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Editor’s Corner

Spring forward this season with ideas to get students actively learning and participating in class.

Our first story, “6 Activities for an Active Adult Classroom,” focuses on activities that get adult students out of their seats and talking to each other. Although most of the ideas are geared toward English language learning settings, many could be easily modified for other adult classes.

After focusing the first story on speaking, it makes sense to address listening in the next. With “4 Activities That Help Students Boost Their Listening Skills,” teach students to listen before making knee-jerk reactions or arguing without thoughtful, nuanced listening. Students must listen to each other to complete each activity.

With summer right around the corner, we couldn’t resist including an article that combines numeracy practice along with vacation planning. “Trip Planning: What's More Affordable?” prompts students to compare prices for a packaged summer trip against an a la carte purchase of airfare, hotel and car rental. Use our article to practice number crunching and generate a class discussion over travel choices.

Next up, we share a grammar and writing activity for your English language learners. Do your students have trouble understanding when to use gerunds versus infinitives? We turn to grammar workbook author David Kehe to help, and he presents a way to explain these different verb types to students.

Exploring Resources shares several new resources from ProLiteracy and New Readers Press, along with other websites that help both instructors and adult students.

In this issue’s Student Profile, we tell the story of Elma Hernandez, a Florida-based student who has used the ProLiteracy program Leamos™ to develop her Spanish literacy, enabling her to write to family back home in Mexico.

Please stay in touch with your story suggestions—email us directly at notebookeditor@proliteracy.org.

—The Editor
Purpose
To present several activities that encourage adult students, particularly English language learners, to get out of their seats and interact with fellow students.

Rationale
Adult students often come to class after working, raising a family, and managing all the responsibilities that come with daily life. Many students are tired, and sitting in a static class without much movement can become tedious. Additionally, some students learning English may feel shy about practicing English with their classmates.

To help overcome these challenges, we present six activities that get students out of their seats and interacting with others. Some of these are old classics, while others are lesser known. Read on, and try a new activity that keeps English with their classmates.

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The Basic Activities

1. Fly Swatter Vocabulary

For this activity, you’ll need to use about a dozen vocabulary words that you have recently studied. You also will need two fly swatters. Write the words in large print on the board or on index cards. Divide the class into two teams, and have the teams line up. One representative from each team should stand in front of the words. Read a definition for one of the words. The team reps will “swat” the correct word. Give a point to the first person who swats the correct word. A new representative from each team plays next.

2. Make a Test

Select a concept that you have focused on recently in class and that you feel most students know well (for instance, a set of vocabulary words, a grammar skill, or a specific subject). Ask each student to create a test question related to that concept. They should write down their question and know the answer but not reveal the answer just yet. Have students stand and walk around the room to take turns asking and answering each other’s test questions. Circulate around the room to check for accuracy. For additional practice, you could borrow some of the test questions to give a “final test.”

More Information

Interactive ESL Speaking Activities for Adults and Advanced Students
http://tinyurl.com/yyl6t3f6
Find some interactive ideas in this article from Medium, including several activities that relate back to movies (e.g., movie trailers and movie idioms).

Quick Lessons: Short Speaking Activities
If you’re in a pinch for time or need a speaking activity to fill in a time gap, check out the ideas in this article, published on the ThoughtCo website.

6 Hoppin’ ESL Games for Kinesthetic Learners That Love to Move
https://www.fluentu.com/blog/educator-english/esl-games-for-students/
This article from Fluent U presents more ideas that appeal to kinesthetic learners, as well as to many other students.
3. **Interview Grid**

Have in mind a topic you are studying that may generate some good discussion among students. For instance, if you're studying the workplace, students could share information on their own work experiences; if you're studying your community, there are many questions students could ask each other about places they like to go in the area. Ask students to draw a 5x5 grid on a piece of paper, with enough space to write in each square. Model the grid on the board. In the top left corner, have students write the question, “What is your name?” Next, work with students to brainstorm four questions about the topic. For instance, if the theme is work, four questions that students could easily ask and answer include:

- What is your job?
- Where is your job?
- Do you like your job?
- What are your hours?

Review vocabulary and pronunciation related to the questions (either the ones above or the ones created by your students). Practice doing an interview with a student. Model how they can write short answers to each question. (You can also let them know that the focus here should be more on speaking and less on writing everything accurately.)

Ask students to get out of their seats and interview at least four students, writing down their answers. Review as a class when finished, looking for any common themes in the answers. If your students are at a higher level of English, make sure the questions created for the grid are appropriately challenging for them.

### INTERVIEW GRID

<table>
<thead>
<tr>
<th></th>
<th>What is your name?</th>
<th>What is your job?</th>
<th>Where is your job?</th>
<th>Do you like your job?</th>
<th>What are your hours?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cindy</td>
<td>hairdresser</td>
<td>Springfield</td>
<td>Yes</td>
<td>9 am to 6 pm, Monday to Saturday</td>
<td></td>
</tr>
</tbody>
</table>

(continued from page 3)
4. **Charades**

Have in mind several vocabulary words or phrases that you can use. Write each word or phrase on an index card. Divide the class into two teams. Have one person from each team take turns coming to the front of the class to pick a card and act out the word. Their teammates should try to guess what the person is acting out. A correct answer gets a point. Teams should continue until all of the vocabulary is reviewed.

5. **Make a Recipe**

This is a great way to give students hands-on practice with English, but it will take some preparation. It would fit in well with a class studying food vocabulary or just for a change in the routine. Bring in the ingredients for something easy to make that requires no baking, such as pudding, guacamole, or salsa. Go over the recipe with students, and get them involved with measuring, chopping, stirring, and related tasks. Enjoy what you made when it’s finished. Have a copy of the recipe that students can take home.

6. **Line Up**

Divide students equally into two lines, and have the two lines face each other, so each student is facing another student. Before lining students up, have something specific that students will practice. For instance, it could be a structured conversation where each student will practice specific parts of a conversation that they have in writing. Or, it could be a specific topic that you want students to discuss (for instance, what they did over the weekend, where they like to eat, or what they do at work). Let students know they will have a short amount of time to discuss the topic or practice the conversation. On your call, students can begin their practice. When time is up, have everyone stop, and ask the student at the end of one of the lines to move to the beginning of that line and everyone in that line moves down one. This gives all students a new conversation partner. Then, have students do the same practice again. Continue until several conversations have taken place.

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More Interview Grid Ideas and Example Questions

- **Health** (Who is your doctor? Do you have any health problems? Do you get headaches? Do you go to the dentist?)
- **Exercise** (Do you like to exercise? Where do you like to walk? What is your favorite exercise? Did you exercise yesterday?)
- **Transportation** (How do you get to school? How do you get to work? What is your favorite transportation? Have you been on an airplane?)
- **Family** (Do you have family in the U.S.? How many brothers and sisters do you have? Do you have children? Who are you closest to in your family?)
More Information

Listening and Speaking Activities for Adult ESL Learners Aligned With the Best Plus Assessment
This 31-page guide, available on the Center for Applied Linguistics website, presents a wide range of speaking and listening activities that will get students active in the classroom. Activities are aligned with the Best Plus assessment.

How to Use Information Gap Activities for Authentic Communication
https://everydayesl.com/blog/2017/11/28/how-to-use-information-gap-activities-for-authentic-communication
Information gap activities require students to communicate with each other to find missing information. This type of activity provides both speaking and listening practice. For several information gap ideas, check out the link above from Everyday ESL.

Using Cloze Activities in the ESL and ELL Classroom
BusyTeacher.org presents several ideas for cloze activities that can provide a wide range of listening practice.

Purpose
To describe activities that help adult students improve their listening skills.

Rationale
With today’s political divisions and commentators on TV news who seem to continually argue, the fine art of listening seems all but lost. Additionally, listening is a skill that is not often taught or actively practiced in classes, at least not as often as other skills. Adult education instructors can help revive listening skills among students using the activities below. A focus on listening can provide students with broader oral comprehension practice. The activities below all intentionally focus on listening to both understand what someone else has said and respond to it in a thoughtful manner to complete each activity successfully.

The Basic Activities

What Was Your News Article?
In advance of this activity, find a handful of news articles that are level-appropriate for your students. They can be related to a subject you are teaching, or they can focus on general current events. If regular newspaper articles are
challenging, then you can use a resource like News for You® from New Readers Press. (See sidebar for more information.) Assign each student an article, and ask them to take notes or use a graphic organizer (if they know how to use such an organizer) to summarize the article. Make sure students clearly understand their article, and let them know they will have to explain the article to someone else.

Next, pair up students with someone who has read a different article. Students should describe the articles they have read while each partner takes notes. Next, pair up students with someone else to describe the previous partner’s article. Continue this until students have heard about all or most of the articles.

What’s Essential?
Group students in pairs or small groups. Prepare in advance a list of items or advice related to a topic of interest to your students. Examples could include what to bring on a week-long beach vacation, advice for a job interview, items to pack in a first-aid kit, etc. List 10 to 12 items. Have the small groups discuss which items they think are essential to include, but put a limit on what’s essential—for instance, they must select only eight of the items. Ask learners to discuss each item and come to an agreement on what is essential. When finished, have groups share what they thought was essential and why.

That’s Wrong!
Have a large photo that you can share with students, perhaps with a projector and LCD screen or as a handout. You also may want to use a vivid or detailed photo from a textbook. Provide each student with an index card that says, “That’s wrong!” Give students some time to study the picture, and let them know that you will describe the picture. Start to share a few of your descriptions, but intentionally make some of the information wrong. For instance, if there are three women in the picture, you might say, “There are two women.” Let students know they should hold up their “That’s wrong!” card when you say something wrong. For additional practice, encourage students to correct your wrong information.

More Information

News for You® Newspaper
https://www.newreaderspress.com/news-for-you-online
Published by New Readers Press, News for You helps students read the news and practice English. Click on the link above to review a copy of News for You and try it for free.

10 Communication Activities for Adults and College Students
https://positivepsychologyprogram.com/communication-activities-adults-students/
Peruse these activities from Positive Psychology Program to find a fit for your classroom. “Guess the Emotion” and “Famous Pairs” could be fun for adult ELL or ABE classrooms.

Randall’s ESL Cyber-Listening Lab
https://www.esl-lab.com/
https://www.esl-lab.com/videoclips.htm
An oldie but goodie, Randall’s ESL Cyber-Listening Lab has many different listening practices that students can complete on their own. The practices are grouped as easy, medium, or difficult. The second link provides video snapshots for additional listening practice.

California Distance Learning Project
http://www.cdlponline.org/
The California Distance Learning Project has dozens of stories grouped by category—such as work and health—that allow users to read the story, listen to it, and complete related activities.
Improving ESL Learners’ Listening Skills: At the Workplace and Beyond
http://www.cal.org/caela/esl_resources/digests/LISTENQA.html
There tends to be a lot of focus on speaking skills and less on listening. In this digest from the Center for Applied Linguistics, discover why listening is important for English language learners and how to help them improve it.

“What Great Listeners Actually Do”
Participants in the LINCS online community for adult educators recently discussed the skills that make a great a listener. Some of the discussion was based on a Harvard Review article from 2016 on the topic (see second link).

How We’re the Same/Different
This activity can be a way to help students get to know each other better. It helps practice speaking but also requires good listening. Have learners find a partner. Show students a Venn diagram (see example below), and ask them to copy it on a piece of paper and label one side with their name and the other with their partner’s name. Let students know their main goal is to find five things they have in common with their partner and to write those things in the middle of the Venn diagram, where the two circles link. They also should note how each person is different from their partner on the left and right sides under each person’s name. To find their similarities and differences, have students ask questions of each other. A more talkative class will have an easier time with this exercise; a quieter group or a group with less speaking practice may need more structure. You can provide the questions and prompts below to help them:

• What country are you from? (If you and your partner are from the same country, write that in the middle where the circles join. If not, list each person’s home country under their name on each side of the Venn diagram.)
• Do you have any kids?
• What work do you do?
• What are your hobbies?
• How long have you studied English?

HOW WE’RE THE SAME/DIFFERENT

MARIA:
• from Mexico
• studying English 3 years
• no job
• likes exercising

SAME:
• have 2 kids
• like English class
• like cooking
• like reading
• have 2 sisters

MELISSA:
• from Poland
• studying English 4 years
• works at a bank
• likes drawing
Trip Planning: What's More Affordable?

Purpose
To give pre-high school equivalency (HSE) students practice with price comparisons for a hypothetical trip.

Rationale
With so many services available online to plan a trip, students can potentially fall victim to ads that tout great bargains for a special trip. However, when it comes time to pay, there may be no real cost savings. With summer around the corner and many people planning vacations, this activity gives students practice with using the math they would use for real-life trip planning and budgeting.

The Basic Activity
1. Ask students if they plan to take a vacation at any point this year. For students who say yes, ask where they are going and how they plan to get there. Facilitate a general discussion about trip planning and budgets. Other questions you might ask: Where will you stay? Did you create a budget for the trip? Did you make any reservations online? Did you use any “package deal”? Where can you find the best prices for travel?

2. Let students know they will take some time to compare prices for a trip to Orlando, Florida. Brainstorm with students some popular things to do in Orlando. Most likely, students will mention the Magic Kingdom/Walt Disney World, Universal Studios, and sunny weather. Tell them that in this exercise, they will compare the prices of a package deal to Orlando versus a la carte, where each thing must be purchased separately.

More Information

7 Ways to Stick to Your Budget on Vacation

Real Simple magazine shares some tips to help you (and your students) stick to your budget while on vacation without skimping on fun.

Budget Planning for a Vacation
https://traveltips.usatoday.com/budget-planning-vacation-12764.html

Here’s an article from USA Today that you could share with students to discuss the importance of budget planning for vacation. The article addresses some budget points that are often forgotten, including setting aside some money for emergencies.

When a Vacation Package Can Save You Money (and When It Can’t)

The New York Times explains when package deals may be useful and when they may not be, based on a comparison of three spring break trip packages.
More Information
(continued from page 9)

How to Create a Family Vacation Budget
https://www.doughroller.net/smart-spending/budgeting-family-travel/

This article from Dough Roller takes readers step-by-step on planning and budgeting for a vacation. The article also includes a link to a sample vacation budget spreadsheet. The article may be complex for some pre-HSE students, but instructors could read it for helpful points to discuss before or after presenting the lesson in Notebook.

How to Book an Amazing Cheap Vacation Package

Although the title of this Wise Bread article may seem too good to be true, there is some helpful advice on finding affordable vacations.

More on Traveling to Orlando
https://www.visitorlando.com/en/plan-your-trip

Here are a few sites that can help you prepare for a real-life trip to Orlando, Florida. Note that the last site is a blog written by Notebook editor Vanessa Caceres, who is also a Florida-based travel writer and adult English language instructor.

3. Provide students with a copy of the handout on page 11. If needed, pair up students to complete the activity.

4. Give students time to review the handout. Answer any questions that students may have about the information on the handout. Let students know they should come to a conclusion on which type of trip to book at the end, based on the math and their own ideas. The decision may not be the same for everyone. Some students may choose the package option, while others might choose the a la carte for a specific reason beyond money.

5. Next, provide time for students/pairs to work through the activity. Circulate around the room to answer any questions.

6. Ask students to share their conclusion when finished. Take a poll: How many students/pairs in the class chose the package deal, and why? How many chose the a la carte option, and why? For instance, some students may like the package deal because it seems easier to have many details handled by one company. Others may favor a la carte because they like using specific websites for travel or feel they can find a better deal on their own. Some may also use points programs for booking travel with certain airlines or hotels.

Conclude by discussing ways that people can save while traveling or budgeting for a trip. The class also can discuss vacation expenses that go beyond what’s included in this activity. You can broaden this activity by sharing one or two of the readings from the sidebar.
Package Vacation to Orlando, Florida!

Stay at the YouSave Resort near the theme parks. Great outdoor pool and free breakfast! Here’s what is included in our 6-day package deal:

• 5 nights at our hotel (2 beds, refrigerator and microwave in each room, and an outdoor pool)
• Round-trip flight to and from Orlando
• Inexpensive rental car option

**Wow!**

Total cost: $1,000 per person. Book now to take advantage of this great offer!

**Let’s plan your trip!**

How many people will come on your trip? 

What’s the total cost for all the package deals you need? 

Multiply $1,000 times the number of people coming on your trip. $

**FOOD:**

How much do you think you will spend on food each day, per person? Make a plan. Write the amount. Orlando is not an expensive food town; you can find a range of prices. $

So, what’s your total food budget? First, multiply the number above times six, which is the number of days of your trip. Then, multiply that result by the number of people on your trip.

$ x per person per day x 6 days = $

$ x (number of people on your trip) =

**RENTAL CAR:**

The package deal has an extension that includes a standard rental car for $220 for 6 days (gas is included in the price). The car seats four people. Do you want to rent a car? If so, write $220 below:

$

**TOTAL COSTS:**

Package deal(s): 

Food: 

Rental car: 

TOTAL:

**CONCLUSION**

Which trip was the least expensive for you? 

Which trip would you choose to take, and why? 

Trip Planning to Orlando, Florida—A La Carte Option

**HOTEL:**

If you book a hotel room through a popular hotel-booking site, you have the following options:

$100/night for one bed, refrigerator and microwave
$150/night for two beds, refrigerator and microwave, and outdoor pool
$200/night for all of the above and an additional resort-style pool, plus free breakfast. Which hotel option will you choose? $ x 5 nights = $

**FLIGHT:**

The roundtrip flight is $300 per person. You can book the flight through a popular flight-booking website. How many people will be on your trip? $ So, how much will you spend on your flights in total? (Multiply $300 times the number of people on your trip.) $

**FOOD:**

How much do you think you will spend on food each day, per person? Make a plan. Write the amount. Orlando is not an expensive food town; you can find a range of prices. $

So, what’s your total food budget? First, multiply the number above times six, which is the number of days on your trip. Next, multiply that number times the number of people on your trip.

$ per person per day x 6 days = $

$ x (number of people on your trip) =

**Rental car:**

Renting a car while you’re in Orlando can be helpful to get around town. The daily rate is $35 for a standard rental car that seats four people. If you want to rent a car, multiply $35 times the number of days you plan to use the car (6 days maximum). Use $40 for a full tank of gas.

$ (car) + $ gas

**TOTAL COSTS:**

Hotel: 

Flight: 

Food: 

Rental car: 

Gas: 

TOTAL: 

Teaching Gerunds Versus Infinitives Inductively

By David Kehe, Academic ESL Coordinator, Whatcom Community College, Bellingham, Washington

Purpose
To help students learn inductively how to use gerunds versus infinitives in writing tasks.

Rationale
A traditional approach to teaching grammar typically involves presenting a grammar rule followed by exercises in which students try to apply it. For many students, this traditional approach to teaching grammar concepts like gerunds and infinitives has not been effective. They may become proficient in doing grammar exercises but remain unable to apply the concepts to writing assignments. By contrast, in an inductive approach, students start by interacting with some examples and then formulate the rule. After having arrived at the rule, they are much better able to internalize it and apply it in a meaningful way when doing follow-up exercises and in writing tasks.

Here are a few exercises that students can use to learn gerunds versus infinitives inductively.

The Basic Activity
1. Make copies of page 13 for all students.
2. The first exercise (page 13) involves sample sentences that include the grammar concept. Have students interact with these sentences and analyze their grammatical aspects.
3. Drawing on their analysis of the sample sentences, the next exercise leads students to formulate the rule for how to use the grammar concept.
4. The students apply this rule to a variety of exercises, including listening and writing tasks, to help them internalize it.

More Information
Here are more links to instructor and author David Kehe’s work on gerunds versus infinitives.

Gerund Inductive Exercises
On his website, Kehe shares his discussion from the LINCS network regarding gerunds and infinitives. You’ll see full versions of the exercise samples we share on page 13.

Gerunds and Participles
This is a link to two of Kehe’s worksheets.

Inductive Exercises
https://commonsense-esl.com/category/inductive-approach-exercises/
In this blog post, read more from Kehe about why inductive exercises can help students learn writing and grammar.

The Grammar Review Book and Write After Input
http://www.prolinguaassociates.com/Grammar_Review_Book/
http://www.prolinguaassociates.com/Write_After_Input/index.html
The first link provides ordering information for The Grammar Review Book from Kehe and Peggy Dustin Kehe. The second book, also by the Kehes, has more inductive grammar and writing exercises.

*(Script for Exercise 5 on page 13)*
1. In summer, we enjoy swimming.
2. Watching the rain is a nice thing to do.
3. I love babies, but their crying keeps me awake at night.
Sample Inductive Exercises to Introduce Gerunds to Students

Exercise 1: Circle the nouns. Ignore pronouns such as he. There are four nouns, including candy.

1. He likes candy.
2. He likes eating.
3. We enjoy music.
4. We enjoy singing.

Exercise 2: Choose the correct answers.

1. In Exercise 1, the verb -ing forms (eating and singing) are ________________.
   a) nouns   b) verbs   c) prepositions
2. When an -ing verb (eating, singing, etc.) is a noun, it is called a ________________.
   a) participle   b) verb   c) gerund

Exercise 3:

1. Look at each pair of sentences below the box.
2. In Sentence a, write a regular noun from the box in the blank to complete the sentence.
3. In Sentence b write a gerund from the box in the blank to complete the sentence.

| Regular nouns: | countries | his car | voice |
|               | music     | school  | computer |
| Gerunds:      | shouting  | fixing  | studying |
|               | driving   | traveling | playing |

1. a) Tom stopped ________________.
   b) Tom stopped ________________.
2. a) My hobby is ________________.
   b) My hobby is ________________ guitar.

Exercise 4: Look at the sentences. Answer the question after each.

1. Fishing is a good hobby.
   Is the word fishing a noun or verb? ________________
2. My brother is fishing in the river now.
   Is the word fishing a noun or verb? ________________

Exercise 5:

1. Write the sentences that your teacher reads to you.*
2. Circle the gerunds in the sentences.

Exercise 6:

1. Write two sentences that start with a gerund.
2. Write two sentences about things that you don’t like. Use a gerund in each sentence.
3. Write two sentences about things that you enjoy doing. Use a gerund in each sentence.

* Teachers: see script on page 12.
ProLiteracy 2019 Conference on Adult Education

https://www.proliteracy.org/Professional-Development/ProLiteracy-Conference

Join ProLiteracy and hundreds of fellow adult education and literacy practitioners, professionals, and leaders in sunny San Diego, California, for ProLiteracy’s Conference on Adult Education, taking place September 25–28. Early-bird registration is now open and runs through July 31, 2019. The conference will be hosted at the Sheraton San Diego Hotel & Marina where attendees will receive a reduced room rate of $195. This year, there will be a San Diego Sunset Cruise as an excursion option for conference attendees. We hope you join us! The conference will offer 130 workshops, featured sessions, great exhibitors, and plenty of networking opportunities! Please use the link above to register and access additional information.

New Supplemental Reading Series More Novel Scenes Introduced

https://www.newreaderspress.com/more-novel-scenes

New Readers Press has just released a new supplemental reading series written by popular author Ann Gianola. More Novel Scenes features stories that unfold chapter by chapter. Students develop their English language skills while reading about interesting characters in real-life situations. Examples: Gina works in a restaurant, Jack owns a tree trimming service, Soriva helps her parents with their donut shop, and Rafael is a farmworker foreman. Sample pages and free teacher’s guides are available on the New Readers Press website.

Journey to Success® Guides Learners on Path to Reading and Writing

https://www.newreaderspress.com/journey-to-success

New Readers Press’ new ABE series Journey to Success includes researched-based, contextualized reading and writing instruction from Intro through level 6. The lessons in Books 1 and 2 include phonics, word work, and basic reading comprehension, fluency, and writing skills. Books 3–6 feature units on Work and Life Skills, Social Studies, Science, and Literature to prepare students for pre-HSE level work. The lessons in these books include more in-depth Tier 1 and Tier 2 vocabulary, skills for pre-reading and reading comprehension, fluency exercises, and writing practice.

Pitney Bowes Workforce Collection Direct-to-Student Courses Now on EdNet

http://proliteracyednet.org/login

With generous support from the Pitney Bowes Foundation, ProLiteracy recently launched a series of free, direct-to-student online courses and an accompanying instructor course on Education Network. The courses are designed to build capacity among community-based literacy and workforce development programs that aim to prepare low-skilled adults for the workplace. ProLiteracy worked with a national learning community, made up of staff from several ProLiteracy member organizations, over 18 months to develop the courses. The courses help new readers and English language learners gain the literacy and success skills they need to compete in the rapidly advancing workforce. They provide instructors and learners from different backgrounds with the critical skills needed to acquire a job and successfully adapt to the working community. The courses cover the following topic areas: setting employment goals, tailoring your résumé, acing the interview, and communicating at work. Go to proliteracyednet.org/login and log into your Education Network account. You’ll find a link to the courses in the Featured Resources section at the bottom of the Welcome page.
Empower Women through Literacy Campaign

Proliteracy.org/womens-empowerment

Women across the globe with low literacy face many challenges every single day. Poor and under-educated women are particularly marginalized as a group and are at risk for poverty, domestic abuse, poor health, and gender inequality. From child brides and incarceration to poverty and sex trafficking, many of these issues can be lessened and resolved through literacy.

Of the 36 million adults in the U.S. who have low literacy skills, 65 percent of them are women. ProLiteracy wants to raise awareness of how literacy can empower women to find their voice, be strong, and get educated. The Empower Women Through Literacy campaign has the power to transform the lives of thousands of women by increasing their literacy levels and giving them the opportunity to improve their lives. Literacy has a transformative effect on both a family and the wider community, with a positive ripple effect on all development indicators. Sign up today to Take the Pledge to support Womens Empowerment through Literacy.

Free Easy-To-Use Apps to Transform Lives

proliteracy.org/xprize

You can make a lasting impact for adult learners everywhere by joining the ProLiteracy team for the Adult Literacy XPRIZE Communities Competition! Your learners will have FREE access to proven-effective XPRIZE competition finalist education apps.

- The competition runs from April 1 through August 31, 2019.
- Use code 1155 to download FREE apps.
- Team participants will be able to use the apps for free for one full year after the competition.
- In order to be counted, learners need to use the app at least three times during the competition on an Android phone or tablet.

Why join the ProLiteracy team ProLiteracy will make it easy by providing a complete toolkit that includes support and instruction for app deployment, tips on incorporating them into your classroom, and tools to use to publicize your participation.

We win, you win! If the ProLiteracy team is one of the top winners, prize money will go directly back to programs through the National Book Fund® to help provide learners with quality educational materials.

If you would like to join our team or sign up to receive more information and updates on the competition, please visit the weblink above.

Voxy Courses Offer Personalized English Language Instruction

https://www.newreaderspress.com/voxy

Now available through New Readers Press, Voxy is an innovative digital solution that will help your learners build English language skills through personalized instruction using real media. This state-of-the-art platform is available 24/7 across all devices for learning on-the-go. Voxy’s methodology is based on the latest research in second language acquisition and allows learners to accomplish their goals more efficiently. Find more information, including how to purchase a license for Voxy at your program, at the weblink above.
Sometimes, English language learners need to develop literacy in their native language before they can learn to read in English. *Leamos™*, a program available through ProLiteracy, helps some of these students. (*Leamos* means “let’s read” in Spanish.) The 150-hour online curriculum addresses the needs of native adult Spanish speakers who are unable to read and write in Spanish. It raises their literacy to a level where they can use Spanish reading and writing skills in their daily work and personal lives. It also provides a foundation in basic computer skills and builds student confidence about learning English.

At the Alachua County Library District in Gainesville, Florida, Elma Velasquez recently completed the *Leamos* program. Velasquez moved to the U.S. from Chiapas, Mexico, in 2002. Growing up, her family was poor and as the first-born child, she was not able to attend school. She worked in the cornfields with her dad and made brick and roof tiles to help support her family.

Velasquez wanted to learn English but was told she would have difficulty in class because she was unable to read and write in her native language. However, the teacher knew *Leamos* would be offered at the library and suggested that Velasquez begin with Spanish literacy.

Velasquez’s tutor, Ricardo Gonzalez, is a retired lung specialist who has taught at the University of Florida and Florida State University and praises Velasquez’s level of commitment. “[Elma] would come religiously to every session, even after long, hard days. She would beg for a make-up [session] if her car broke down or she couldn’t make it because of working late. She was a great example to her grandkids who saw her progress through the whole time. What resilience, what joy of learning!” he says.

With help from *Leamos*, Velasquez says that she is able to read the Bible and that she reads so much more of the written word in Spanish.

Velasquez also was able to write her first letter home to her mother in Mexico and write a letter about her life, which you can read at the following link on the ProLiteracy blog:


The letter is in Spanish with a provided English translation.

Velasquez plans to start learning English this year now that she has completed *Leamos*.

For more information about *Leamos*, visit www.proliteracy.org/leamos, or email leamos@proliteracy.org.

*Notebook* also profiled the *Leamos* program in its Spring 2018 issue.