Project#: G008103181  
Project in progress: 9/1/81-8/31/84

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## INTRODUCTION

The Bilingual LIRIC Project (Language Instruction for Recent Immigrants through Computer technology) is a supplemental program for secondary students in Bilingual Education and English as a Second Language classes. It is a demonstration project developed under ESEA Title VII funds provided to the Denver Public Schools through the United States Department of Education.

The Bilingual LIRIC Program consists of the following: LIRIC Introductory Packet, LIRIC Introductory Guide, LIRIC Teacher's Curriculum Manual, Management System User's Guide, and LIRIC Disks for the Apple II+ computer or its equivalent.

The LIRIC Introductory Guide provides an overview of the program. It should be read first as it contains information for getting started on the computer.

The LIRIC Teacher's Curriculum Manual includes information regarding the objectives of the lessons, instructions for the individual lessons, vocabulary content, sentence structures, messages from the translators, and a glossary.

The Bilingual LIRIC Project was designed as a demonstration program in English as a Second Language utilizing computer technology. It was developed to demonstrate that the computer can be a viable alternative mode of instruction in the area of Bilingual Education.

LIRIC is not intended as a comprehensive ESL curriculum. It does not follow a particular scope and sequence, although the lessons have been sequenced as much as possible to fit into a typical ESL curriculum. This was not always possible, however, as lessons followed various formats, and many of the lessons utilized graphics. When two lessons on a disk included graphics, for example, it was often necessary to find a third lesson that did not. Thus, lessons have been sequenced logically within space constraints.

The ESL or bilingual teacher is expected to use the LIRIC materials as a supplement to the regular instructional program. If a student would benefit from additional reinforcement in the areas included in this program, then the teacher is encouraged to have the student use the appropriate lessons that correspond with the areas of individual need.

Lessons range from beginning levels to advanced. As a demonstration project, a variety of lessons are included. Future development of the LIRIC Project could include many additional lessons in ESL that would "fill in the gaps" making the program into a comprehensive curriculum.

LIRIC materials are being field tested during the 1983-1984 school year. All aspects of the program are subject to revision. Please provide us with your impressions.



## BILINGUAL LIRIC LESSON OBJECTIVES

### DISK I

#### Lesson 1: Subject and Verb

Parts A and B: Given a picture on the left side of the screen, the student will be able to pick out the subject and the most appropriate verb from a list on the right side of the screen. The responses will be entered in designated boxes.

#### Lesson 2:Pronouns

Parts A and B: The student will look at the picture on the left side of the screen, a sentence written in two boxes at the bottom of the screen, and the pronouns "he", "she", and "they" on the right side. After reading the sentence written in the boxes, the student will select the correct pronoun and enter it in the empty box.

#### Lesson 3:Colors

Parts A and B: The student will look at the picture on the left, the list of five colors on the right, and the sentence on the bottom. The student will select the most appropriate color to go with the object pictured and enter it on the line.

### DISK II

#### Lesson 1:Relationship between yes/no, have/do not have, like/do not like

Part A: The student will demonstrate an understanding of the relationship between "yes/no" and "have/do not have"

1. by using "yes" and "no" to answer questions related to personal possessions;
2. by filling in blanks to make complete sentences using personal possessions.

Part B:The student will demonstrate an understanding of the relationship between "yes/no" and "like/do not like"

1. by using "yes" and "no" to answer questions regarding things liked or disliked;
2. by filling in blanks to make complete sentences regarding likes and dislikes.

#### Lesson 2: Identification of items; Use of is/ is not

Parts A and B: The student will respond to questions about pictured items by filling in blanks in complete sentences to indicate if each pictured item "is" or "is not" as named in the question.

#### Lesson 3: Colors and Compound Subjects

Parts A and B: The student will demonstrate a knowledge of the ten most common colors associated with compound subjects by selecting the most appropriate color from a list and entering it in the space provided.



## DISK III

### Lesson 1: Body Parts

Parts A and B: The student will demonstrate a knowledge of the parts of the body by observing a picture, selecting the correct name from a list, and entering it in the space provided.

### Lesson 2: Telling Time

Parts A and B: The student will demonstrate their ability to tell time by entering the correct time (as shown on the picture of the clock) in the space provided.

### Lesson 3: Plurals of Nouns

Parts A and B: The student will demonstrate understanding of two rules for forming plurals of nouns in English by entering the correct word in the space provided. The rules are:

1. Many nouns form their plurals by adding 's' to the singular.
2. Nouns ending in 'ch', 'sh', 'x', 's', and 'z' form the plural by adding 'es' to the singular.

## DISK IV

### Lesson 1: Numbers in Order

Part A: The student will demonstrate understanding of numeric order by selecting from a random list and arranging the numbers in correct order. In correct order, numbers will increment by 1, 10, 100, 1000, or 10000.

Part B: The student will demonstrate understanding of numeric order by selecting from a random list and arranging the numbers in correct order. The numbers are in the range from 10-99,999 but they do not have standard increments.

### Lesson 2: Cardinal Numbers #1

Parts A, B, C, D, E, and F: The student will demonstrate understanding of both the numeric and written forms of the numbers from 0-59. Given the written form, the student enters the numeric form on the line.

### Lesson 3: Cardinal Numbers #2

Parts A, B, C, D, E, and F: The student will demonstrate understanding of both the numeric and written forms of the numbers from 60-1000. Given the written form, the student enters the numeric form on the line.

### Lesson 4: Ordinal Numbers

Parts A and B: The student will demonstrate understanding of the ordinal words for the first ten numbers by correctly identifying the ordinal position of selected items in a list of ten items.



## DISK V

### Lesson 1: Days of the Week

Part A: The student will become familiar with the spelling of the names of the days of the week by selecting the correct letter to fill in a blank space in each word.

Part B: The student will become familiar with the abbreviations for the names of the days of the week by selecting the correct abbreviation and entering it next to the complete word.

Part C: The student will demonstrate an understanding of the correct sequence of the days of the week by entering the days in correct order when given a list in random order.

### Lesson 2: Food and Meals

Parts A and B: The student will demonstrate an understanding of the words: "breakfast", "lunch", "dinner", and "snack", by looking at a picture, reading the explanation of the picture, and selecting the most appropriate term to describe when the food is eaten. The student will enter the letter representing when the food is usually eaten.

### Lesson 3: Occupations

Parts A and B: The student will demonstrate understanding of some common occupations by observing a picture and selecting the correct job description from a list and entering it on the line.

## DISK VI

### Lesson 1: Adjectives

Parts A, B, and C: The student will demonstrate an ability to identify adjectives that answer the questions "what kind?", "which one(s)?", and "how many?" by underlining the adjective in each sentence.

### Lesson 2: Adverbs

Parts A and B: The student will demonstrate ability to identify subjects, verbs, and adverbs that answer the questions "how?", "when?", "where?", and "how often?" by classifying each word in a set of three word sentences.

### Lesson 3: Using Adjectives and Adverbs

Parts A, B, and C: The student will demonstrate ability to distinguish between the use of adjectives and adverbs by selecting the correct word to fill in a blank in a sentence.

## DISK VII

### Lesson 1: Prepositions #1

Parts A and B: The student will demonstrate understanding of the use of prepositions by looking at a picture and a list of prepositions. The student will complete the given sentence by entering the most appropriate preposition in the space provided.

### Lesson 2: Prepositional Phrases #1

Parts A and B: The student will demonstrate ability to recognize prepositional phrases by underlining the prepositional phrase in each sentence.



## DISK VIII

### Lesson 1: Prepositions #2

Parts A, B, C, and D: The student will demonstrate understanding of the use of prepositions by selecting the correct preposition from a list and entering it in the blank in the sentence.

### Lesson 2: Prepositional Phrases #2

Parts A and B: The student will demonstrate ability to recognize a preposition and its object by identifying the preposition and the object in each sentence and entering them in the appropriate boxes.

### Lesson 3: Review of Prepositions

Part A: The student will demonstrate understanding of the use of prepositions by selecting the correct one from a list and completing the sentences.

## DISK IX

### Lesson 1: Possessive Personal Pronouns

Parts A and B: The student will demonstrate an understanding of the use of possessive personal pronouns by observing a picture and a list of possessive personal pronouns. A sentence is provided utilizing a pronoun in the objective case. Two incomplete sentences follow requiring the student to provide the correct possessive case form.

### Lesson 2: Articles

Parts A and B: The student will demonstrate an understanding of the correct use of the articles "a" and "an" by choosing the correct word and entering it in the space provided.

### Lesson 3: Seasons of the Year

Parts A and B: The student will demonstrate a knowledge of the seasons as they are observed in the United States by observing a picture, reading a written description, selecting the correct season from the list provided, and entering the name of the season on the line.

## DISK X

### Lesson 1: Capitalization #1

Parts A and B: The student will demonstrate understanding of three rules of capitalization by changing lower case letters to capital letters where it is appropriate. Rules of capitalization taught in this lesson:

1. The first letter of the first word in a sentence is always capitalized.
2. A proper noun always begins with a capital.
3. The word "I" is always capitalized.

### Lesson 2: Capitalization #2

Parts A and B: The student will demonstrate understanding of four more rules of capitalization by changing lower case letters to capital letters where it is appropriate. Rules of capitalization taught in this lesson:



1. "Mrs.", "Ms.", "Miss", and "Mr." start with a capital.
2. Days of the week, months of the year, and holidays start with a capital letter.
3. School subjects or classes start with capitals when the class name is a proper noun.
4. School subjects or classes start with capitals when the title includes a number.

### Lesson 3: Capitalization of Geographic Locations

Parts A and B: The student will demonstrate understanding of the rules of capitalization regarding geographic location by changing lower case letters to capital letters where it is appropriate.

Rules of capitalization taught in this lesson:

1. The words "north", "south", "east", and "west" are capitalized when they refer to a particular section of the country.
2. When these words indicate direction, they are not capitalized.

## DISK XI

### Lesson 1: Months of the Year

Part A: The student will become familiar with the spelling of the names of the months of the year by selecting the correct letters to fill in the blank spaces in each word.

Part B: The student will become familiar with the abbreviations for the names of the months of the year by selecting the correct abbreviation and entering it next to the complete word.

Part C: The student will demonstrate an understanding of the correct sequence of the months of the year by listing the months in correct order when given a list in random order.

### Lesson 2: Homonyms

Parts A and B: The student will demonstrate understanding of the use of homonyms by reading a sentence, selecting the correct homonym, and entering it in the blank space. The homonyms introduced in this lesson are "to", "too", and "two".

### Lesson 3: Road Signs

Parts A and B: The student will demonstrate understanding of the meanings of ten common road signs by looking at a picture of the sign, selecting the proper meaning from a list, and entering the meaning on the line.

## DISK XII

### Lesson 1: Plurals and Possessives

Parts A and B: The student will demonstrate ability to discriminate between the use of the plural and possessive forms of nouns by entering the correct word in the blank in each sentence.

### Lesson 2: Road Signs #2

Parts A and B: The student will demonstrate understanding of the meanings of ten additional road signs by looking at a picture of the sign, selecting the proper meaning from a list, and entering



the meaning on the line.

Lesson 3: Commands

Parts A and B: The student will demonstrate understanding of the use of the command form by observing a picture, a written command statement below the picture with a missing word, and a list of five command verbs. The student will select the appropriate command verb and enter it in the blank.

DISK XIII

Lesson 1: Idiomatic Expressions

Parts A, C, E, and G: The student will demonstrate understanding of the meaning of idiomatic expressions by selecting the correct expression to match a presented meaning.

Parts B, D, F, and H: The student will demonstrate understanding of the use of idiomatic expressions by selecting the most appropriate expression to fill in the blank in each sentence.



## LIRIC GENERAL INSTRUCTIONS

The lessons in the Bilingual LIRIC Project have been programmed such that review of the instructions is not possible in most cases. The student reads the instructions, requests a translation, rereads the English version, then continues to the next screen. Once the student has continued to the next screen, he or she is unable to access the previous screens.

As it may be necessary for the student to have access to information already passed, the instructions for each lesson are included in this manual. In addition, information on vocabulary included in each lesson, structure, and use of graphics is included.

Near the beginning of each lesson, the student is offered the option of seeing the GENERAL INSTRUCTIONS. These are the same for each lesson. Specific instructions are given with lessons as necessary. The student, once familiar with the general operation of the lessons, may wish to go directly to the example or the lesson.

### Instructions:

If you would like to see the general instructions, press the RETURN key. If you would like to see an example and then start the lesson, press E. If you would like to start the lesson, press S.

### GENERAL INSTRUCTIONS:

A flashing underline will appear on the screen where you are about to type. You move the flashing underline to the left by pressing the key that has an arrow pointing left (<--). This key moves the flashing underline to the left without erasing. Erasing happens when you type another character over the wrong one. You move the flashing underline to the right by pressing the key that has an arrow pointing right (-->). You move the flashing underline to the next item with the RETURN key.

### EXAMPLE INSTRUCTIONS:

If you want to see an example, press E. If you do not want to see an example press the RETURN key.

The next section provides lesson instructions for easy reference. This portion of the manual is subject to revision. Please provide us with your impressions as to which information is helpful, and that which is unnecessary.



## LIRIC LESSON INSTRUCTIONS, VOCABULARY, AND STRUCTURE

### DISK I

#### Lesson 1. Subject and Verb

Instructions: You will be shown a picture of a character who will perform an action. There will be a list of words containing the name for the character (subject) and a word for the action performed (verb). Additional words will be in the list that will be used. Place the correct subject into the appropriate boxes.

#### Vocabulary:

Nouns... Steve            John    Mother    Grandfather    Mr. Davis    Father  
Jack            Marcia            Grandmother    Ann    Aunt Sue    Mark    Sandy  
Uncle Ted    David            Sharon  
Verbs... wrote            came            drank            drove    slept    fell    forgot  
ate    walked    left    knew    swam    sat    hid    spoke

#### Sentence structure:

Subject and verbs are placed in appropriate boxes to construct simple two-word sentences.

Graphics of subject in action.

#### Lesson 2. Pronouns

Instructions: The pronoun 'he' represents a male subject. The pronoun 'she' represents a female subject. The pronoun 'they' represents more than one person. There is no indication of male or female with the use of 'they'.

You will be shown a picture and a sentence describing the picture. The sentence will appear again without the subject. The pronouns 'he', 'she', and 'they' will be shown on the screen. Fill in the blank with the appropriate pronoun.

#### Vocabulary:

Pronouns... he    she    they  
Subjects... John    Ann    Jack    Martha    Grandmother    Mary    Mrs.  
Smith    Mrs. Gomez    Laurie    Grandfather    Aunt Sue    Mark    Max  
Verbs... drove            left    ate    wrote    fell    came    spoke    sat  
swam    slept

#### Sentence structure:

Replacement of noun with correct pronoun. Subject and verb.

Graphics of subjects performing action.

#### Lesson 3. Colors

Instructions: You will be shown a picture. Type the color of the object shown in the picture on the blank provided. The list of



colors will be shown on the screen.

Vocabulary:

Colors...red yellow gray green blue brown orange  
white purple black  
Objects...cherries bananas elephants grass sky coconuts  
oranges onions violets car tires

Sentence structure: Subjects used with verb "are".

Graphics of objects.

DISK II

Lesson 1. Relationship between yes/no; have/do not have; like/do not like

Instructions: A picture will be shown on the screen. A question will be asked about the picture. You will answer the question with a single word (yes or no). The second time the question is asked, you will give the same answer as a part of a complete sentence.

Vocabulary:

pencil car book pen boat candy school soccer TV  
sandwiches

Sentence Structure:

Do you have...?  
Yes, I have....  
No, I do not have....  
Do you like...?  
Yes, I like....  
No, I do not like....

Graphics of objects.

Lesson 2. Identification of items; Use of is/is not

Instructions: A picture will be shown and a question will be asked about the picture. You will answer the question with a full sentence by filling in the blanks.

Vocabulary:

pencil book pen car boat door telephone window  
notebook clock

Sentence structure:

This is a ....  
This is not a ....

Graphics of objects.

Lesson 3. Colors and Compound Subjects

Instructions: You will be shown a picture. Type the color of the



objects shown in the picture on the blank provided. The list of colors will be shown on the screen.

Vocabulary:

cherries      rubies      lemons      elephants      rainy days      grass  
emeralds      sky      sea      coconuts      Brazil nuts      oranges  
tangerines      garlic      onions      eggplant      violets      car tires  
tar

Sentence structure: Compound subjects used with verb "are".

Graphics of compound subjects.

### DISK III

#### Lesson 1. Body Parts

Instructions: This lesson helps us learn the names of some of the parts of the body. Choose the best word from the list on the right side of the screen and type it on the line.

Vocabulary:

nose    hand    hair    teeth    lips    eyes    head    ear    feet    arm

Structure:

Response by typing correct name.

Graphics of body parts.

#### Lesson 2. Telling Time

Instructions: This lesson helps you practice telling time. The numbers in the circle are hours. There are five minutes between each number. The short arrow tells the hour. The long arrow tells the minutes.

If it is 10:30, then the hour is "10" and the minutes are "30". You enter like this: 10<return> : 30<return>. Do not use the right arrow to advance. Use return only.

Sentence Structure:

"What time is it?" is asked. The student inserts the correct time.

Graphics of clocks showing various times.

#### Lesson 3. Plurals of Nouns

Instructions: A word that refers to more than one thing is plural. If there is only one thing, it is singular. Example: "Brian lost his books" (more than one book).

Remember, a complete guide to forming plurals is in the dictionary. These two simple rules will help you in the beginning:

1. Many nouns form the plural by adding 's' to the singular.



example: "book...books; dog...dogs".

2. Nouns ending in 'ch', 'sh', 'x', 's', and 'z' form the plural by adding 'es' to the singular.

Example: "church...churches; box...boxes; dish...dishes; dress...dresses; waltz...waltzes".

Vocabulary:

box...boxes	uncle...uncles
church...churches	aunt...aunts
son...sons	daughter...daughters
dress...dresses	brother...brothers
dish...dishes	waltz...waltzes

Structure:

Completion as shown above.

No graphics.

#### DISK IV

Lesson 1. Numbers in Order

Instructions: A list of numbers will appear on the screen. Place the numbers in order on the blanks provided. After you are finished typing a complete number on a line, press return to go to the next line.

Vocabulary:

Numbers from 1-20  
Numbers from 10-100  
Numbers from 100-1,000  
Numbers from 1,000-5,000  
Numbers from 10,000-50,000  
Random numbers from 10-99,999

Structure:

Completion

No graphics.

Lessons 2 and 3. Cardinal Numbers

Instructions: This lesson teaches the numbers from 0 to 1,000. You will be shown a list of numerals and their written forms to study. Then, you will be given the written form. You need to write the numeral on the line.

Vocabulary:

zero one two ... ninety-nine;  
ten twenty ...one hundred;  
one hundred two hundred ... one thousand

Structure:

Completion

No graphics.



#### Lesson 4. Ordinal Numbers

Instructions: This lesson teaches the ordinal form of the first ten numbers. An ordinal number is a number used to indicate order in a particular series. For example, some ordinal numbers are: "first, fourth, tenth".

You will first be given a list to study. The list will show the numerals 1 to 10, their written forms, and their ordinal forms. If you want to see this list after you have started the lesson, press the key with the question mark (?) on it.

You will be shown a list of ten items and a sentence with a blank in it. Fill in the blank with the ordinal number that corresponds to the object's location on the list. Remember that you can press the key with the question mark (?) on it for help.

#### Vocabulary:

1	one	first
2	two	second
3	three	third
4	four	fourth
5	five	fifth
6	six	sixth
7	seven	seventh
8	eight	eighth
9	nine	ninth
10	ten	tenth

#### Structure:

Completion of blank with word form of ordinal number.

No graphics.

#### DISK V

#### Lesson 1. Days of the Week

Instructions: Part A: This lesson will help you learn the seven days of the week. This part of the lesson will deal with how to spell the names of the days of the week. First, the seven days of the week will be listed for you to study. Look at the letters in each word carefully.

Next, the seven days will be listed again, but each day will have a letter missing. In the column at the right will be a list of letters. Select the correct letter to fill in the blank space in each word.

Before you begin filling in the blanks, you can go back to the original list to study the spelling of the words by pressing the "ESC" key.

If you want to change a letter that you typed in a previous word, press the left arrow to go up to the wrd. After you change the letter, press the right arrow to go down.



Part B: This part of the lesson will deal with the abbreviations for the names of the days of the week. An abbreviation is a short form of a longer word and has the same meaning as the longer word. An abbreviation is usually followed by a period. For example, the abbreviation for "Sunday" is "Sun."

The days of the week will be listed in correct order in the right column. In front of each word there will be a blank line. The abbreviations for the days of the week will be listed in random order in the left column. Select the correct abbreviation for each day and type it on the line in front of the complete word.

Part C: In this part of the lesson you will type the seven days of the week in the correct order. In the left column, the days will be listed in random order. In the right column, there will be seven blank lines. You will need to type the days in the correct order on the lines.

If you want to change a previous word, press the left arrow to go backwards and up. After the change, press the right arrow to go to the end of the line and the RETURN key to go to the next line. Be sure to start in the first space on each line.

Vocabulary:

Sunday	Sun.
Monday	Mon.
Tuesday	Tue.
Wednesday	Wed.
Thursday	Thu.
Friday	Fri.
Saturday	Sat.

Structure: "These are the seven days of the week." Completion.

No graphics.

Lesson 2. Food and Meals

Instructions: Breakfast is the first meal of the day. It is usually eaten between 6:00 A.M. and 9:00 A.M. Examples: cereal and juice; eggs, bacon, toast, and coffee.

Lunch is the second meal of the day. It is usually eaten between 11:00 A.M. and 2:00 P.M. Examples: sandwich, soup and milk; hamburger, apple and juice.

Dinner is the last meal of the day. It may be eaten between 5:00 P.M. and 10:00 P.M. Examples: chicken, rice, peas and tea; pizza, salad, milk and pie.

Snack food is eaten at other times. It may be eaten between meals. A snack is also called a "quick meal". Examples: soft drink, candy bar.

Identify the food and tell at which meal you would probably eat this food.



Vocabulary:

breakfast    lunch    dinner    snack  
candy bar    cold drink in a can    sandwich    apple    bacon    eggs  
coffee        roast chicken        rice        corn flakes    baked fish  
potatoes        pancakes    milk    bowl of soup    crackers    New York  
steak

Structure:

B    breakfast  
L    lunch  
D    dinner  
S    snack

Completion, using above letters to represent meal.

Graphics of each meal.

Lesson 3. Occupations

Instructions: You will be given a list of jobs and the name given to a person doing one of the jobs. Please match the person with the description of what he or she is doing.

Vocabulary:

truck driver	drives a truck
waiter	waits on tables
mailman	delivers mail
teacher	teaches students
pilot	flies a plane
salesperson	sells things
football player	plays football
writer	writes books
student	studies lessons
car mechanic	repairs cars

Structure:

Matching and completion.

Graphics illustrating each occupation.

DISK VI

Lesson 1. Adjectives

Instructions: In this lesson, we will learn about adjectives. An adjective is a word used to modify or describe a noun or pronoun. Example: Pablo has brown eyes.

In the sentences that follow, please underline the adjective using the MINUS key (-). Use the space bar to erase part of the underline.

Part A: The adjectives that you will see will answer the question...WHAT KIND?

Example: Geri won the beauty contest.



Part B: The adjectives that you will see will answer the question...WHICH ONE(S) Example: Do you go to that school?

Part C: The adjectives that you will see will answer the question...HOW MANY? Example: Darren is ten years old.

Vocabulary:

Adjectives...red white long high this last these  
next several four many few  
Nouns and pronouns...Fatima dress dog Xochitl hair  
mountains Kim house he students school who house  
I pencils Mrs. Vang children Raul fish people  
Verbs...is wearing is barking has are lives is must  
stay have were waiting  
Prepositions...in after

Sentence structure:

Underline adjective in each sentence.

Graphics used to demonstrate adjectives where possible. However, adjectives describing color could not be accurately represented.

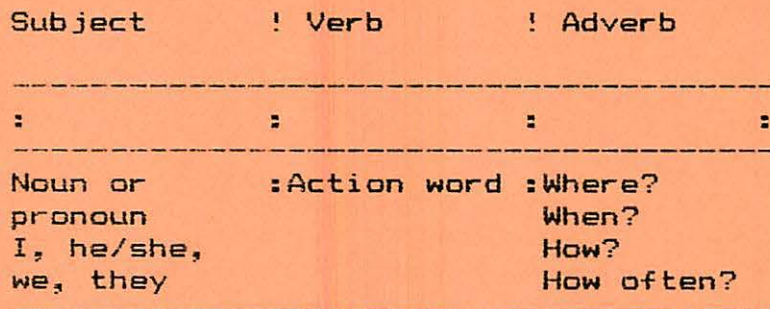
Lesson 2. Adverbs

Instructions: In this lesson we will learn about adverbs. An adverb is a word used to modify or describe a verb, an adjective, or another adverb. Example: Thu Ha sang 'beautifully'.

Adverbs answer these questions:

HOW? How the action takes place.  
Example- He walked slowly.  
WHEN? When the action takes place.  
Example- John left yesterday.  
WHERE? Where the action takes place.  
Example- He walked there.  
HOW OFTEN? How often the action occurs.  
Example- Jim jogged daily.

The sentences in this lesson have three parts: subject, verb, and adverb. You will be shown a diagram which shows these parts.



In the first box, type the subject. In the second box, type the verb. In the third box, type the adverb.



Example:

-----  
Subject            !Verb            !Adverb  
-----

:He                    :walked            :fast

-----  
Pronoun            !Action word !How?  
-----

Vocabulary:

Adverbs...hard            yesterday            there    daily    slowly    early  
quickly    often    softly  
Verbs...left            ate            ring    reads    falls    studied    walked  
jogged    read  
Subjects...Chakriya            Sharon            we    he    Jim    they    bells  
Bill    snow

Sentence structure:

Subject, verb, adverb

No graphics.

Lesson 3. Adjectives and Adverbs

Instructions: This lesson will include both adjectives and adverbs. For each sentence you will choose one of two words to put in the blank. In each pair of words, one will be an adjective and the other will be an adverb. You need to decide if the adverb or the adjective is appropriate.

Remember these two rules:

1. Adjectives describe or tell something about nouns or pronouns.
2. Adverbs describe or tell something about verbs, adjectives, or other adverbs.

Examples:

There is a blue sky. (adjective describing the noun "sky")

He is tall. (adjective describing the pronoun "he")

He spoke quickly. (adverb describing the verb "spoke")

The cat was tired. (adjective describing the noun "cat")

It is a hot day. (adjective describing the noun "day")

He came later. (adverb describing the verb "came")

Vocabulary:

Adjectives...thoughtful            delicious            beautiful            slow            early  
large    almost    always  
Adverbs...quickly            gradually            ready            beautifully            rapidly  
carefully    later    extremely  
Nouns and pronouns...car            snow            we            it            food            Sara  
pictures            Robert            mountains            race            Carlos            question            class  
train    bus    house    corner    he    hungry    she    late    full  
Verbs...moves            fell            were            learn            was            paints            worked  
answered    came  
Prepositions...on    than    to

Sentence structure:



completion with correct word.

No graphics.

## DISK VII

### Lesson 1. Prepositions #1

Instructions: This lesson introduces you to some words called prepositions. A preposition connects a group of words to the main part of the sentence. Here are some prepositions that help us understand location or movement:

around in over under from on through up

#### Vocabulary:

Prepositions...in under over from around up on  
Nouns...bird nest tree Max slide airplane dog bush  
grandfather mail mailbox Mary cat post Anne  
Verbs...built walked flew ran sat is looked climbed  
leaned

#### Sentence structure:

Subject, verb, and prepositional phrases comprise the sentences. The student selects the correct preposition and types it in to complete the sentences.

Graphics provided to clarify meanings of prepositions.

### Lesson 2. Prepositional phrases #1

Instructions: A prepositional phrase is a group of words in a sentence beginning with a preposition and usually ending with a noun or pronoun.

Example: Georgia stood under a tree.

You will see a sentence that has a prepositional phrase. Use the MINUS key (-) to underline that phrase. Use the space bar to erase part of the underline.

#### Vocabulary:

Prepositions...at behind by of to with around in  
on through under  
Nouns...Surath Cambodia Juan window Song corner  
morning Conrado weather cold January ball table  
Lien Tet celebration Petr tree tomorrow snow  
Mustafa Mr. Jones ball plastic bell  
Verbs...was born looked lives will return is is going  
is hiding will be went is made rings

#### Sentence structure:

Sentences presented containing prepositional phrase. Student identifies the prepositional phrase by underlining it.

Graphics presented to clarify meanings of prepositions.

## DISK VIII



## Lesson 1. Prepositions #2

Instructions: Prepositions are words that connect a group of words to the main part of a sentence. In this lesson you are to choose the correct preposition and type it in the blank. Example: Kim lives in Denver. (in, from)

The prepositions we have studied so far are: at around behind  
by from in of on over under up with

Some other prepositions are: after before between down  
except until

### Vocabulary:

Prepositions...at of to with from on by down  
around until before except about after up between

Nouns and pronouns...Maria school pencil wood me Pao  
letter Laos Chou baby quiet tomorrow Mr. Lopez  
stairs everyone Chan cat Joe contest Lawrence  
Darnell you dark fight John Ivan Eric lunch  
Pierre bird tree Mary Jose bus bus Thu Ha ball  
fence Karnchana ladder

Verbs...went is made come got was written must be  
must wait walked ran arrived go will be done will  
sing is is hiding is riding climbed

### Sentence structure:

Parts A and B...Completion of sentence by selecting proper word from two given.

Parts C and D...From a list of prepositions, the student selects the best one to complete the sentences.

No graphics in this lesson.

## Lesson 2: Prepositional Phrases #2

Instructions: Prepositional phrases consist of a preposition and an object. The object of a preposition is a noun or a pronoun.

Example: Susan goes to the store.

	preposition	object
Susan goes	to	the store.

In the sentences that follow, type the preposition in the first box, then type the object of the preposition in the second box.

Some new prepositions are: across below for inside near  
out

### Vocabulary:

Prepositions...between on behind to under for near  
across inside below out

Nouns and pronouns...candy us books desk mine Jack me  
we show orange table Isaac temple Sandra brother  
Xia cousins Robin street Santiago house temperature  
freezing window



Verbs...was divided are sat went rolled goes waited  
lives walked was is look

Sentence structure:

Subject, verb, prepositional phrase. Student places preposition in first box, and object (including article) in second box.

No graphics.

Lesson 3. Review of prepositions

Instructions: In this section we will review some common prepositions. Choose the correct preposition and type it in the blank.

Vocabulary:

Prepositions...from on to for with near of  
Nouns and pronouns...Mario school he subject war you  
my excuse he soccer tickets John his lunch him  
Sachie Tokyo home  
Verbs...came talked will listen will pay brought lives

Sentence structure:

Completion of sentences by selecting the best preposition.

No graphics.

## DISK IX

Lesson 1. Possessive Pronouns

Instructions: A pronoun is a word used in place of one or more nouns. A personal pronoun refers to a person. A personal pronoun refers to a person. Possessive forms of personal pronouns show ownership.

Example:

Personal pronouns	Possessive forms
I, me	my, mine
you	your, yours
he, him	his
she, her	her, hers
it	its
we, us	our, ours
they, them	their, theirs

If the object, a book, belongs to the person who is speaking, the sentence could be written as follows:

This is 'my' book.

This book is 'mine'.

If the book belongs to the person who is being spoken to, the sentence could be written as follows:

This is 'your' book.

This book is 'yours'.

If the object, a book, belongs to a boy or a man, the sentence



could be written as follows:

This is 'his' book.

This book is 'his'.

If the book belongs to a girl or a woman, the sentence could be written as follows:

This is 'her' book.

This book is 'hers'.

If the book belongs to the person who is speaking and someone else, the sentence could be written as follows:

This is 'our' book.

This book is 'ours'.

If the book belongs to more than one person, the sentence could be written as follows:

This is 'their' book.

This book is 'theirs'.

In this lesson you will choose one of the possessive pronouns to fill in the blanks in each sentence.

There will be a sentence which tells who owns a given object and then two sentences where you will fill in the blanks with possessive pronouns. You must fill in both blanks correctly.

Vocabulary:

Personal pronouns...my mine our ours your yours his  
her hers their theirs

Nouns...radio glass picture ring comb camera car  
dog Kim Bob Charles Maria Kendra Mai Tou Yi

Verb...belongs

Sentence Structure:

This ..... belongs to .....

This is ..... .....

This ..... is .....

Graphics of each object.

Lesson 2. Instructions:

Articles

'A', 'e', 'i', 'o', and 'u' are vowels. All other letters are consonants. Use 'an' before words that begin with vowels except for words beginning with the long 'u' sound. Use 'a' before words that begin with consonants or with the long 'u' sound such as in 'universe'.

Vocabulary:

Articles...a an

Nouns...day book John pencil apple egg breakfast

February month ruby Juan doctor university school

colleges job salesperson

Verbs...is have bought have ate likes



Prepositions...with of as  
Adjectives...nice cold red  
Pronouns...it I

Structure:

Completion of sentence with proper article.

No graphics.

### Lesson 3. Seasons of the Year

Instructions: In this lesson you will be shown information about seasons of the year. Then you will be asked some questions about the seasons. Anytime you want to review the information about the seasons, just press the space bar.

There are four (4) seasons in a year.

1. Spring begins on March 21 and is warm.
2. Summer begins on June 21 and is hot.
3. Autumn begins on September 21 and is cool. Fall is another name for autumn.
4. Winter begins on December 21 and is cold.

Vocabulary:

Seasons...spring summer autumn fall winter

Verbs...begins is

Nouns...March June September December name

Prepositions...on for

Adjective...another

Structure:

Completion of each sentence with correct season.

Graphics of each season.



## DISK X

### Lesson 1. Capitalization #1

Instructions: The first letter of the first word of a sentence always starts with a capital. Example: He ran.

A proper noun begins with a capital. A proper noun is the name of a certain person, place, or thing. The word 'I' is always a capital. Example: I like Mexican food.

Using these three rules, put capital letters in the following sentences. To change a small letter into a capital letter, just type the letter on top of the flashing underline. If you want to change a capital letter back to a small letter, press the shift key and the 'P' key at the same time, while the flashing underline is under the letter you want to change. Pressing the 'RETURN' key will cause the underline to move to the beginning of the next word. If you want to go back to a previous word, press the key with the left arrow (←).

#### Vocabulary:

Proper nouns...Colorado Denver Monaco Denver Public Schools  
Abe Lincoln United States Harvard University Target  
Professor Martin Colorado State University Botanic Gardens  
Aspen Denver University  
Nouns and pronouns...we brother I president law school  
school store center year future college my  
Verbs...came go was has work named teaches is  
hope to see would like to ski want to go  
Prepositions...to in on at after of  
Adjectives...famous law named almost  
Conjunctions...when  
Articles...a an the

#### Structure:

Sentences are presented without capitals. Student makes appropriate changes, based upon rules of capitalization given.

No graphics in this lesson.

### Lesson 2. Capitalization #2

Instructions: In this lesson you will use some additional rules for capitalization. 'Miss', 'Mrs.', 'Ms.', and 'Mr.' start with a capital. Example: Mr. James sold his car.

Days of the week, months of the year, and names of holidays start with a capital letter. Example: Today is Saturday.

School subjects or classes start with capitals when the class name is a proper noun. Example: I am taking French.

School subjects such as math and science are not capitalized. Example: I am going to my math class.

School subjects or classes start with capitals when the title has a number. Example: Math 302, Science 210.



Using these rules, put capital letters in the following sentences. To change a small letter into a capital letter, just type the letter on top of the flashing underline. If you want to change a capital letter back to a small letter, press the shift key and the 'P' key at the same time, while the flashing underline is under the letter you want to change. Pressing the 'RETURN' key will cause the underline to move to the beginning of the next word. If you want to go back to a previous word, press the key with the left arrow (<--).

Vocabulary:

Proper nouns...Christmas December Abe Lincoln United States  
September June Mrs. Smith Mr. and Mrs. Atwood February  
Spanish Computer 101 Thursday Miss Chan Science 208  
Brian May

Nouns and pronouns...I my class music president school  
teacher social studies our

Verbs...like am taking will be can choose is was  
begins ends are leaving

Prepositions...in of on for

Adjectives...my next here or

Articles...a the

Conjunctions...and

Structure:

Sentences are presented without capitals. Student makes appropriate changes, based upon rules of capitalization given.

No graphics in this lesson.

Lesson 3.

Capitalization of Geographic Locations

Instructions: The words 'East', 'West', 'North', and 'South' are capitalized when they mean a particular section of the country. Example: California is in the West.

When these words mean a direction they are not capitalized. Example: The sun sets in the west.

To change a small letter into a capital letter, just type the letter on top of the flashing underline. If you want to change a capital letter back to a small letter, press the shift key and the 'P' key at the same time, while the flashing underline is under the letter you want to change.

Vocabulary:

Geographic Locations:

North South East West Northwest southeast

Nouns and pronouns...Oregon Alameda part Leetsdale park  
Colfax school Denver river town there

Verbs...is

Prepositions...of

Articles...the



Structure:

Sentences are presented without capital letters. Student makes appropriate changes based upon rules of capitalization given.

Graphics indicate geographic direction.

DISK XI

Lesson 1. Months of the Year

Instructions: Part A...This lesson will help you learn the twelve months of the year. This part of the lesson will deal with how to spell the names of the months of the year. First, the twelve months will be listed for you to study. Look at the letters in each word carefully.

Next, the twelve months will be listed again, but each month will have letter(s) missing. Determine the correct letter(s) to fill in the blank space(s) in each word.

Before you begin filling in the blanks, you can go back to the original list to study the spelling of the words by pressing the ESC key. If you want to change a letter that you have typed in a previous word, press the left arrow to go up to the word. After you change the letter, press the right arrow to go across and down.

Part B...This part of the lesson will deal with the abbreviations for the names of the twelve months of the year. An abbreviation is a short form of a longer word and has the same meaning as the longer word. An abbreviation is usually followed by a period. For example, the abbreviation for April is 'Apr.'.

The months of the year will be listed in correct order on the screen. In front of each word, there will be a blank line. The abbreviations for the months of the year will be listed in random order at the top of the screen. Select the abbreviation for each month and type it on the line in front of the complete word. You may press ESC for an example.

Part C...In this part of the lesson you will type the twelve months of the year in the correct order. At the top of the screen, the months will be listed in random order. At the bottom, there will be twelve blank lines. You will need to type the months in correct order on the lines.

If you want to change a previous word, press the left arrow to go backwards and up. After the change, press the right arrow to go to the end of the line and the RETURN key to go to the first space on each line. You may press ESC for translations, and E to go back to see an example. Keep in mind that you can only see the example one time after you have started the lesson.

Vocabulary:



Months...January February March April May June July  
August September October November December  
Abbreviations of months...Jan Feb Mar Apr May Jun Jul  
Aug Sep Oct Nov Dec

Structure:

Completion of month names or abbreviations.

No graphics.

Note: The nature of the program of this lesson necessitated that abbreviated forms contain three letters each. Also, periods were not used, due to limitations in the program.

### Lesson 2. Homonyms

Instructions: Homonyms are words that sound the same but have different meanings. Example: 'to', 'too', 'two'

Using 'to', 'too', and 'two' correctly:

'To' is a preposition that indicates direction. Example: He went to the park.

'Too' is an adverb meaning 'more than enough' or 'also'. Example: He had too much homework.

'Two' is the number '2'. Example: She ate two cookies.

Choose the correct word and type it in the blank.

Vocabulary:

Homonyms...to too two

Nouns and pronouns...I people Max store questions house

pairs shoes it game Ying letter mother his he

Nelda park homework Juan sandwiches

Verbs...saw went don't ask was had is wrote had  
ate

Adjectives...many cold much

Prepositions...to of for

Articles...the a

Structure:

Completion of sentence with proper word.

No graphics in this lesson.

### Lesson 3. Road Signs and Their Meanings #1

Instructions: This lesson will show you some of the signs that drivers and bikers use when they are traveling on public roads.

Sign	Meaning
NO U-TURN:	Do not make a u-turn
NO RIGHT TURN:	Do not turn right
NO LEFT TURN:	Do not turn left
HOSPITAL:	Tells where there is a hospital
DO NOT ENTER:	Stay out



TRAIL: Tells where there is a trail  
CAMPING: Tells where there is a campground  
BIKE ROUTE: Tells where there is a bike path  
RAILROAD CROSSING: Tells where trains cross a road  
PEDESTRIAN CROSSING: Tells where people can cross a road

Vocabulary:  
Shown above.

Structure:  
Student is taught the road signs. Shown the signs without the words, the student selects the appropriate words and types them on the line. The sign then shows the correct words.

Graphics of ten road signs.

## DISK XII

### Lesson 1. Plurals and Possessives

Instructions: A word that refers to more than one thing is plural in number. The regular way to form the plural of a noun is to add an 's' to the end of the word. Example: cat, cats

Possessive words describe ownership. To form the possessive case of a singular noun, add an apostrophe (') and an 's'. To write (') you must type SHIFT and '7' at the same time. Example: The cat's fur is white.

In the sentences that follow, decide whether the plural form or the possessive form should be used. Then type the correct word in the blank.

#### Vocabulary:

Plurals...weeks stones books colors days  
Possessives...John's cat's author's dog's Mary's  
Nouns and pronouns...you test hair plan there her  
ring overdue she piece pie rainbow fur book week  
Adjectives...many brown popular seven three wet five  
overdue  
Verbs...will take was did not work are were ate is  
Adverbs...well  
Prepositions...of in  
Articles...a the

#### Structure:

Completion of each sentence with either the plural form or the possessive form of the word given.

No graphics in this lesson.

### Lesson 2. Road Signs and Their Meanings #2

Instructions: This lesson will show you some of the signs that



drivers and bikers use when they are traveling on public roads.

Sign	Meaning
SCHOOL CROSSING:	A crosswalk where people go to school
SLIPPERY WHEN WET:	Warning to be careful when wet
STOP:	Bring car to a stop
YIELD:	To let other cars go first
HILL:	Tells where there is a hill
KEEP RIGHT:	Stay on the right
MERGE:	When two roads come together
DEER CROSSING:	Tells where deer might be crossing
35 MPH:	Speed limit is 35 mph
SIGNAL AHEAD:	Stop light is ahead

Vocabulary:  
Shown above.

Structure:

Student is taught ten new road signs. Shown the road signs without the words, the student selects the appropriate words to complete the sign and types it on the line. The correct words then appear on the road sign.

Graphics of ten additional road signs.

Lesson 3. Commands

Instructions: This lesson teaches about commands. A command is a statement, given with authority, that some action must be performed. Example: Open the door!

In this lesson you will be shown a list of commands. The picture will give you some idea as to which word best completes the sentence.

Vocabulary:

Commands...open	sit	point	close	put	hold	turn	run
walk stand							
Nouns...window	table	plate	door	book	pen	page	bus
stairs flag							
Prepositions...at	to	down	for	up			
Article...the							

Structure:

Complete each sentence by typing the appropriate command on the line.

Graphics provided for each sentence.

### DISK XIII

Lesson 1. Idiomatic Expressions

Instructions: Idioms or idiomatic expressions keep a person's



speech from being too formal. It is important to learn some basic idioms because they usually cannot translate directly into your native language without losing or confusing their meaning.

Idioms	Meaning
FIND OUT:	To get information/ learn
ALL RIGHT:	Correct/ satisfactory
PICK OUT:	To choose/ select
LIE DOWN:	Rest in a lying position
TAKE OUT:	To remove/ take away
GET ALONG:	To succeed/ make progress
WAY TO GO:	Congratulations
HIP:	Know what is in style
FAR OUT:	Super/ really great
DIG:	To understand
POINT OUT:	To indicate/ show
WAS OVER:	Was finished
THROW SOMEONE:	To confuse/ deceive
MAKE WAVES:	Cause problems
UP-TO-DATE:	Timely/ modern
SKATE ON THIN ICE:	To engage in a dangerous act
DIRTY LOOK:	To show disapproval
CUT THE MUSTARD:	To perform to expectations
ON THE BALL:	To be attentive or efficient
ON CLOUD NINE:	Excited, thrilled

Please choose the correct idiom to go with the meaning.

#### Vocabulary:

Idiomatic expressions... given and defined above.

Nouns and pronouns... Kevin answers restaurants service  
time game you it his which book your studies  
she Bob Joe's clothes Hiep he Brian question  
meeting southern state map these facts Mary John  
candy Kim all math Ivan job Judy Tom that

Verbs... got have can is should rest did read will  
said won are found out explained do left gave are  
going steal is done couldn't got fired are dating

Prepositions... to after in after when at on of  
from

Articles... a the

Adjectives... many that

Adverbs... very really

Conjunctions... if because so

#### Structure:

Completion of meanings to match idiomatic expressions.

Completion of sentences utilizing proper idiomatic expressions.

No graphics for this lesson.

Note: Some of the idiomatic expressions were recommended by high school students. Also, different languages handled the interpretation of these expressions differently. Each translator attempted to present this material in the best way for speakers



of that language.



### MESSAGES FROM THE TRANSLATORS

Messages from translators will appear in the next version of this manual. These messages will appear in English, Hmong, Laotian, Spanish, and Vietnamese.

The purpose of these messages is to permit each translator to communicate more directly with students from that language background. Information helpful to students will be provided.



## GLOSSARY

ACCESS: To retrieve information from stored media.

BILINGUAL: Use of two languages.

BOOT: A procedure of starting the machine by itself after the power is turned on.

BUG: A term used to describe errors in computer programs.

CHARACTER: A letter or other symbol (including foreign alphabets) used to represent information.

COMPUTER: A collection of hardware that follows the instructions that are formed under label software.

COMPUTER-ASSISTED INSTRUCTION: Instructional material presented on a computer to supplement classroom instruction..

COMPUTER-MANAGED INSTRUCTION: A computer program or programs which present a complete course of instruction.

DATA: Information given to or received from a computer.

DISK: A media used for information storage and retrieval. (Three sizes: 3 1/2", 5 1/4", and 8")

DISK DRIVE: An electrical component of a computer system which reads disks and records new information on disks.

DOCUMENT: A description of a piece of software or mechanical notes for hardware.

ESCAPE KEY: A key used by the computer for special command functions. (Accesses translated versions of the LIRIC Program.)

ESEA TITLE VII: Funding agency through the United States Department of Education.

GRAPHICS: The ability to draw pictures on the computer.

HARDWARE: Mechanical, magnetic, electrical, and electronic devices that comprise a computer.

INPUT: Command function of the computer that says, "Read this."

LIRIC: Acronym for ESEA Title VII project "Language Instruction for Recent Immigrants through Computer technology".

MICROCOMPUTER SETUP: Input processing and output devices (ie: keyboard, microprocessor, and monitor).

MONITOR: A display device (cathode ray tube).



**PASSWORD:** A secret word that enables a user to access a program.

**PROGRAM:** A series of instructions to a computer that enable it to solve a problem.

**RAM:** Random Access Memory (memory that can be written on or read from by a program).

**ROM:** Read Only Memory (cannot be reprogrammed; utilizes only what has already been programmed).

**SOFTWARE:** A series of instructions and proper documentation to enable a person to perform the running of a computer.

**USER'S GUIDE:** A manual providing specific information on the use of the computer and the programs.