



Media



INTRODUCTION

Before tutors and students can begin planning lessons, goals need to be set according to those expressed by the student and his/her existing level of English. Once the goals have been set (to gain employment, to be able to shop independently, to be able to communicate with their children's teachers, etc.) then the planning can begin.

This packet (1 of 10) has been developed to assist tutors in creating lessons that will help students in a practical manner in their every-day life. Life skills are listed under each topic or subject with ideas for practice activities. The use of real-life material, e.g. actual application forms, the telephone directory, the newspaper, in the lesson provides the student an opportunity to practice in a safe, non-threatening environment. Some examples of real-life material are included.

To give the tutor and the student satisfaction that progress is being made toward the goals, an **Achievement Log** has been developed. The log is for the recording by the student of those accomplishments achieved beyond and outside the lesson time. It might be that your student can now make phone calls, help a child with homework, write a note or fill out an application form. An awareness of these changes will motivate your student to set the next goals.

Materials for These Techniques

Newspapers
Ads
TV listings

3 by 5 Index Cards
Colored Markers
Post-It Notes

RADIO, NEWSPAPER, AND TV

Here are some life skills that can be used as the basis for a lesson with suggestions for practice activities.

1. Find, read, and understand information regarding radio stations listed in the newspaper and other publications.

Suggestions: Together with the learner bring a variety of publications to the lesson. Identify words that the learner needs to know to find information about radio stations.

2. Listen to and understand the weather and/or news on the radio.

Suggestions: Discuss the words that are necessary for the learner to understand the weather. Circle weather related words in the newspaper. Together discuss an item on the weather report or news. Tape a report if the learner finds it difficult to follow. Ask the student to keep a weather journal for one week.

3. Read a newspaper that has appropriate vocabulary for your student, e.g. *News for You, Chicago Tribune, Chicago Sun Times, Naperville Sun, Aurora Beacon News, The Herald.*

Suggestions: Practice reading different articles. Use headlines, advertisements, photographs, cartoons, graphics and other parts of the newspaper to develop reading comprehension. (See pages 10-12).

4. Understand the different sections of a newspaper.

Suggestions: Together bring in a variety of papers. Find and examine the different sections of the newspaper. Have the student do a scavenger hunt for different parts of the newspaper, e.g. classified ads, letters to the editor, sports news, political cartoon, recipes, weather map, advice column, etc. (See pages 7-9, 13).

5. Find specific information in the newspaper, e.g. housing, employment, entertainment, weather, current events.

Suggestions: Using the paper as a source of information plan a weekend of fun leisure activities, or a vacation requiring hotel or motel reservations. Depending on the learner's need, use the paper as a source of information, e.g. housing, employment, classified ads, etc.

6. Understand abbreviations in ads.

Suggestions: Select those abbreviations that are relevant to the learner's needs. Read and discuss a variety of ads.

7. Read and understand a newspaper article or select and discuss a picture from the paper.

Suggestions: Encourage your learner to bring any articles or pictures to the lesson that are of interest to them. Read the articles together, discuss any words that the learner does not understand, and then write some sentences summarizing the article. Discuss the picture and any words that are new to the learner. Together write a sentence or two about the picture. (See page 12).

8. Write a letter to the editor of a newspaper.

Suggestions: Read and discuss letters written to the editor of a local newspaper and what information should be included in the letter. Choose a topic that is important to the student and practice writing a letter.

9. Find, read, and understand information regarding TV channels in the newspaper and other publications such as *TV Guide* or cable directories.

Suggestions: Together discuss favorite programs and look them up in the TV listings.

10. Watch, listen, and understand the weather and/or news on TV.

Suggestions: Tape a TV program that is of interest. Watch the program together and center a discussion around it. Write a few sentences about the program.

11. Understand what cable TV is and how to order it.

Suggestions: Practice a call to order cable TV. Read and understand any contracts that must be signed.

Activities for Building Vocabulary

Scavenger/Treasure Hunt: Make a list of words relating to the topic being studied, e.g. food, furniture, dictionary terms, etc. and ask the student to find them as you follow along, or if feasible, bring the objects to you. Variation: Say the word and ask the student to write the word on a Post-It Note and attach it to the located object.

Scrabble Game. Distribute the Scrabble tiles as directed by the game. Ask the student to spell out any word he/she can with these pieces. Play and score as in regular Scrabble as you and the student compete for points. Variation: Have student throw a die to determine how many tiles can be picked from all the tiles on the table and used to form words.

Reading Numbers. Create a deck of cards consisting of one digit on each card. Shuffle and lay down three cards, for example 352, and read the number aloud. Ask student to place one card next to any of the three digits and then read aloud the resulting number. For example, placing a 4 next to the first card results in “four hundred fifty-two.” Placing a 4 next to the second card results in “three thousand four hundred fifty-two.” Variation: Place a dollar sign to the left and include a decimal.¹

Board Game. Trace around a quarter to form a series of circles across the top, bottom, and both sides of a sheet of paper. Write a vocabulary word inside each circle. Ask student to roll a die and move his/her marker (button or penny) that many spaces and then say a sentence using the word on which he/she landed. Variation: Play the same way but student asks a question using the word landed on.²

Dictation. Select or compose a short story or passage containing vocabulary words studied. Dictate the story. Provide the student with a printed version of the story with lines representing words omitted. Ask the student to listen to the story and write in the missing words on the lines provided as the dictation is given. Gauge the number of missing words according to the ability of the student—provide a small number for beginners and a larger number for more advanced students. Variation: Record the story on a tape so the student can do it as homework and can listen to the tape as often as needed.

Strip Story. For beginning students, write each sentence that makes up a short story on strips of paper. For more advanced students write the main events that make up a story on strips of paper, one event to each strip. Read the story to the student or ask the student to read it. Ask the student to arrange the strips of paper in the proper order of the story.

Concentration. Write matching pairs of vocabulary words on cards, e.g. holidays and the dates, antonyms, synonyms, idioms, etc. Place the cards face down on the table. Student turns over one card and tries to find the matching card. If cards match, they are left on the table face up. If cards do not match, both cards are turned over and two more cards are selected. Game continues until all cards have been turned over. Variation: Play this game with two or more students.

¹ Source: Hands-on English, Vol. 11, No. 1, May/June, 2001.

² Source: Hands-on English, Vol. 12, No. 5, January/February, 2003.

Create Your Own Wordsearch

Name: _____ Date: _____

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| M | U | S | I | C | Y | X | N | E | W | S | Y |
| P | H | C | O | M | E | D | Y | W | F | T | H |
| X | Y | M | N | C | H | A | N | N | E | L | P |
| F | M | O | V | I | E | L | M | C | N | N | D |
| B | S | T | G | H | S | T | A | T | I | O | N |
| P | O | L | I | T | I | C | S | L | M | N | D |
| S | W | S | P | O | R | T | S | X | Y | W | V |
| C | A | B | L | E | L | M | U | S | I | C | V |
| E | D | I | T | O | R | I | A | L | P | O | L |
| M | N | C | O | M | M | E | R | C | I | A | L |
| D | F | G | P | R | O | G | R | A | M | L | M |
| N | E | W | S | P | A | P | E | R | G | S | T |

Words:

✓ CHANNEL

COMEDY

NEWS

MOVIE

STATION

WEATHER

POLITICS

SPORTS

MUSIC

EDITORIAL

CABLE

CNN

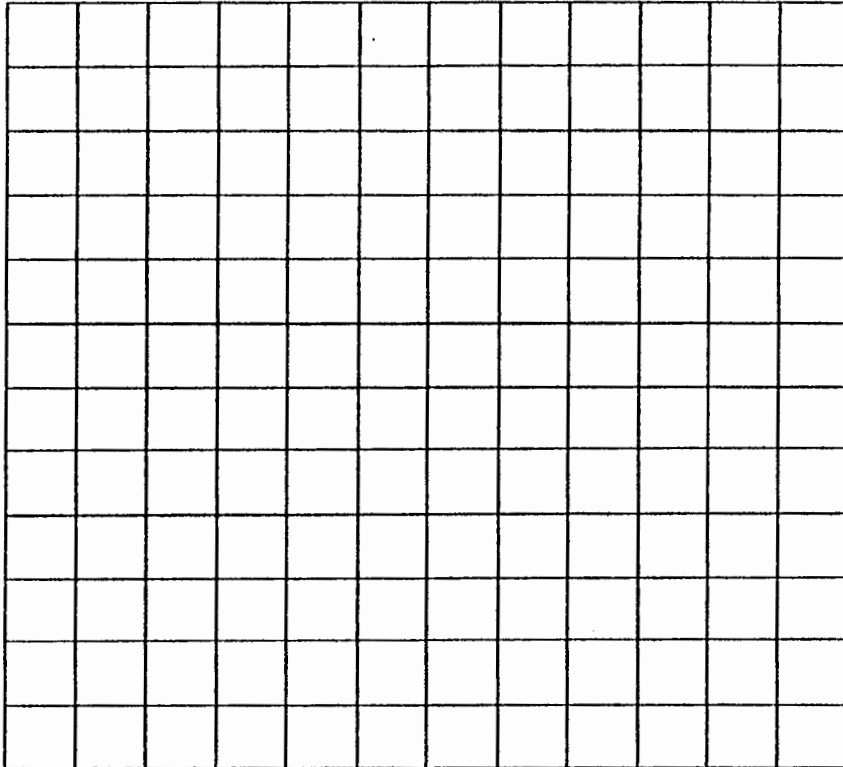
COMMERCIAL

NEWSPAPER

PROGRAM

Create Your Own Wordsearch

Name: _____ Date: _____



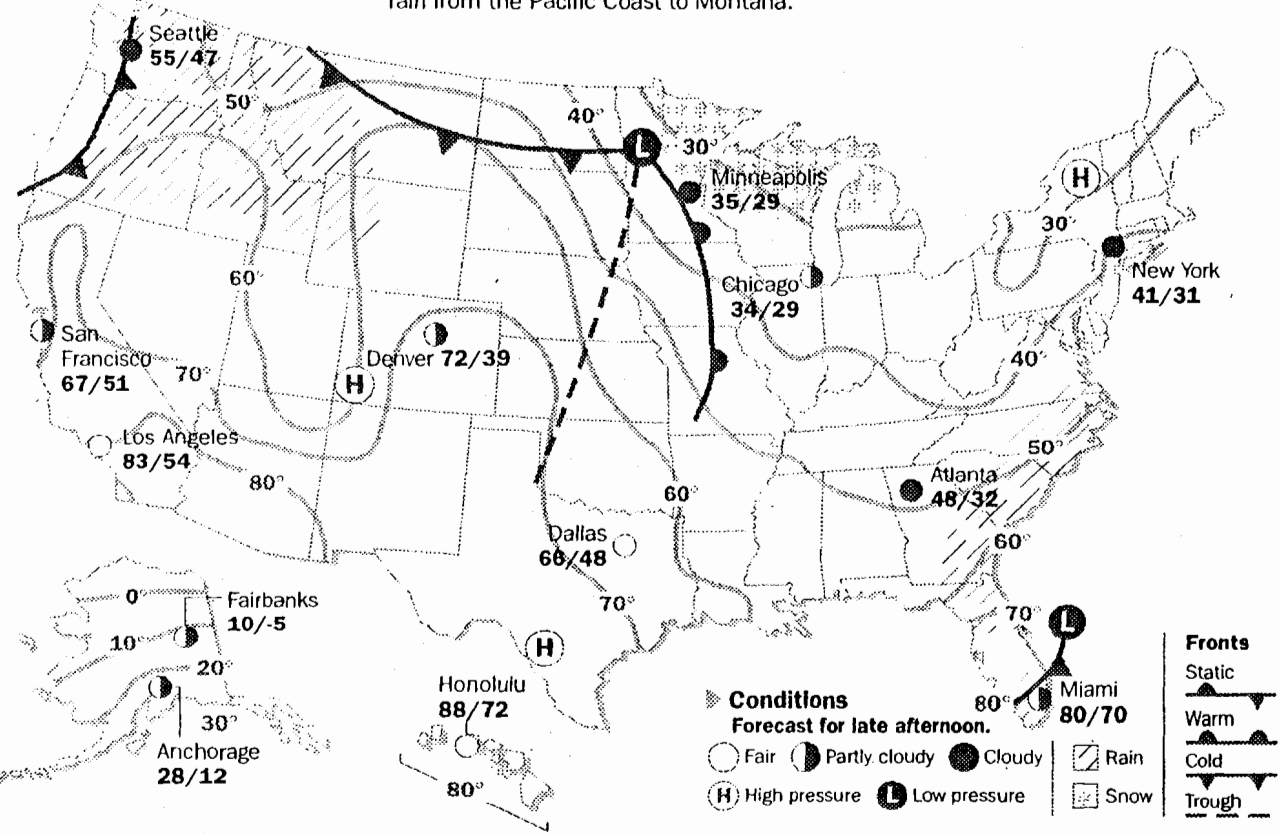
Words:

Full
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60
73
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73
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18
10
61
48
42
74

| FRIDAY | SATURDAY | SUNDAY | MONDAY | TUESDAY | WEDNESDAY |
|----------------------------------------------------------------|-------------------------------|-----------------------------------------|------------------------------------|--------------------------------------------|-------------------------------------|
| 34/29 | 42/25 | 47/36 | 36/29 | 30/21 | 29/19 |
| Partly cloudy with increasing clouds throughout the day today. | Partly cloudy and seasonable. | Mostly cloudy with a chance of showers. | Cloudy with rain changing to snow. | Mostly cloudy with a chance of light snow. | Partly cloudy with cold conditions. |
| | | | | | |

► THE NATION

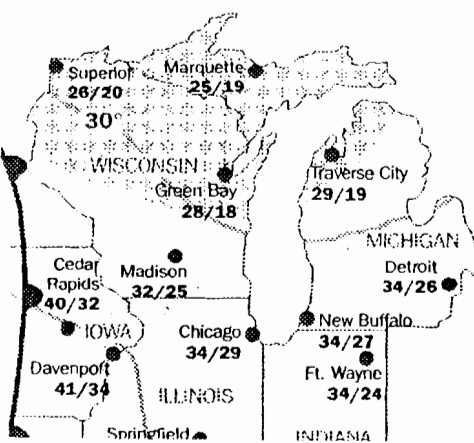
An area of low pressure will produce showers and a few thunderstorms from the mid-Atlantic coast to Florida. Cooler and drier air will be experienced through the Ohio and Tennessee Valleys today. A new storm system will produce rain from the Pacific Coast to Montana.



► THE REGION

Overview

A storm system approaching the Upper Midwest will cause clouds to increase throughout the day across the region. There will be a chance of snow over the northern Great Lakes region. Conditions will be unseasonably cool with temperatures in the 20s, 30s and 40s across the nation's mid-section.



Temperatures, forecasts

| City | THURSDAY | | | FRIDAY | |
|------------------|----------|----|-------|------------|-------|
| | H | L | Pcp. | Forecast H | L |
| Illinois | | | | | |
| Marseilles | M | M | | ptcloudy | 38 32 |
| Moline | 32 | 20 | | ptcloudy | 41 34 |
| Peoria | 33 | 23 | | ptcloudy | 39 31 |
| Quincy | 37 | 23 | | sunny | 42 35 |
| Rockford | 31 | 19 | | ptcloudy | 34 27 |
| Springfield | 37 | 27 | | sunny | 39 33 |
| Indiana | | | | | |
| Evansville | 44 | 35 | .06 | sunny | 43 27 |
| Ft. Wayne | 39 | 26 | | ptcloudy | 34 24 |
| Indianapolis | 39 | 31 | .01 | sunny | 39 26 |
| South Bend | 34 | 28 | | ptcloudy | 35 28 |
| Wisconsin | | | | | |
| Green Bay | 25 | 19 | | snow | 28 18 |
| La Crosse | 24 | 15 | | ptcloudy | 32 29 |
| Madison | 29 | 18 | | ptcloudy | 32 25 |
| Milwaukee | 30 | 18 | | ptcloudy | 33 27 |
| Wausau | 27 | 14 | trace | snow | 26 17 |
| Michigan | | | | | |
| Detroit | 38 | 33 | trace | ptcloudy | 34 26 |
| Gd. Rapids | 31 | 30 | trace | ptcloudy | 33 26 |
| Lansing | 35 | 30 | .01 | ptcloudy | 33 24 |
| Marquette | 14 | 14 | .11 | snow | 25 19 |
| Saginaw | 32 | 29 | .04 | ptcloudy | 33 24 |
| St. St. Marie | 22 | 18 | .22 | snow | 25 20 |
| Traverse City | 28 | 28 | | snow | 29 19 |

► CHICAGO

Conditions

► Temperature:
 O'Hare's high.....33
 O'Hare's low.....24
 Midway's high.....34
 Midway's low.....27
 Lakefront high.....36
 Lakefront low.....28
 Normal high Nov. 23.....45
 Normal low Nov. 23.....29

► Precipitation:
 Yesterday's total.....0.00
 Wednesday's total.....trace
 Total for month.....3.32
 Normal for month.....2.22
 Total for year.....31.93
 Normal for year.....32.65

► Records
 High Nov. 24.....69° 1966
 Low Nov. 24.....-2° 1950
 High Nov. 25.....65° 1908
 Low Nov. 25.....0° 1950


► Heating degree days
 Yesterday's total.....36
 Total for month.....723
 Total for year.....1223
 Normal for year.....1037

Temperatures

Beginning 8 p.m. Wednesday at O'Hare, the lakefront and Midway, wind speeds recorded at O'Hare.

| | O | L | M | Wind |
|----------|----|----|----|------|
| 8 p.m. | 34 | 37 | 35 | SW 7 |
| 9 p.m. | 31 | 36 | 34 | SW 5 |
| 10 p.m. | 31 | 36 | 33 | W 5 |
| 11 p.m. | 30 | 36 | 34 | W 6 |
| Midnight | 29 | 35 | 33 | W 7 |
| 1 a.m. | 30 | 36 | 33 | NW 9 |
| 2 a.m. | 30 | 34 | 33 | NW 9 |
| 3 a.m. | 29 | 32 | 31 | N 14 |
| 4 a.m. | 27 | 32 | 30 | N 12 |
| 5 a.m. | 27 | 30 | 29 | N 14 |
| 6 a.m. | 25 | 29 | 28 | N 10 |
| 7 a.m. | 25 | 29 | 27 | N 14 |
| 8 a.m. | 27 | 28 | 28 | N 12 |
| 9 a.m. | 28 | 29 | 30 | N 13 |
| 10 a.m. | 30 | 30 | 31 | N 13 |
| 11 a.m. | 31 | 30 | 32 | N 12 |
| Noon | 32 | 31 | 33 | N 13 |
| 1 p.m. | 32 | 31 | 33 | N 10 |
| 2 p.m. | 33 | 32 | 34 | N 13 |

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| | PM | 12:00 | 12:30 | 1:00 | 1:30 | 2:00 | 2:30 | 3:00 | 3:30 | 4:00 | 4:30 | 5:00 | 5:30 | |
|---------|------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|--------------------------------------------------------------------------------------|--------------------|----------------------|-------------|---------------------|------------|----------------------|--------------|-----------------------|-----------------------|------------|
| NETWORK | CBS | (2) The Young | The Bold | As the World Turns © | Living It Up © | Judge Judy | Judge Judy | News © | News © | News © | News © | News © | CBS News | |
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| | WGN | (9) News © | | Maury © | Sharon Osbourne © | Maury © | | | | | | | Will/Grace | |
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| | WJYS | (62) Paid Prog. | Paid Prog. | Paid Prog. | Paid Prog. | Paid Prog. | Paid Prog. | Various | Paid Prog. | Paid Prog. | Paid Prog. | Paid Prog. | Paid Prog. | Paid Prog. |
| | BROADCAST | WFBT | (23) Hawaii Five-0 © | | C. Burnett | Lucy Show | Love Lucy | One Day | Laverne | Happening | Homework | Heartbeat | TV Patrol | Chinese |
| WCIU | | (26) Montel Williams © | | People's Court (N) © | | Moral Court © | | Judge Mathis © | | The People's Court © | | Hughleys | S. Harvey | |
| WWTO | | (35) Behind | Various | J. Robison | Your Day | The 700 Club © | | J. Hagee | R. Parsley | Praise the Lord © | | | | |
| WCX | | (38) Paid Prog. | Paid Prog. | Paid Prog. | Paid Prog. | Paid (JIP) | Paid Prog. | Paid Prog. | Paid Prog. | Bonanza | | Sweep | Shop/Drop | |
| WSNS | | (44) Cotorreando | | Sala de Parejas | | Familia | Corte Pueb. | Laura | | Rojo Vivo | | Noticiero | Noticiero | |
| WEHS | | (60) † (11:00) Escandalo T.V. | | Monica | | Qulen Tiene la Razon | | Te Sigo Amando | | Milagros de Amor | | De Pocas, Pocas Pulga | | |
| WGBO | | (66) Te Amare en Silencio | | Angel Rebelde | | Clase 406 | | El Gordo y la Flaca | | Primer Impacto | | Noticias | Noticiero | |
| AE | | American Justice © Movies | | | | | | | | | | | | |
| CABLE | | AMC | M | † (11:15) Missing (PG/82) ★★★ © | | | | | | | | | | |
| | | | T | (12:15) Untamed (55) ★★★ | | | | | | | | | | |
| | | | W | (11:45) The Court-Martial of Billy Mitchell (55) (1:45) Twelve O'Clock High (49) ★★★ | | | | | | | | | | |
| | F | | † (9:45) Young Lions (1:15) The Bridges at Toko-Ri (54) ★★★ | | | | | | | | | | | |
| NETWORK | ANPL | Rescues | Adoption | That Baby | That Baby | Pet Story | Pet Story | Emer. Vets | Emer. Vets | Ani. Videos | Ani. Videos | Crocodile Hunter © | | |
| | BET | BET Now | | | | | | | | | | | | |
| | BRAVO | M | Columbo: "Double Exposure." Clean and Sober (R/88) ★★★ | | | | | | | | | | | |
| | | T | Columbo: "Playback." Death and the Maiden (R/94) ★★★ © | | | | | | | | | | | |
| | | W | Columbo: "Last Salute to the Commodore." Queer Eye/Guy © | | | | | | | | | | | |
| | | F | Columbo: "A Deadly State of Mind." The Player (R/92) ★★★ | | | | | | | | | | | |
| | CLTV | News | | | | | | | | | | | | |
| | CNBC | † (11:00) Powr Lunch © Street Signs © | | | | | | | | | | | | |
| | CNN | Live From ... © | | | | | | | | | | | | |
| | COM | MAD TV © | | | | | | | | | | | | |
| | COURT | Both Sides | | | | | | | | | | | | |
| DISC | Surprise by Design © | | | | | | | | | | | | | |
| DISN | M | JoJo Circus Stanley © Winnie Mouse | | | | | | | | | | | | |
| | T | The El True Hollywood Story © Revealed | | | | | | | | | | | | |
| | W | The El True Hollywood Story: "Real World." © True Hollywood © | | | | | | | | | | | | |
| | F | Celebrity Perks Special Attractions Scenes 101 Reasons | | | | | | | | | | | | |
| ESPN | M | SportsCenter © MLB Preseason Baseball: Anaheim Angels at Seattle Mariners (Live) © | | | | | | | | | | | | |
| | T | NHL Shots NBA Inside World Series of Poker World Series of Poker World Series of Poker | | | | | | | | | | | | |
| | W | † (11:00) College Bask College Basketball (Live) © | | | | | | | | | | | | |
| | F | † (11:00) College Bask College Basketball (Live) © | | | | | | | | | | | | |
| ESPN2 | M | Bassmasters © Dream Job (N) © Strong Man Strong Man Strong Man Strong Man Women's College Basketball (Live) © | | | | | | | | | | | | |
| | T | SportsCenter (N) © Wire/Wire UEFA Champions League Soccer: Playoffs, Leg 2: Teams TBA. Billiards: Mosconi Cup. Billiards: Mosconi Cup. | | | | | | | | | | | | |
| | W | College Basketball (Live) © College Basketball (Live) © | | | | | | | | | | | | |
| | F | † (11:00) College Bask College Basketball (Live) © | | | | | | | | | | | | |
| ESPNC | M | College Basketball: "1988: Duke/N.C." College Basketball: "1992: Duke/N.C." © College Basketball: "2001: N.C./Duke." © | | | | | | | | | | | | |
| | T | College Basketball: "2002." (N) College Basketball: "2003." (N) College Basketball: "1974." © Thor/bred | | | | | | | | | | | | |
| | W | Baseball: "1996: Padres/Cubs." Baseball: "1998: Phillies/Mets." Baseball: "2001: Red Sox/Yankees." | | | | | | | | | | | | |
| | F | Baseball: "1997: White Sox at Orioles." Baseball: "2003: Florida Marlins at San Francisco Giants." Baseball: "1994: Mariners/Indians." Baseball: "1993: Reds/Braves." Baseball: "2002: A's at Red Sox." | | | | | | | | | | | | |
| EWTN | M | Fr. John Corapi Living Benediction Chaplet Intl. Rosary | | | | | | | | | | | | |
| | T | Lenten Parish Mission Abundant Life Angel For. Beginning Faith Heart The Rosary Choices | | | | | | | | | | | | |
| | W | The Journey Home Lenten Faith Saints Faith Fact. Saint Heart Peter: Icon Groeschel | | | | | | | | | | | | |
| | F | Life on the Rock Catalogue Leadership Faith Fact. Angel For. Super Saint Culture Stations | | | | | | | | | | | | |
| FAM | Matters Matters Step/Step Step/Step Little Time Full House: 7th Heaven © Switched! Knock First Full House Full House | | | | | | | | | | | | | |
| FNC | DaySide/Vester © Calling Food Finds Emeril Mario Big Story/Gibson © Special Report © | | | | | | | | | | | | | |
| FOOD | M | College Basketball (Tape) College Basketball (Tape) Evolution of Sports 54321 (N) See This! | | | | | | | | | | | | |
| | T | Women's College Basketball (Tape) Fisherman Women's College Basketball (Live) Basketball | | | | | | | | | | | | |
| | W | Women's College Basketball (Live) Big 12 Women's College Basketball (Live) | | | | | | | | | | | | |
| | F | College Wrestling (Tape) McCraver College Basketball (Live) Mike Davis B. Weber 54321 | | | | | | | | | | | | |
| FX | M | Movies Cops © Married Buffy, Vampire Slay © Buffy, Vampire Slay © | | | | | | | | | | | | |
| | T | Que Mujeres Nuestra Casa © Con Todo Noticiero Vida TV El Chavo Chapulin | | | | | | | | | | | | |
| | W | Golf Hawaii PGA Golf: Champions: Mastercard Classic, Final Round. Golf Golf Acad. Paid Prog. Paid Prog. Paid Prog. Paid Prog. Celeb Golf | | | | | | | | | | | | |
| | F | Inside PGA Golf: AAMI Women's Australian Open, Third Round. (Tape) Euro Tour PGA Championship | | | | | | | | | | | | |
| GOLF | M | Golf Hawaii PGA Golf: Champions: Mastercard Classic, Final Round. Golf Golf Acad. Paid Prog. Paid Prog. Paid Prog. Paid Prog. Celeb Golf | | | | | | | | | | | | |
| | T | Inside PGA Golf: AAMI Women's Australian Open, Third Round. (Tape) Euro Tour PGA Championship | | | | | | | | | | | | |
| | W | Paid Prog. Paid Prog. Paid Prog. Workshop Workshop LPGA Golf: Welch's/Fry's Championship, First Round. (Live) PGA Championship | | | | | | | | | | | | |
| | F | Paid Prog. Paid Prog. Paid Prog. U.S. Open Highlights LPGA Golf: Welch's/Fry's Championship, Second Round. (Live) PGA Golf (Tape) † | | | | | | | | | | | | |
| HALL | Matlock © Perry Mason © Perry Mason © M*A*S*H M*A*S*H M*A*S*H M*A*S*H Magnum, P.I. © | | | | | | | | | | | | | |
| HGTV | Decorating Sens. Chic Organize Div. Design Design Designers Lan. Designing Homes ... Walls Talk Before/After Character | | | | | | | | | | | | | |

Using Newspapers for Tutoring

Photographs and pictures

- Match photos with vocabulary.
- Match photos with sentences describing them.
- Make a collage of a continuing news story.
- Compare photos from different newspapers covering the same story.
- Match photos with captions.
- Match photos with headlines.
- Use small pictures to make flashcards for vocabulary (look in supplements).

Headlines

- Write a headline for a story.
- Examine the differences between headlines and normal sentences.
- Convert headlines into sentences.
- Compare headlines from different newspapers covering the same story.

Advertisements

- Look at the abbreviations used in the classified ads. Re-write ads in full words/sentences.
- Write a classified ad according to the guidelines given in the paper.
- Discuss the “slant” of an ad: Who is the ad meant to appeal to? How? Is it successful?
- Have student skim for particular information in an ad: How much does it cost? Where can you buy it? When is the sale over?
- Compare ads for similar products. Discuss which ads seem more appealing.
- Discuss name brand products vs. house brands, costs, and smart shopping. Look at coupons.

Reading Comprehension

- Read articles and then retell or rewrite them.
- Look for who, what, when, why, where.
- Compare an article in English with an article on the same subject in student’s native language.

Graphics

- TV guide: skim for particular shows on certain days and times; particular movie names, particular sports teams, etc.
- TV guide: discuss movie rating system (G, PG, etc.) and recommendation system (stars).
- Look at graphs and charts to locate information quickly.
- Weather map: vocabulary, map skills.
- Use graphs to practice math.

Food Section

- Use recipes to teach American measuring system and cooking vocabulary.
- Discuss and compare American food to food from another country.
- Share recipes with each other.
- Make a mock shopping list based on food advertisements.

Culture

- Read a Dear Abby question. Write an answer. Compare to Abby's answer.
- Same for Miss Manners.
- Read travel tips in travel section.
- Many articles in the "Lifestyle" or "Family" sections have to do with American culture. Read and discuss.
- Plan an outing (real or mock) after reading about upcoming cultural events in the "Weekend" or "Arts" section. Have student call for information. Look at a map to see where to go. Plan transportation and other costs.
- Letters to the editor: read a letter and an article on the same issue; write a letter to the editor.

Cartoons

- White out the words and write your own.
- Discuss why a cartoon is funny or not.
- Some cartoons make political or social comments. Read and discuss.
- Role play a cartoon dialogue.
- Cut apart the cartoon boxes, mix them up, and have student put them in order.

Minority Farmers on the Rise

Neng Fong fled the Southeast Asian nation of Laos more than 20 years ago. Now he grows Asian vegetables such as bok choy and Chinese broccoli on 10 acres

in California. Fong leases the land from another local farmer. He dreams of owning his own farm someday. "My life depends on farming," he said.

Show on the Road



Pablo Rizzo juggles for drivers in Buenos Aires, Argentina, June 3. He is part of a group of young people who make a living as street performers. They live and train together in a rundown warehouse. They work as jugglers, clowns, and acrobats.

Fong and many other Hmong people fled their country for political reasons. In the U.S. some turned to farming because they knew how to make a living from it. According to the 1997 U.S. farm census, about 11,075 California farms are owned or run by minority farmers. That's an increase from 9,680 in 1992.

Hispanics are the largest group of minority farmers in California. There are 4,515 of them. In addition, 3,408 Asians own or run farms in the state. There are 277 black farmers.

Nationwide, the number of minority farmers rose from 64,443 in 1992 to 75,375 in 1997.

Many minorities see farming as a way to make hard work pay off, said Joe Miller. He works for the U.S. Department of Agriculture.



FARMER Neng Fong pulls weeds in a field of onions in Fresno, California.

"If they work hard, they can get ahead," Miller said.

Still, language and discrimination have presented problems.

In California, officials are tailoring programs to help certain groups of farmers. The University of California Cooperative Extension Office has hired a Hmong farm adviser. He will help

Hmong growers produce and sell their crops.

The Fresno County Farm Bureau plans to print its materials in Hmong and Spanish.

"We're the ones missing out by not having the information in their language," said Mandy Littlejohn. She works for Fresno County's farm bureau.

Video Store Late Fees OK, Says California Court

VIDEO LATE FEES OK, SAYS CALIFORNIA COURT

SISTER

Ann McKean inspects a plane before



ACHIEVEMENT LIST OF REAL LIFE SKILLS USING ENGLISH

Name of learner: _____ Date: _____

Name of tutor: _____

| What have you achieved and what are you able to do now or do better in everyday life? | Listen | Speak | Read | Write |
|---------------------------------------------------------------------------------------|--------|-------|------|-------|
| Understand the weather report on the radio. | ✓ | | | |
| Find the employment section in the newspaper. | | | ✓ | |
| Find the location where a movie is showing using the newspaper. | | | ✓ | |
| Write a letter to the editor. | | | | ✓ |

Check (✓) any changes/achievements:

| | ✓ | Date |
|------------------------------------------------|---|------|
| Received US Citizenship | | |
| Registered to Vote or Voted for the first time | | |
| Gained Employment | | |
| Obtained Job Advancement | | |
| Obtained GED | | |
| Entered other Ed. or Voc. Program | | |

What do you still want to learn?

What do you want to be able to do?
