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ABSTRACT

Intended as a primary reference for teachers in Triton College's English as a Second Language (ESL) program, this curriculum guide determines course content for six levels of instruction and supplemental courses. Introductory materials discuss use of the guide and provide introductions to the three core components into which each level is divided: practical life competencies, structures, and communicative skills. Content is then provided for each of the six levels in the program--Pre-Level I (Beginning Conversation) and Levels I-V. Topics are listed that should be covered within each of the three core components for that level. Appendixes include a needs assessment for determining topics students wish to discuss in class (Levels III-V); list of suggested teaching methods, techniques, and strategies; list of common American gestures (non-verbal communication); Triton College ESL textbook options; and Triton resources, both materials in the Adult Basic Education library and handouts for dissemination. (YLB)

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English as a Second Language Curriculum Guide

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TABLE OF CONTENTS

	Page
Statement of Purpose	3
The Triton ESL Curriculum Guide	
What It Is	5
How to Use the Curriculum Guide	7
Introduction to Core Components	
Practical Life Competencies	8
Structures	9
Communicative Skills	10
Levels of ESL Instruction	
Pre-ESL I (Beginning Conversation).....	11
Level I	19
Level II	32
Level III	50
Level IV	68
Level V	84
Appendix A - Needs Assessment	A1
Appendix B - Strategies and Methods	B1
Appendix C - Non-verbal Communication	C1
Appendix D - Triton College ESL Textbook Options ...	D1
Appendix E - Triton Resources	
Part 1: ABE Library	E1
Part 2: Handouts for Dissemination	E4

ACKNOWLEDGEMENTS

Writing a curriculum guide for a well-established program like Triton's is no easy task. In order to help standardize the delivery of services, care must be taken to reflect adequately all of the approaches and materials currently being used successfully. Pat Bethke, Carolyn Bohlman, and Carol Papierski have labored long and hard in the creation of this volume. Their varied and extensive teaching backgrounds provided an excellent resource for the content of this guide. Much care and deliberation went into selecting the most pertinent topics and seeking the best examples. The inclusion of the three core components was a well thought-out decision and should afford a maximum number of ways to allow for the creativity of each individual ESL teacher. The work of Pat Bethke, Carolyn Bohlman, and Carol Papierski is appreciated by ESL teachers currently on staff and will become increasingly important in the development of pre-service staff training activities for new teachers.

While writing a curriculum guide is difficult enough, editing one is a task unto itself. Julie Weissman, Triton's ESL Coordinator, has done an outstanding job of this, particularly considering she is new to Triton's program. Without her assistance, the curriculum guide would not have gotten finished on time.

And, speaking of time, perhaps the individual who has logged in the most hours on this project is Ethel Zator, our typist. Ethel's patience and good humor helped to carry us through many revisions and changes.

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On the whole, the contributions of all who were involved with creating this ESL Curriculum Guide have continued to impress me. And, it is wonderful that so many of us can say that even the process of preparing this guide has been a learning experience. We all hope that the teachers for whom this volume is intended will find using it as rewarding as we found preparing it.

Susan Adamowski
Susan Adamowski
Director, Adult Basic Education
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STATEMENT OF PURPOSE

Triton College District 504 serves twenty-five villages and towns in the western suburbs of Chicago. In recent years, the district has experienced a large influx of immigrants. Responsive to the needs of this community, Triton has developed an English as a Second Language Program to serve its limited English-speaking population.

While in some instances recent immigrants may speak their first languages at work, most, whether employed or unemployed, find it necessary to develop proficiency in English immediately. There is an apartment to rent, food to buy, and a doctor to talk to. All of these activities and many more require a command of the English language. The entire family is affected by this sudden immersion in American culture. Since many public schools offer help to children in making this transition, their needs are being addressed. However, it becomes the role of the community college to assist adults in their new environment. Hence, a strong need has evolved for adult English as a Second Language (ESL) classes. Triton's ESL classes address the needs of adult immigrants by emphasizing not only the study of the structure and function of English, but also the ability to use these structures and functions within the situations of daily life.

Triton's students range in background from pre-literate to professional. Many are trying to learn English to gain admittance to an American college, university, or vocational training program. Some of them aspire to regain the professional or tradesman status that they had attained in their native countries. Adult immigrants can more easily enter the mainstream of American society through their ability to communicate in English.

To meet the needs of the community, Triton offers a wide array of ESL courses at various locations and times. Triton is always in the neighborhood--whether it be on campus or in extension through area schools, community centers, or in-plant facilities.

This curriculum guide was written in order to standardize instruction within the whole program and provide continuity at individual centers. It determines course content for six levels of instruction and supplemental courses and provides for development of the four basic language skills: listening, speaking, reading, and writing. Each level of instruction consists of three components: Practical Life Competencies, Structures, and Communicative Skills. Including these three components in the curriculum assures an integrated approach to language instruction.

We hope that this curriculum guide defines course content, yet allows for sufficient flexibility and adaptability to meet student needs.

NOTE: Curriculum guides for special needs courses, e.g., Advanced Conversation, College Transition ESL, etc., will be developed separately. The content of these courses will draw heavily from this guide. For example, Advanced Conversation might be based primarily on Levels III, IV, and V Communicative Skills. As each curriculum is completed, it will be added to this guide.

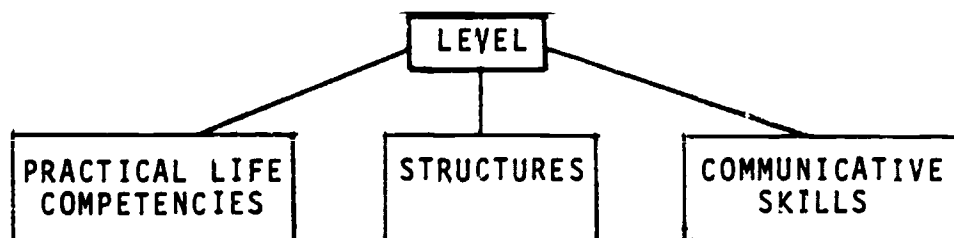
THE TRITON ESL CURRICULUM GUIDE

WHAT IT IS

This curriculum guide is intended as a primary reference for teachers in Triton's English as a Second Language Program. Most importantly, it makes clear the competencies, structures, and skills that should be covered at each level. By integrating these three components, the teacher can ensure the development of the student's communicative ability. This curriculum guide can also provide ideas for developing lessons and assist instructors in furnishing more detailed course descriptions to the students in the program.

The Core Components

Triton's English as a Second Language Program consists of six levels: Pre-Level I to Level V. Each of the six levels is divided into three components: Practical Life Competencies, Structures, and Communicative Skills, as illustrated below:



The content of the core components is presented in list form, not necessarily in the order to be taught. Moreover, the lists are not exhaustive, but indicative of the course level. Examples are provided in order to ensure understanding of the terms used.

The three core components of this curriculum are essential elements of language instruction and language competence. Teachers should implement the three components according to student needs. Some students need primarily to develop oral/aural fluency in a number of communicative situations; others want to become more accurate speakers and writers of English; still others need to develop specialized vocabularies based on where and when they hear, speak, read, or write English.

It is the intent of the curriculum guide to provide the teacher with opportunities to integrate elements of the three components in each class session. Therefore, teachers should endeavor to include at least two, ideally all three, components in every lesson. For example, a lesson on the modal can (Structures) at Level II can use Job Applications (Practical Life Competencies) as its content:

Can you type?
 Can you take dictation?
 Can you drive a truck?

An integrated lesson can combine all three components as in the example below for a Level III class. It combines tag endings (Structures), winter weather (Practical Life Competencies), and "asking for confirmation" (Communicative Skills):

It's cold out, isn't it? Yes, it is.
 I should wear my coat, shouldn't I? Yes, you should.
 You will warm up the car, won't you? Yes, I will.

By integrating the three components, teachers are providing their students with more communicative lessons.

The Levels

The course content is deliberately detailed at each level. This was done with the intent of giving students a firm foundation in the three core areas. The teacher is expected to cover as many of the competencies, structures, and skill areas as possible, especially at the lower levels. Mastery of the components at the lower levels before progression to the upper levels ensures success in the program. At the upper levels the teacher can be more flexible in his/her instructional approach. For example, the Level IV teacher may choose to cover the designated grammar structures on an individualized basis by controlled composition assignments. A Level V teacher may opt to emphasize reading skills to prepare a class for GED transition or vocational training, yet handle the necessary grammar review through supplementary composition assignments. Of course, all choices should be based on student needs. Please refer to the individual level descriptions for more details.

HOW TO USE THE CURRICULUM GUIDE

To best utilize Triton's ESL Curriculum Guide, teachers should:

1. Read the introductions to the three core components. Here they will be provided with definitions, explanations, and rationales for these areas.
2. Study the content designated for their specific level. By coordinating this material with their texts and by supplementing as necessary, they will cover the required information.
3. Become familiar with the preceding level(s).
4. Consult the resources listed in the appendices. These are occasionally cross-referenced to the core areas and can be used to stimulate professional growth, to enhance classroom procedure, and to adapt the classroom content to student needs.

Triton's English as a Second Language staff is always ready to aid in any way possible teachers who may need help understanding and implementing this guide, developing lesson plans, or responding to student needs. This curriculum guide was designed and developed for the benefit of Triton's English as a Second Language instructors. Keeping it reflective of Triton's progressive ESL program is an on-going process. Comments concerning this guide are welcome and will help form the basis for future revisions.

INTRODUCTION TO CORE COMPONENTS:
PRACTICAL LIFE COMPETENCIES

In order to function well in everyday life in American society, the ESL student requires basic knowledge in a variety of areas. The Practical Life Competencies component of this curriculum lists six areas chosen to be the most helpful to students. They are:

General Information
Personal/Social/Cultural Knowledge
Consumer Education
Health
Employment
Community Agencies/Resources

These areas remain constant throughout the levels; however, the specific points to be covered at each level become more sophisticated as the student's knowledge of English increases. In addition, many Triton students do not follow a sequence of classes from Levels I - V, but rather enter somewhere in the middle of the series. They may not have covered material dealt with at prior levels. Students often have large gaps in their knowledge of English; therefore, the students' interests, needs, and abilities should determine what areas from this section should be emphasized in each class. At the upper levels, the needs assessment found in Appendix A may be useful in determining which of the Practical Life Competencies should be stressed. Since all of the areas are important, it is advantageous to the students to cover as many as possible.

Each topic need not be practiced utilizing all four skill areas, i.e., listening, speaking, reading, writing. For example, the student needs only to be able to understand and recognize the vocabulary item "Dairy Products" (Consumer Education). To ensure developing the student's communicative ability in dealing with the topics, the teacher should integrate Practical Life Competencies as much as possible with the two other core components.

INTRODUCTION TO CORE COMPONENTS:

STRUCTURES

Structures, as specified in this curriculum guide, refer to grammatical items, pronunciation, word study, and spelling. These structures form a basis for the student to acquire proficiency in the topics listed under Practical Life Competencies and the functions indicated in Communicative Skills.

The structures listed designate the items that should be emphasized at each level. Some structures may not necessarily be covered in the text, but because the curriculum is to be utilized throughout Triton's entire ESL program, it is the teacher's responsibility to prepare lessons to cover these items.

The structures are listed according to parts of speech, e.g., noun, verb, adjective, etc., not necessarily in the order that they should be presented, nor are the lists exhaustive. Since ESL classrooms are heterogeneous in nature and the typical ESL student does not always enter at the beginning level and exit at the end of the advanced level, it is necessary for the teacher to determine which grammatical concepts the student has already mastered and which concepts need to be taught or reviewed from the previous levels. Therefore, the teacher should become familiar with the structures presented in preceding levels.

The instructor should attempt as much as possible to integrate the teaching of the structures with the topics and functions presented in the other two components, Practical Life Competencies and Communicative Skills. In this way, the teacher can best aid the student to achieve the goal of communicative competence in English.

INTRODUCTION TO CORE COMPONENTS;
COMMUNICATIVE SKILLS

Communicative skills are designed to enable ESL students at every level to function in American society. This curriculum area is intended to help students develop a repertoire of conversational exchanges for successful social interaction and learn subtleties of American culture. By anticipating various business and social situations, students learn necessary communication functions and understand and produce appropriate phrases and responses.

Certainly the list of speech functions provided is not all-inclusive. Efforts were made to limit the number of functions presented at each level and to sequence them in terms of sophistication and difficulty. Functions at the lower levels can and should be re-introduced and practiced at subsequent levels with more complex structures and vocabulary. Of course, teachers and students may bring up and rehearse conversations for situations not listed. This is expected as teachers remain flexible in meeting their students' needs.

Instruction in communicative skills should remain informative, flexible, and fun. Dialogues and role-plays are the most natural methods for teaching such skills.¹ Other stimuli, such as pictures and maps, and strategies, such as problem-solving, should also be employed. Gestures and changes in tone of voice and intonation are essential components of lessons in communicative skills.² Teachers should experiment and expand their own techniques in helping students develop functional communicative ability in English.

1. cf. Kettering, Developing Communicative Competence: Interaction Activities in English as a Second Language and Hargreaves and Fletcher, Making Polite Noises.
2. See Appendix C - Non-Verbal Communication, A Partial List of Common American Gestures.

Pre-Level I

INTRODUCTION TO
PRE-LEVEL I
(Beginning Conversation)

ESL students entering Pre-Level I know very little or no English and may be functionally illiterate in their own languages. These students cannot carry on a basic conversation with a native speaker.

At this level the teacher should emphasize the development of oral/aural skills. Through the use of visuals, e.g., pictures, maps, and clocks, and other realia, students learn to understand, respond to, and produce basic vocabulary. To facilitate learning, the teacher can have the students respond physically to requests and commands.

Reading and writing should not be ignored. For example, students should learn to recognize words on traffic signs and on products in the supermarket. They should learn to write the letters of the alphabet in order and copy simple vocabulary items. However, students at this level should not be expected to read and/or write any words they have not been exposed to and understood orally.

PRACTICAL LIFE COMPETENCIES

PRE-LEVEL I

The following is a list of topics which should be covered at this level. They are not sequenced in terms of order of presentation or of difficulty. The examples are suggestions and are not meant to be all-inclusive of vocabulary and topics to be covered.

A. GENERAL INFORMATION

Alphabet

names of letters
 consonant sounds
 manuscript - upper/lower cases
 cursive - upper/lower cases
 signature

Days of the WeekMonths of the YearNumbers

cardinal numbers 1 - 100
 oral production
 written numerals

Time

What time is it?
 It's 3 o'clock
 4:30
 a quarter to/after 11

Colors (Basic)Basic Classroom Terminology

procedures (Comprehension only)
 listen write question
 repeat read answer
 objects in classroom
 pencil
 book
 paper
 desk
 notebook
 blackboard

B. PERSONAL/SOCIAL/CULTURAL KNOWLEDGE

Personal Information (Comprehension with appropriate response)

name
 address
 telephone number
 zip code

Family Relationships

mother
 father
 son
 daughter

C. CONSUMER EDUCATION

Food and Drink

basic items
 orange coffee
 apple milk
 rice water
 chicken

U.S. Buying & Selling Procedures

money
 penny
 nickel
 dime
 quarter
 dollar

Housing (Comprehension only)

It's a house.
 It's an apartment.

Telephone

number

D. HEALTH

Parts of the Body

eyes
ears
nose
head
arm
leg

E. EMPLOYMENT

Occupations (Comprehension only)

teacher
student
policeman
fireman

F. COMMUNITY AGENCIES/RESOURCES (Comprehension only)

school
fire department
police department

STRUCTURES
PRE-LEVEL I

These grammatical items are not sequenced in order of presentation; however, the teacher should sequence them according to the particular text in use. It may be necessary to introduce some structures that are not covered by the text. The examples cited are not all-inclusive, and idioms are omitted. The teacher, the textbook, and the students' needs will determine which idioms are to be covered in class.

A. NOUNS

ExamplesSingular/Plural

"s" form

book/books

irregular

(Comprehension only)

man/men

tooth/teeth

child/children

B. PRONOUNS

Subject

I, you, he, she, it, we, they

Demonstrative

this, that, these, those

C. VERBS

Present - "be"

affirmative statement

John is a student.

negative statement

Mary is not a teacher.

"yes"/"no" question

Is Mary a teacher?

short answer

Yes, she is.

No, she isn't.

D. CONTRACTIONS

ExamplesPronoun + "be"

affirmative

I'm, you're, he's, she's,
it's, we're, they're,
that's

negative

isn't, aren't

question

what's

E. ADJECTIVES

Descriptive

red, blue, big, little

Possessive

my, your, his, her

Definite & Indefinite
Articles

a/an, the

F. ADVERBS

Location

here, there

Time

today, tomorrow

.G. PREPOSITION

Location
(Comprehension only)

in, on

H. CONJUNCTIONS

"and"

The pencil and pen are
on the desk.

"or"

Is it a pencil or a pen?

I. PRONUNCIATION

Blends

th, sh, ch, wh

Consonant Sounds

COMMUNICATIVE SKILLS

PRE-LEVEL I

FUNCTIONS	POSSIBLE SITUATIONS & CONTEXTS	PHRASES FOR COMPREHENSION/ PRODUCTION
1. Greeting and Responding	All situations	Hello. How are you? I'm fine. Hi. Good morning/afternoon/evening.
2. Introducing Yourself and Others	All situations	I'm _____. My name is _____. That's/This is _____.
3. Leave Taking	All situations	Good bye. Good night. See you later. Tuesday.
4. Using Polite Words	All situations	Please Thank you. Excuse me.
5. Asking and Answering about Identity	All situations	What's your name? Where do you live? Where are you from? I'm from _____.

Level I

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INTRODUCTION TO
LEVEL I

ESL students entering Level I can understand and produce isolated utterances in English, can recognize some high frequency words, and may be able to write their names, addresses, and phone numbers. They cannot carry on a basic conversation in English.

At this level oral/aural skills should be emphasized. The students begin to build a basic vocabulary of items related to their everyday lives. They learn to respond to requests, commands, and common questions, and to distinguish between statements and questions.

All new structures, functions, and topics should be practiced orally before students are asked to read or write them. Reading is limited to recognizing words related to basic survival skills and reading words and sentences in their texts. Writing can be practiced by having students copy words and sentences from the texts and by having them create their own sentences with their newly acquired structures and vocabulary. At this level, students should also learn basic punctuation, capitalization, and alphabetization.

Learning is facilitated if the teacher can help the students transfer the use of their new language skills to their daily lives. Therefore, classroom exercises and activities should be relevant to students' needs.

PRACTICAL LIFE COMPETENCIES

LEVEL I

The following is a list of topics which should be covered at this level. They are not sequenced in terms of order of presentation or of difficulty. The examples are suggestions and are not meant to be all-inclusive of vocabulary and topics to be covered.

A. GENERAL INFORMATION

Alphabet

names of letters
manuscript - upper/lower cases
cursive - upper/lower cases
signature

Days of the Week & Their AbbreviationsMonths of the Year & Their AbbreviationsNumbers

cardinal 1-1,000
ordinal 1st, 2nd, 3rd, 10th, last

Time

It's 3 o'clock	morning
4:30	afternoon
a quarter to/after 11	evening
	night

Weather

hot	nice
cold	tornado watch/warning
windy	temperature
cloudy	Centigrade
rainy/raining	Fahrenheit

Seasons

winter
spring
summer
fall

Colors

red
 yellow
 light and dark green

Basic Classroom Terminology

procedures
 listen practice
 repeat fill-in

objects in classroom

B. PERSONAL/SOCIAL/CULTURAL KNOWLEDGEPersonal Information

name - first/last	zip code
address	social security number
telephone number	

Family Relationships

family members

Holidays

major U.S. holidays, especially those which
 occur during the term

Recreation/Entertainment

parks
 sports
 movies

C. CONSUMER EDUCATIONFood and Drink

basic items/staples
 names of meals
 shopping for food
 eating in a restaurant

Clothing

basic items
 shirt
 coat
 dress

paired items
 shoes
 pants
 glasses

U.S. Buying & Selling Procedures

money
 making change
 denominations/values

Housing

house/apartment
 rooms of house
 basic furniture items

Telephone

emergency calls

Transportation

bus
 train
 car

D. HEALTH

Parts of the BodyCommon Illnesses

cough
 cold
 flu
 headache
 fever

Common Medications/Supplies

aspirin
 cough drops
 thermometer
 Centigrade
 Fahrenheit

E. EMPLOYMENT.

Occupations

waitress
 mechanic
 lawyer

Schedules

break
 on time
 lunch time
 shift

F. COMMUNITY AGENCIES/RESOURCES

Post Office

letter
 stamp
 parcels
 social security

Fire & Police Departments

emergency calls

STRUCTURES

LEVEL I

These grammatical items are not sequenced in order of presentation; however, the teacher should sequence them according to the particular text in use. It may be necessary to introduce some structures that are not covered by the text. The examples cited are not all inclusive, and idioms are omitted. The teacher, the textbook, and the students' needs will determine which idioms are to be covered in class.

A. NOUNS

ExamplesSingular/Plural

regular

boy/boys
library/libraries
sandwich/sandwiches

irregular

tooth/teeth
child/children

Count/Mass

She's eating cheese/meat/
bread.
I'm eating an apple/a
sandwich.

Possessive

student's/students'

B. PRONOUNS

Subject

I, you, he, she, it, we, they

Object

me, you, him, her, it, us, them

Demonstrative

this, that, these, those.

Impersonal "it"

It's five o'clock.
It's raining.
It's Tuesday.

Expletive "there"

There is a book on the desk.

C. VERBS

ExamplesPresent - "to be"

affirmative statement	He is a mechanic.
negative statement	She is not a cashier.
question	Is he a welder?
short answers	Yes, he is. No, he isn't.
complete answers	Yes, he's a welder. No, he isn't a doctor.

Present Tense

affirmative statement	I work in a factory.
negative statement	I don't work in an office.
question	Does he work in a school?
short answers	Yes, he does. No, he doesn't.
complete answers	Yes, he works in a school. No, he doesn't work in an office.

Present Progressive Tense

affirmative statement	She's wearing a skirt.
negative statement	He isn't wearing a vest.
question	Are you wearing a hat?
short answers	Yes, I am. No, I'm not.
complete answers	Yes, I'm wearing a hat. No, I'm not wearing a hat.

Past Tense

(Introduction only)

Examples

regular

affirmative statement

He parked his car.

common irregular verbs

affirmative statement

They went to school.

Modal

"can"

affirmative statement

He can speak English.

negative statement

She can't speak Spanish.

question

Can you play tennis?

short answers

Yes, I can.

No, I can't.

complete answers

Yes, I can play tennis.

No, I can't play tennis.

D. CONTRACTIONS

Pronoun + "be"I'm, you're, he's, she's,
it's, we're, they'reNegativeisn't, aren't, don't,
doesn't, can'tQuestion

what's, where's, who's

E. ADJECTIVES

Descriptive

blue, big, tired

Expressions of Quantitysome, two, a lot, seventeen,
firstPossessivemy, your, his, her, its,
our, theirDemonstrative

this, that, these, those

Definite/Indefinite
Articles

a, an, the

F. ADVERBS

ExamplesFrequency

(Note: position in sentence)

always, never, sometimes

Timenow, today, everyday,
yesterdayLocation

here, there, everywhere

G. PREPOSITIONS

Location

at, in, on, under, next to

Time

before, after, at

Other

of, for, by

H. CONJUNCTIONS

"but," "and," "or"

I. PRONUNCIATION

Final /s/, /z/, /iz/

plurals

socks, apples, glasses

verbs

helps, finishes

Final /t/, /d/, /ɪd/

regular past (-ed)

walked, lived, started

Vowel Contrasts

short/long

live/leave

minimal pairs

ball/bowl
tap/tip

Consonant Contrasts

/th/ and /d/

voiced /th/ and
voiceless /th/Examples

they/day

this/thank

Intonation and Stress

rising intonation

falling intonation

reduced stress

Do you have a pencil?

Where do you live?

cup o'soup
o'clock

J. QUESTION FORMATION

Question Wordswho
what
when
where
why
what time
how
how much/how many

COMMUNICATIVE SKILLS

LEVEL I

FUNCTIONS	POSSIBLE SITUATIONS & CONTEXTS	PHRASES FOR PRODUCTION
1. Greeting and Responding	In the classroom formal (between teacher-student) informal (between friends)	Good morning/evening. Hello! How are you? Fine. Hi! What's new!
2. Introducing Yourself and Others	In the classroom At a party or social function	My name is _____. I'm _____. _____, this is _____. I want you to meet _____. I'd like you to meet _____. Meet my friend _____.
3. Leave Taking	At school (between teacher-student) At work At a party	Good-bye. Good night. So long. Take it easy. Bye, see you later.
4. Using Polite Words	All situations	Please. Thank you. God bless you. You're welcome. Excuse me. I'm sorry. That's okay.

FUNCTIONS	POSSIBLE SITUATIONS & CONTEXTS	PHRASES FOR PRODUCTION
5. Asking and Answering about Identity	At a job interview At a social gathering	What's your name? Where do you live? Where are you from? I'm from _____. What do you do? I'm a mechanic. Who's that? Is he your brother?
6. Apologizing or Excusing Oneself	Bumping into someone Being late/absent Not liking or wanting something	Excuse me, _____. Pardon me. I'm sorry I'm late. I had to work./I was sick. No, thank you. I don't want any coffee.
7. Expressing Lack of Understanding	In the classroom At work	Please, <u>repeat</u> it. <u>spell</u> it. <u>write</u> it. Please, speak slowly. I don't understand. I don't know.

FUNCTIONS	POSSIBLE SITUATIONS & CONTEXTS	PHRASES FOR PRODUCTION
8. Requesting Items or Information	At a grocery store At home At work At school	Do you have any milk? May I have a cup of coffee? Can I use (borrow) your eraser?
9. Asking For, Giving, and Denying Permission	At work In the classroom At a store	May I leave early? Can you give me a ride? Can I write in this book? You shouldn't write in this book. Can I return this? You can't return this.
10. Expressing Needs and Requesting Assistance	At a store In an emergency	I want a pair of brown shoes. I'd like another one. I need a size 10. There is a _____. I want to report a/an _____. (fire/injury/accident) Please send help. I need an ambulance.

Level II

INTRODUCTION TO LEVEL II

ESL students entering Level II can engage in very basic conversation, express simple needs and requests, and relay personal information in oral and written form. They may need to have many items repeated or rephrased in simpler form in order to understand.

At this level, special emphasis should be given to speaking and listening skills. Soliciting appropriate responses to questions, commands, and requests is a useful activity. Pronunciation drills can help students distinguish between new sounds, but emphasis should be given to allowing students opportunities to produce language meaningful to them.

Reading activities should focus on building vocabulary, developing word recognition skills, and establishing meaning. Reading skills can be developed through general classroom activities, utilizing the text, workbook, and worksheets. Outside resources can also add interest and variety.

At this level, students should learn how to fill out forms such as health forms and applications for jobs, social security numbers, and a driver's license. Giving students the opportunity to use their new language in meaningful contexts is essential for developing good skills.

PRACTICAL LIFE COMPETENCIES

LEVEL II

The following is a list of topics which should be covered at this level. They are not sequenced in terms of order of presentation or of difficulty. The examples are suggestions and are not meant to be all-inclusive of vocabulary and topics to be covered.

A. GENERAL INFORMATION

Alphabet

alphabetical order

Measurements

Metric/U.S. System
Units and Their Abbreviations

inch	=	in.
foot	=	ft.
yard	=	yd.
mile	=	mi.
pint	=	pt.
quart	=	qt.
gallon	=	gal.
pound	=	lb.
cu.	=	c.
teaspoon	=	tsp. = t.
tablespoon	=	Tbls. = T.

Numbers: Groupings

address - 57 23, 1 32, 2 0 7 0
 year - 19 81, 18 03
 telephone - 7 9 2 - 3 1 9 8
 zip code - 6 0 3 0 2
 social security number - 3 4 5 - 2 7 - 9 0 2 8
 dates - March 17, 1952, 3/17/52
 numbers - thousand, million

Time

a.m.
 p.m.
 noon
 midnight
 face/digital clocks
 It's ten to eight.

7:50

It's three o'clock in the afternoon.

It's three o'clock in the morning.

Weather

drizzle	slush
fog/foggy	tornado watch/warning
precipitation	thunder/lightening
showers	thunderstorm
sleet	

Seasons

months of each season
 beginning dates
 typical weather

B. PERSONAL/SOCIAL/CULTURAL KNOWLEDGEPersonal Information

maiden name
 initials
 educational background
 occupation
 physical description
 height (ht.)
 weight (wt.)
 body build - thin
 medium
 heavy
 hair color and type - blonde
 brunette
 straight
 eye color

residency - length of time in U.S.A.
 nationality - ethnic origin
 language - Spanish
 Polish
 Vietnamese
 daily routine

Family Relationships

immediate
 son/daughter
 father/mother
 wife/husband
 extended
 brother-in-law
 cousin
 niece

Holidays/Celebrations

customs and celebrations of the holidays, especially
 those which occur during the term
 births
 birthday/saint's name day
 anniversary
 wedding

Recreation/Entertainment

parties
 movies - G - PG - R - X
 names of American sports
 spectator/participant
 football swimming
 soccer running
 hockey tennis
 baseball
 hobbies
 gardening
 coin collecting
 cooking
 games
 checkers
 chess
 backgammon
 cards

C. CONSUMER EDUCATION

Food and Drink

common food
 chicken
 fryer
 drumstick
 breast
 milk
 skim
 2%
 homogenized
 shopping and ads
 prices
 25 a lb.
 15¢ each
 grocery store/supermarket
 sections
 dairy
 produce
 meat
 frozen foods
 canned goods

Clothing

sizes - men's, women's, children's
 shoes - 7B, 5½AA
 clothes - small (S)
 medium (M)
 large (L)
 extra large (XL)

Stores and Shops

large stores
 department
 discount
 grocery (see above Food and Drink)
 small shops
 barber/beautician
 florist
 gift

U.S. Buying & Selling Procedures

check (personal)
 traveler's check
 money order
 cash or charge
 credit card

Housing

kinds of housing and related terminology
 apartment - studio, 2 bedroom
 condominium
 house
 renting and owning
 landlord/landlady
 superintendent/janitor
 security deposit
 lease
 furnished/unfurnished
 residence
 city
 town/village
 county
 suburb
 furniture
 appliances

Telephone

standard telephone phrases
 Hello.
 Goodbye.
 Just a minute, please.
 Hang on./Hold on.
 Is John there?
 May I speak to him?
 request for using a telephone
 May I use your phone?
 Where is a pay phone?
 use of the telephone book
 white pages
 finding numbers
 finding an address

Transportation

fare
 ticket
 token
 transfer
 monthly pass
 places
 bus stop
 station
 airport
 travel phrases
 one way
 round trip
 arrivals/departures

directions
 north (N)
 south (S)
 east (E)
 west (W)
 blocks
 turn/go
 left/right

D. HEALTH

Common Illnesses

toothache
 sore shoulder
 rash

Common Diseases and Immunizations

measles
 mumps
 chicken pox
 polio

Health Care

appointment
 emergency room
 pregnancy
 visit to a doctor/dentist

Common Medications/Supplies

brand names
 Alka-Seltzer
 Pepto-Bismol
 Contact
 Vaseline
 Sucrets
 Bayer Aspirin
 Tylenol

E. EMPLOYMENT

Job Applications (see also Personal Information)

Occupations and Work Activities

I'm an auto mechanic. I repair cars.

F. COMMUNITY AGENCIES/RESOURCES

Bank

savings/checking account
deposit/withdrawal slip

Schools

pre-school
elementary
junior high/middle school
high school
college
university

STRUCTURES

LEVEL II

These grammatical items are not sequenced in order of presentation; however, the teacher should sequence them according to the particular text in use. It may be necessary to introduce some structures that are not covered by the text. The examples cited are not all inclusive, and idioms are omitted. The teacher, the textbook, and the students' needs will determine which idioms are to be covered in class. Review of Level I grammatical items is usually necessary and often helpful before introducing the items designated for Level II. Teacher discretion, students' abilities, and the textbook will determine the extent to which this is necessary.

A. NOUNS

ExamplesSingular & Plural

spelling change

woman/women
mouse/mice
wife/wives
loaf/loaves

no spelling change

sheep/sheep
news/news
trousers/trousers

Possessive

boy's/boys'
woman's/women's

Comparatives/Superlatives

comparisons of inequality

count

more books, the most books
fewer books, the fewest books

mass

more wine, the most wine
less wine, the least wine

comparisons of equality

as...as

count

as many cups of coffee as

mass

as much coffee as

B. PRONOUNS

ExamplesImpersonal "it"

weather	It's snowing.
identification	It's Jeff.
time	It's twelve o'clock.
distance	It's two miles.

C. VERBS

Present Tense

emphasis on the third
person singular

Past - "be"

affirmative statement	He was hungry.
negative statement	He wasn't fired.
question	Were they in class?
short answers	Yes, they were. No, they weren't.
complete answers	Yes, I was late. No, I wasn't late.

Past Tense -
Regular/Irregular

affirmative statement	They waited.
negative statement	He didn't wait.
question	Did he go?
short answers	Yes, he did. No, he didn't.
complete answers	Yes, he went. No, he didn't go.

ExamplesPresent Progressive Tense

affirmative statement	I am living in Oak Park.
negative statement	She is not studying Spanish.
question	Are they going to the party?
short answers	Yes, they are. No, they aren't.
complete answers	Yes, he is planning a vacation. No, he isn't planning a vacation.

Past Progressive Tense
(Introduction only)

affirmative statement	She was wearing a coat.
negative statement	They weren't driving home.
question	Was he studying English when the phone rang?
short answers	Yes, he was. No, he wasn't.
complete answers	Yes, she was putting the car away. No, she wasn't putting the car away.

Future - "be" +
"going to" + verb

affirmative statement	She is going to play tennis.
negative statement	I'm not going to scream.
question	Are you going to eat too?
short answers	Yes, I am. No, I'm not.
complete answers	Yes, I am going to learn English. No, I'm not going to learn English.

ExamplesFuture - "will" + verb

affirmative statement	We will come home at 6:00.
negative statement	He won't fix my washing machine.
question	Will you be on time?
short answers	Yes, I will. No, I won't.
complete answers	Yes, she will make the dress. No, she won't make the dress.

Modals

"can," "may," "must,"
"should"

affirmative statement	We must finish by June.
negative statement	She shouldn't do that.
question	May I go?
short answers	Yes, you may No, you may not.
complete answers	Yes, we can finish by June. No, we can't finish by June.

Special Verbs

"want to," "like to,"
"need to," "have to"

affirmative statement	I want to sing.
negative statement	She doesn't like to cook.
question	Does she need to go now?
short answers	Yes, she does. No, she doesn't.
complete answers	Yes, the student has to register. No, the student doesn't have to register.

Imperative

affirmative statement

ExamplesGive me your paper.
Let's go.

negative statement

Don't close the door.

polite statement

Please finish your work.

D. CONTRACTIONS

Negativeshouldn't, can't, don't,
wasn't, weren't, doesn't,
didn't, won'tContrast

"it's" (contraction)

It's a dog.

"its" (possessive
adjective)

Its tires are flat.

E. CLAUSES

Adverbial/Adjective

"who"

A doctor is a person who
works in a hospital.

"where"

A factory is a place where
you work.

F. ADJECTIVES

Possessive

my, your, his, her, our, their

Comparative/Superlative

comparisons of inequality

regular

smarter, the smartest
fatter, the fattest
easier, the easiest
more important, the most
important

Examples

irregular

good/better/the best
bad/worse/the worst

comparisons of equality

John is as tall as Bob.

Expressions of Quantity

count

some students
a lot of students
many students
a few students

mass

some coffee
a lot of coffee
much coffee
a little coffee

G. ADVERBS

Formationangry/angrily
calm/calmlyFrequencyoften, always, never,
sometimes, hardly, ever,
usually, seldomTimenow, yesterday, tomorrow,
today, everyday, last weekLocation

here, there, everywhere

Mannerslow/slowly, quick/quickly,
rapid/rapidlyDegree

almost, very, too, really

Comparative/Superlative

comparisons of inequality

faster, the fastest
more carefully, the most
carefully
less carefully, the least
carefully

comparisons of equality

He drives as carefully as
she does.

H. PREPOSITIONS

ExamplesTime

"in"

She was born in 1932.

"on"

He was born on July 27th.

"during"

He goes to the country
during the summer.

"for"

He studied English for 2 years.

"after"

He goes to school after work.

"at"

She goes to school at
7 o'clock.Locationover, under, at, to, in,
on, between, behind, amongRegarding TransportationHe went by bus.
He went in a car.

I. CONJUNCTIONS

"either...or"

"neither...nor"

"and," "but," "because," "or"

J. PRONUNCIATION

Final /s/, /z/, /iz/

plurals

socks, apples, glasses

verbs

helps, finishes

Final /t/, /d/, /id/

regular past (-ed)

walked, lived, started

K. QUESTION FORMATION

Questions Wordswhat kind of
how long
which

COMMUNICATIVE SKILLS

LEVEL II

FUNCTIONS	POSSIBLE SITUATIONS & CONTEXTS	PHRASES FOR PRODUCTION
1. Expressing Agreement and Disagreement	In formal situations In informal situations	Yes/No/OK That's right/wrong/fine/not right. Uh-hun/all right/sure, I don't think so.
2. Requesting Definitions and Clarifying Meanings	In the classroom	How do you spell that? What does this mean? It _____ ans _____. What does _____ mean? _____ means _____.
3. Expressing & Resolving Misunderstandings	In general conversation about language In formal situations In informal situations	Say it again, slower. Would you write it, please? What did you say? Pardon (me). I didn't understand you. What? Huh?
4. Asking about Ownership and Claiming Belongings	In the classroom At a social gathering	Whose book is this? It's mine. That's my book. Is this <u>your</u> coat? his her Yes, it is. No, it isn't.

FUNCTIONS	POSSIBLE SITUATIONS & CONTEXTS	PHRASES FOR PRODUCTION
5. Interrupting or Getting Someone's Attention	<p>In formal situations</p> <p>In informal situations</p>	<p>Excuse me. Pardon me. Miss. Sir. Hey! Say, Mary...</p>
6. Expressing Capability or Incapability	<p>At a job interview</p> <p>In the classroom</p> <p>At a social gathering</p>	<p>I can understand English.</p> <p>I can't see the blackboard.</p> <p>It's too late. (I can't stay.)</p>
7. Requesting Services	<p>In service situations: at a restaurant in a movie theatre in a store in a bank</p>	<p>A cup of coffee, please. Two adults please. Do you have this in a size 9? I need a deposit slip.</p>
8. Asking for Prices	<p>At a grocery store</p> <p>At a department store</p> <p>In conversations about events & services</p>	<p>How much is a gallon of milk? What does it cost?</p> <p>How much is this dress?</p> <p>What's the price (of this)?</p>

FUNCTIONS	POSSIBLE SITUATIONS & CONTEXTS	PHRASES FOR PRODUCTION
9. Talking about Likes and Dislikes	All situations	Do you like American movies? Who's your favorite TV star? What kind of food do you like? I like _____. I don't like _____. Not really. It's OK.
10. Expressing Doubt or Uncertainty and Certainty	All situations	I'm not sure/I don't know. Maybe. Could be. I think I guess she's gone, Sure, I'm positive.
11. Making, Accepting, and Declining Invitations	All situations	How about some coffee? Do you want to play tennis today? Yes, thanks. Sure! No, I'm sorry, I can't. Not right now, thanks.
12. Making and Accepting Suggestions	All situations	Let's ask the boss. Maybe we should forget it. O.K. That's good.

Level III

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INTRODUCTION TO LEVEL III

ESL students entering Level III can engage in restricted conversations with native speakers. Generally their comprehension is better than their production, which may be somewhat hesitant. At times, they may require repetition and rewording.

At this level, equal emphasis should be placed on the four skills: listening, speaking, reading, and writing. Listening and speaking can be practiced by having students rephrase or complete dialogues, by having them do some simple role-plays, and by having them practice simulated telephone conversations.

Students should practice reading for the main idea and for specific information. They can build their vocabularies by learning to derive the meanings of words from context. Basic composition skills can be taught such as paragraphing and indenting. Students should be asked to write controlled one paragraph compositions.

Students should be exposed to natural language at a normal conversational pace. The skills should be practiced in meaningful contexts so that the students feel comfortable using their new language in their daily lives.

PRACTICAL LIFE COMPETENCIES
LEVEL III

The following is a list of topics which should be covered at this level. They are not sequenced in terms of order of presentation or of difficulty. The examples are suggestions and are not meant to be all-inclusive of vocabulary and topics to be covered.

A. GENERAL INFORMATION

Numbers

percentages
sale: 30% off all merchandise
fractions
3½ years old
¼ tsp.
simple math
add
subtract/take away
multiply/times
divide

Weather

terms
hail
hurricane
overcast
ozone advisory/alert
wind chill factor
reports
radio
newspaper

Time

daylight savings time

Colors

pale bright
deep dull

Recreation/Entertainment

sports
 local clubs
 Cubs
 Bears
 hobbies
 knitting/sewing
 reading
 playing musical instruments
 skating

C. CONSUMER EDUCATIONFood and Drink

comparison shopping
 better buy
 better value
 cheaper
 expensive
 generic
 house brands
 brand names
 coupon/refund

Clothing

sales
 final/clearance
 January white
 August: 20% off winter coats
 washing/cleaning instructions
 dry clean only
 permanent press
 fabrics and notions
 wool plaid thread
 cotton solid pins
 polyester stripe needles
 velcro check safety pins
 zipper design (e.g. floral)
 snap

Stores and Shops

stores
 hardware
 lumber
 drug

departments
 automotive
 camera
 draperies
 housewares
 toiletries

U.S. Buying and Selling Procedures

credit cards
 interest rates/loans
 receipts, refunds, exchanges
 mail and phone order
 used goods - cars, furniture
 garage sales
 classified ads
 bulletin boards

Housing

discussion of neighborhoods and communities
 home repairs and tools
 condominium
 renter's/home insurance
 mortgages

Telephone

ordering from a catalog
 taking a message
 reporting illness to employer or school
 use of the telephone book
 yellow pages
 area code
 toll free numbers (800)
 long distance
 rates
 direct-dial
 operator-assisted

Transportation/Travel

schedules and reservations (airplane, hotel, train)
 fares - discount
 children
 senior
 weekend/holiday
 vacations
 traffic signs/signals
 automobile license and stickers

D. HEALTH

Office Visits (doctor, dentist)

basic procedures
 forms
 medical history
 insurance
 symptoms

Diseases, Illnesses, Complaints

bronchitis	strep throat
cavities	lice
indigestion	strains and sprains
infection	

Hospitalization

rooms
 private
 semi-private
 bills
 visits
 hours
 rules

Emergency Treatment

first aid
 emergency room procedures
 ambulance/paramedic
 X-rays

E. EMPLOYMENT

Getting a Job

interview
 hiring procedures

Fringe Benefits

holidays
 insurance
 paid vacation
 workman's compensation

Leaving a Job

firing
 lay-off
 quitting

Assistance for Unemployed

public aid
 welfare
 food stamps
 unemployment compensation

F. COMMUNITY AGENCIES/RESOURCESBank

safety deposit box
 premium-gifts
 certificates of deposit

Museums & Other Attractions

art institute
 planetarium
 aquarium
 zoo
 conservatory

Newspaper

headlines & summaries
 weather
 TV-movie schedules
 classified/want ads
 advertisements/abbreviations (e.g. 3 bdrm.)

Library

card
 check out
 due date

Schools

community college
 night school classes

STRUCTURES

LEVEL III

These grammatical items are not sequenced in order of presentation; however, the teacher should sequence them according to the particular text in use. It may be necessary to introduce some structures that are not covered by the text. The examples cited are not all-inclusive, and idioms are omitted. The teacher, the textbook, and the students' needs will determine which idioms are to be covered in class. Review of Level II grammatical items is usually necessary and often helpful before introducing the items designated for Level III. Teacher discretion, students' abilities, and the textbook will determine the extent to which this is necessary.

A. NOUNS

Examples

Names of Countries/
Languages/Nationalities

Mexico/Spanish
Mexican

Gerunds
(Introduction only)

I like reading.

Nouns That Are Also Verbs

an iron/to iron
a plant/to plant

Nouns Used to Modify Nouns

vegetable soup
a camera shop

B. PRONOUNS

Indefinite
(Introduction only)

singular
"another," "each,"
"everybody," "anyone,"
"nobody," "one"

Everyone is here.

plural
"both," "few," "many,"
"others," "several," "ones"

Both of them were absent.

Examples

singular/plural
 "all," "any," "more,"
 "most," "some"

Some of the boys are in
 the room.
 Some of the bread is on
 the table.

Interrogative

contrast "whose" with
 "who's"

Whose coat is that?
 Who's coming?

whom

With whom do you come to
 school?

Reflexive/Intensive

The boss himself will
 finish the job.
 The boss will finish
 the job himself.

Possessive

"mine," "yours," "his,"
 "hers," "ours," "theirs"

This is mine.

C. VERBS

Past Progressive Tense

affirmat' statement

I was playing tennis
 yesterday.

negative statement

She wasn't driving fast.

question

Was he writing in English?

short answers

Yes, he was.
 No, he wasn't.

complete answers

Yes, he was writing in
 English.
 No, he wasn't writing in
 English.

Present Perfect Tense

affirmative statement

He's travelled to Europe
 several times.

negative statement

She hasn't learned English
 yet.

question

Has she been to Europe yet?

Examples

short answers

Yes, she has.
No, she hasn't.

complete answers

Yes, she has been to
Europe.
No, she hasn't been to
Europe.Past Perfect Tense

affirmative statement

He had left when we
arrived.

negative statement

He hadn't gone when we left.

question

Had he taken out insurance
yet?

short answers

Yes, he had.
No, he hadn't.

complete answers

Yes, he had taken out
insurance.
No, he hadn't taken out
insurance.Modals

"will"

We won't go tomorrow.

"must"/"don't have to"/
"had to"The student didn't have to
register.

"can"/"could"

I couldn't go with them
yesterday.

"will"/"would"

I wouldn't go with them
yesterday.

"may"/"might"

It might rain.

Tag EndingsJohn is here, isn't he?
Jane works here, doesn't she?
Joe didn't live here, did he?Two Word Verbs"fill out," "write down,"
"turn off/on,"
"get on/off/in"Turn off the lights.
Turn the lights on.

ExamplesInfinitive Structures

"ask," "want," "decide"

I decided to go to school tonight.

Uses of "have"

main verb

I have a book.

auxiliary verb

I have read that book.

expression of obligation

I have to pay taxes.

Verbs of Perception

The coffee smells good.

D. CONTRACTIONSContrast

"he's" ("he is")

"he's" ("he has")

"she'd" ("she had")

"she'd" ("she would")

E. CLAUSESAdjective

"who"

The man who is sitting there is my father.

"which"

The dress which I prefer is green.

"that"

The book that's over there belongs to the teacher.

Adverbial

"before"

I met him before you came.

"after"

He left after we did.

"when"

When he arrived, I was speaking to John.

Examples

"while"

While I was in the shower,
the phone rang.

"until"

I studied until he came.

"although"

Although it was raining,
we went to the beach.Noun

"think"

I think (that) they're here.

"know"

I know you'll come.

"believe"

I believe it's true.

with "yes"/"no"
questions

Do you know if he can come?

with "wh" - questions

Could you tell me who is going?

F. ADJECTIVES

Sequence

<u>Number</u>	<u>Inten- sifier</u>	<u>Quality or Size</u>	<u>Color</u>	<u>Nation- ality</u>	<u>Noun</u>	<u>Noun</u>
four	really	pretty	red	Japanese	silk	dresses

G. ADVERBS

Sequence

	<u>Place</u>	<u>Manner</u>	<u>Frequency</u>	<u>Time</u>
The mail is delivered	here	by plane	twice a day	at 2:00.

Placement

He always comes to work on
time.
She is seldom late for work.
He runs quickly.

H. PREPOSITIONS

ExamplesContrast

"for"/"since"
 "at"/"to"/"for"
 "in"/"on"/"at"
 "in"/"into"
 "between"/"among"

I. CONJUNCTIONS

Subordinate

"before"
 "after"
 "when"
 "while"
 "until"
 "although"
 "who"
 "which"
 "that"

We won't start the party
 until you arrive.

J. PRONUNCIATION

Blends

st, sh, ch

Hard & Soft Sounds of
"g" & "c"

soft "c"/"g" before
 "i" "e" "y"

cent, cinema, gym, gene

hard "c"/"g" before
 "a" "o" "w"

cat, cow, gone, game

K. WORD STUDY

Homonyms^bExamples

their/there, two/to/too,
mail/male, by/buy, know/no,
here/hear, be/bee

Antonyms

hot/cold, tall/short,
big/little, happy/sad

L. SPELLING

Doubling Rule for Suffixes
Beginning With a Vowel

cvc (consonant/vowel/
consonant) - one syllable
word (except after chxw)

hot/hotter, win/winning,
box/boxing

cvc (consonant/vowel/
consonant) with accented
last syllable

omit/omitted,
listen/listened

Final "e"

ride/riding, love/loved,
move/movement

"y" Rule

baby/babies, boy/boys,
study/studies/studying

COMMUNICATIVE SKILLS

LEVEL III

FUNCTIONS	POSSIBLE SITUATIONS & CONTEXTS	PHRASES FOR PRODUCTION
1. Expressing Preferences	In a store In general conversation	I'd prefer a leather purse. I would rather stay home tonight.
2. Asking for Favors and Responding	In general conversation	Could you do me a favor? Would you please take this to the office? Sure./Certainly./Of course. If I can./What is it?/That depends. I'm really busy./I'm sorry I can't.
3. Asking for and Giving Opinions	In general conversation	What do you think about the boss? How do you feel about your new job? How do you like this country? You know, I really like that dress. I think I will get to like my job. It's not what I wanted.

FUNCTIONS	POSSIBLE SITUATIONS & CONTEXTS	PHRASES FOR PRODUCTION
4. Asking for Confirmation	In general conversation	It's cold out, isn't it? He lives in Norridge, doesn't he? You haven't seen that movie, have you? Thursday at 4, right?
5. Extending Congratulations	On a new job On a new baby On a promotion On a new home	Congratulations! I'm happy for you. Best wishes! I wish you all the best. Good luck! I hope you enjoy it!
6. Extending Sympathy	At funerals In misfortune	I'm sorry about your mother. That's too bad. I'm sorry to hear that. What a shame!
7. Making Reservations	For restaurants For travel	I'd like to make a reservation for 4 at 6:30. I'd like to make a reservation to go to San Francisco on May 17th at 1 p.m.

FUNCTIONS	POSSIBLE SITUATIONS & CONTEXTS	PHRASES FOR PRODUCTION
8. Giving and Accepting Compliments	In general conversation	<p>That was a delicious dinner! What a lovely dress! You look handsome tonight! I like your hair that way. Thanks./Thank you. How nice of you to say that.</p>
9. Asking for and Giving Directions	In general conversation	<p>Where is the school office? How far is the restaurant from here? How do I get to the First National Bank?</p> <p>It's upstairs in Room 201. It's 4 blocks from here, at the corner of South and Main. First turn left on LaSalle...next...finally... You can take the A or P train. You should see a gas station on the corner. It will take about 15 minutes.</p>
10. Reporting What Someone Said	In general conversation	<p>He told me that he'd already been to the doctor. Mary said that she took Level III last year.</p>

FUNCTIONS	POSSIBLE SITUATIONS & CONTEXTS	PHRASES FOR PRODUCTION
11. Making Complaints	<p>In a store</p> <p>In a restaurant</p>	<p>I want to return this. This mixer is defective. This sweater is too small.</p> <p>This milk is sour. The soup is cold.</p>
12. Requesting Adjustments/Exchanges/Refunds	<p>In stores</p> <p>In paying bills</p>	<p>I need to exchange this shirt for a larger size. I don't need this skirt. I'd like a refund. I want my money back.</p> <p>My bill is incorrect (wrong). Please check my statement. Can you explain why this is here? I don't understand this charge.</p>

Level IV

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INTRODUCTION TO
LEVEL IV

ESL students entering Level IV can engage in normal conversations with some structural and pronunciation errors. They can function fairly well in daily life.

At this level, the four skills of listening, speaking, reading, and writing should receive equal emphasis. Students should be exposed to normal conversational pace. Role-playing and problem-solving are useful activities. Students can be sent out into the community to gather information to report back to the class. The teacher should try to evaluate the student's total communicative proficiency rather than concentrating on specific errors.

At this level, students should be reading newspapers and magazines. They should learn to differentiate between fact and opinion and respond to thought questions by analyzing and evaluating. Composition and letter-writing skills should be developed. The transition should be made from controlled composition to free production.

The teacher should endeavor to create an environment in the classroom through the use of relevant and interesting exercises and activities that will help the students function better in their daily lives outside the classroom.

PRACTICAL LIFE COMPETENCIES

LEVEL IV

The following is a list of topics which should be covered at this level. They are not sequenced in terms of order of presentation or of difficulty. The examples are suggestions and are not meant to be all-inclusive of vocabulary and topics to be covered.

A. GENERAL INFORMATION

Correspondence

note to school
 to excuse absence, express concern
 thank you or congratulatory note
 friendly letter
 invitation - RS' P

Government

local - Mayor or City Manager
 state - Governor
 federal - President
 Congress
 House of Representatives
 Senate
 Courts

B. PERSONAL/SOCIAL/CULTURAL KNOWLEDGE

Personal Information

former way of life vs. current way
 cultural patterns in native country

Family Relationships

lifestyles	cultural patterns
adoption	godparents

Holidays/Celebrations

major U.S. and international holidays, especially
 those which occur during the term
 cultural events in native country

Recreation/Entertainment

theater
 concerts
 craft fairs
 flea markets
 neighborhood
 block parties

C. CONSUMER EDUCATION

Food and Drink

specific product terminology

milk

whole

2%

skim

butter

cheese

cheddar

Swiss

American

parmesan

eggs

Grade A

jumbo

large

medium

meats

roasts

chops

steaks

ribs

poultry

fryers

leg & thigh portions

wings

coffee

regular grind

automatic drip

decaffeinated

recipe terminology

add mince

beat mix

blend stir

chop knead

grate

Clothing

making clothes
 fabric stores d departments
 patterns
 sizes
 measurements
 fabrics and notions

Stores and Shops

farmers' markets
 flea markets
 antique shows
 exhibitions
 arts and craft shows
 resale/thrift shops
 outlets

U.S. Buying and Selling Procedures

credit card
 application
 warranties
 guarantees
 loans
 interest rates
 consumer rights

Housing

utilities
 getting service
 bills
 home security
 landlord/tenant relations
 subleases

Telephone

long distance
 information - (area code + 555-1212)
 overseas calls
 clearing up a problem with a bill
 time zones

Transportation/Travel

auto maintenance
 road maps/mileage
 traffic signs
 vacations

D. HEALTH

Examinations

weight	blood test
blood pressure	urinalysis
chest x-ray	annual checkup

Emergency Treatments

accidents
 poisons
 artificial respiration
 CPR (Cardio-Pulmonary Resuscitation)
 Heimlich procedure

Hospitalization

surgery
 observation/tests

Drugstore

filling a prescription
 reading labels and instructions
 generic drugs
 pharmacy/drugstore
 compare and contrast U.S. items with those
 from native country

Exercise and Fitness

YMCA/YWCA
 health clubs
 Weight Watchers

E. EMPLOYMENT

Deductions from Paycheck

federal income tax
 state tax
 social security
 union dues
 medical insurance
 pension
 payroll savings plan/credit union

Legal Issues of Employment

minimum wage
 W-2 forms
 W-4 forms

F. COMMUNITY AGENCIES/RESOURCES

Credit UnionsLegal Assistance

lawyer/attorney
 legal rights
 public defender
 legal aid bureaus

Immigration and Citizenship

Traveler's Aid
 consulate offices
 Immigration and Naturalization Service
 citizenship classes

Library

reference section
 card catalog

Newspaper

current events
 who
 what
 where
 when
 how
 features and columns
 Dear Abby
 Ann Landers
 editorials

Schools

educational system
 pre-school to university
 public schools
 private schools
 P.T.A./school board
 parent/teacher conferences
 enrollment
 orientation
 homework
 special projects

STRUCTURES

LEVEL IV

These grammatical items are not sequenced in order of presentation; however, the teacher should sequence them according to the particular text in use. It may be necessary to introduce some structures that are not covered by the text. The examples cited are not all inclusive, and idioms are omitted. The teacher, the textbook, and the students' needs will determine which idioms are to be covered in class. Review of Level III grammatical items is usually necessary and often helpful before introducing the items designated for Level IV. Teacher discretion, students' abilities, and the textbook will determine the extent to which this is necessary.

A. NOUNS

ExamplesGerunds

contrast gerund with
progressive

I like reading.
I am reading now.

Count/Mass Nouns with
Expressions of Quantity

a loaf of bread
a pound of oranges

B. PRONOUNS

Indefinite Pronouns

singular

"somebody," "everybody,"
"anybody," "nobody,"
"another," "each," "much"

Everybody is here.

plural

"both," "few," "many,"
"others," "several"

Few people have arrived.

singular/plural

"any," "more,"
"most," "some," "such"

Some of us are going.

Special Verbs

"used to"

Examples

I used to play tennis,
but I had to give it up.

"to be supposed to"

My children are supposed
to make their beds, but
they never do.

Passive Voice

present

The mail is brought (by the
mailman).

past

The mail was brought.

future

The mail will be brought.

present perfect

The mail has been brought.

past perfect

The mail had been brought.

present/past continuous

The letter is/was being
written.

Problem Verbs

"do"/"make"

I do my homework.
I make my bed.

"borrow"/"lend"

She borrowed a dollar from
me.
Will you lend me an egg
until tomorrow?

"teach"/"learn"

Clara taught me how to
play the piano.
I learned how to play the
piano from Clara.

"let"/"leave"

Let the dog in now.
Leave the dog in the backyard.

"say"/"tell"

Professor Baker said, "Good
morning, Mrs. Hendrix."
Professor Baker told his
students that he was going
to give them a test.

Examples

"speak"/"talk"

Ms. Lee speaks Chinese and Japanese.
The students always talk to one another until the teacher arrives.

Pronoun Review

subject

I, you, he, she, it, we, they

possessive

mine, yours, his, hers, its, ours, theirs

object

me, you, him, her, it, us, them

relative

who, whose, whom, that, which

demonstrative

this, that, these, those

reflexive/intensive

myself, yourself, himself, herself, itself, ourselves, yourselves, themselves

Compound Relative Pronouns

"whoever," "whomever,"
"whichever," "wherever,"
"whatever"

Whichever pen he likes, he
can have.

"so," after "say," "tell,"
"hope," "believe"

Do you think that you will
go on vacation this year?
Yes, I think so.

C. VERBS

Present Perfect TensePresent Perfect Progressive Tense

I've been living in Chicago
for five years.

Past Perfect TenseConditional

present

If the weather is good,
I'll go.

Examples

present
(contrary-to-fact)

If the weather were good,
I would go to the country.

past (contrary-to-fact)

If he had tried harder,
he would have won the game.

Pseudo Modals

"had better"

You had better see a doctor.

"would rather"

Would you rather go to the
movies or to the theater?

"ought to"

You ought to be more careful.

"would like"

Would you like a cup of
coffee?

Indirect Speech

statements

Robert said, "I saw the
movie."

Robert said that he had
seen that movie.

questions

He asked me "When are you
going?"

He asked me when I was
going.

imperatives

He said, "Open the door."
He told me to open the

door.

D. CONTRACTIONS

Contrast

"I'd" - "I would"
"I had"

"He's" - "He is"
"He has"

E. ADJECTIVES

"some"/"any"Examples

I'm having some milk.
Do you want some milk?
Do you have any matches?
There aren't any candles
in the drawer.

Definite Article "the"
with Geographical Names

the Ohio River, the Appala-
chians, the British Isles,
the Great Lakes, the Uni-
ted States

F. ADVERBS

Special Adverbs

"hardly," "scarcely,"
"barely"

Dorothy is hardly old
enough to stay out so
late.

G. PREPOSITIONS

Two-Word Prepositions

ahead of
as for
because of
contrary to
except for
instead of
together with

Problem Prepositions

in/into
between/among

H. CONJUNCTIONS

Subordinate

"after," "although,"
"because," "even though,"
"if," "since," "unless,"
"when," "while"

Because she studied
hard, she passed the
test.

I. PRONUNCIATION

"g" as in tag, bag

"ck" as in tack, luck

"th"/"t"

bl, gr, sk, pr

Stress on pronouncing the final consonant.

Since pronunciation problems are often specific to a language, individual needs should dictate which additional areas or problems need to be stressed.

J. WORD STUDY

Transition WordsExamples

to give illustration

for example,
for instance

to show contrast

nevertheless, in spite of,
however, but, on the
other hand

cause & effect

consequently, in this way,
therefore, so, for this
reason, because of this,
as a result

Homonyms

lean/lone, hole/whole,
feet/feat, cell/sell,
fare/fair, sow/sew/so

Antonyms

wet/dry, warm/cool,
obscure/clear,
internal/external

K. SPELLING

Consonant With More Than One Spellingsoundspellingexample

/k/

c,k,ck,que

cost, kit, sick, physique

/s/

s,c

sent, cent

/g/

g,gu,gh

get, guide, ghost

/j/

j,g,dg

jet, gym, fudge

/z/

z,s

zeal, rise

COMMUNICATIVE SKILLS

LEVEL IV

FUNCTIONS	POSSIBLE SITUATIONS & CONTEXTS	PHRASES FOR PRODUCTION
1. Asking for the Right Party	On the telephone in social calls in business calls In person social or business	May I please speak to John? Is Mary there? Would you please connect me to the billing department? Excuse me, I'm looking for Mr. Smith.
2. Opening a Conversation	In business situations by phone in person In social situations to friends to strangers	Hello, I'm calling about the apartment for rent. Hi, I'm looking for the Personnel Department. Hi. How are you doing? Hi. What's new? It's really cold out today, isn't it?
3. Emphasizing, Contradicting, and Insisting	In general conversation	She <u>does</u> go to the campus for English classes. We <u>do</u> see them often. He <u>is</u> married, I <u>sure</u> wish you wouldn't. I really must see the doctor. Bill takes the bus to work. <u>No, he doesn't.</u> He drives. You aren't leaving this room! <u>I am too!</u> / <u>Yes, I am.</u>

FUNCTIONS	POSSIBLE SITUATIONS & CONTEXTS	PHRASES FOR PRODUCTION
4. Agreeing Mildly or Non-committally	In general conversation	Oh, I don't know. I can see your point. I guess. Maybe. Could be.
5. Expressing Obligation	In general conversation	Michael <u>has to</u> do his homework. Mr. Jones <u>must</u> finish the report by Monday. It is <u>absolutely necessary</u> for you to file a written complaint.
6. Drawing Inferences or Making Guesses	In general conversation	He never eats any meat. So, <u>he must be a vegetarian</u> . They always walk or take the bus. <u>They probably don't have a car.</u>

FUNCTIONS	POSSIBLE SITUATIONS & CONTEXTS	PHRASES FOR PRODUCTION
7. Closing a Conversation (leave-taking)	<p>On the telephone in formal calls</p> <p>in informal calls</p> <p>in social situations</p>	<p>Thank you for calling. I have to go now. Can I call you back later? Thanks for calling. I've got to run. Well, it was nice talking to you. Excuse me, I've got to go now. Please excuse me, I have to _____. I won't take any more of your time.</p>
8. Describing Similarities and Differences	In general conversation	<p>Japan is as industrial as the United States. There is less pollution in Chicago than in Los Angeles. The standard of living is higher here than in my country.</p>
9. Declining Invitations	At dinner and in other situations	<p>That looks delicious, but I'm really full. I couldn't eat another bite. No thanks, I'd rather have the potatoes. No thanks, I don't care for any. I just ate. / I'm not hungry.</p>
101		

Level V

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INTRODUCTION TO
LEVEL V

ESL students entering Level V can handle English in their everyday lives - at work, at home, and in the community. They can function well in most conversations, but with some structural and pronunciation errors.

At this level, students need to refine their skills. In the Structures component, the teacher is provided with a list of items previously taught at the lower levels and indexed to the levels in which the items are presented. After determining the students' needs, the teacher should select from the list those structures that the students need to review and practice.

The emphasis should be on integrating all skills and all components. Especially at this level, no core component should be taught in isolation. Classroom activities should be as real-life as possible. They can include speaking on the telephone, letter writing, reading newspapers and magazines, debating, problem-solving, and role-playing. Integrating the three core components ensures the development of the student's total communicative competence in English.

PRACTICAL LIFE COMPETENCIES

LEVEL V

The following is a list of topics which should be covered at this level. They are not sequenced in terms of order of presentation or of difficulty. The examples are suggestions and are not meant to be all-inclusive of vocabulary and topics to be covered.

A. GENERAL INFORMATION

Correspondence

- business letter
 - to request information
 - to make a complaint
 - to order a product

Government

- income tax returns
- alien registration
- citizenship and immigration
- elections

B. PERSONAL/SOCIAL/CULTURAL KNOWLEDGE

Cultural Comparisons and Contrasts

- U.S. vs. native country
 - food
 - clothing
 - housing
 - family/social groups
 - leisure time
 - gestures
 - values
 - languages
 - holidays
 - religion
 - politics
 - educational expectations

C. CONSUMER EDUCATION

Food and Drink

nutrition
label reading
"junk" food

Clothing

fashion

U.S. Buying and Selling Procedures

comparison shopping
large appliances
home furnishings
new and used cars
craftmanship
mass production
solicitation
door-to-door
telephone
mail

Housing

saving energy
neighbor relations
do-it-yourself projects
pet ownership

Telephone

seeking information
making a complaint
social conversations
extending and refusing invitations
reporting illness or tardiness to school or employer

Transportation/Travel

travel agencies
accidents
winterizing a car

D. HEALTH

Office Visits - Doctor and Dentist

specialists
eye, ear, nose and throat
gynecologist
optometrist/ophthalmologist
surgeon

Mental Health

stress/risks
 strokes
 heart attacks
 remedies
 counseling
 life style change

E. EMPLOYMENT

Sources for Getting a Job

want ads
 employment agencies
 bulletin boards
 placement office (Triton)

How to Keep a Job

punctuality
 employer expectations
 loyalty
 competency
 efficiency
 tardiness
 absenteeism

Resume (written)Association/Union Membership

open/closed shop

F. COMMUNITY AGENCIES/RESOURCES

Schools

educational system
 certification
 degrees
 career exploration
 educational opportunities for adults
 public/private
 special school services/personnel
 counselors
 psychologists
 social workers
 speech therapists
 bilingual programs
 special education programs
 health services

Secretary of State and Municipal Offices

driver's license
car license plates
city sticker

Traffic Court

tickets
moving violations

Nursing Homes

extended care
convalescent homes

Currency ExchangePark Districts

programs
activities
brochures

Help Groups

poison control
Alcoholics Anonymous
family counseling
mental health clinics
hot lines

Newspapers/Magazines

editorials and letters to the editor
overall organization and content
readings of current interest (e.g. Reader's Digest)

STRUCTURES

LEVEL V

	<u>Level</u>
A. NOUNS	
<u>Singular/Plural</u>	1, 2
<u>Irregular Plural</u>	1, 2
<u>Count/Mass</u>	1
<u>Count/Mass with Expressions of Quantity</u>	4
<u>Comparative/Superlative</u>	2
<u>Possessive</u>	1, 2
<u>Names of Countries/Languages/Nationalities</u>	3
<u>Gerunds</u>	3, 4
<u>Nouns That Are Also Verbs</u>	3
<u>Nouns Used to Modify Nouns</u>	3
B. PRONOUNS	
<u>Subject</u>	1
<u>Object</u>	1
<u>Demonstrative</u>	1
<u>Possessive</u>	3
<u>Reflexive/Intensive</u>	3
<u>Impersonal "it"</u>	1, 2
<u>"there"</u>	1
<u>Indefinite</u>	3, 4

	<u>Level</u>
<u>Interrogative</u>	3
<u>Relative</u>	3
<u>Compound Relative Pronouns</u>	4
<u>"so"</u>	4

C. VERBS

<u>Present - "be"</u>	1
<u>Past - "be"</u>	2
<u>Present Progressive Tense</u>	1, 2
<u>Past Progressive Tense</u>	2, 3
<u>Present Tense</u>	1, 2
<u>Imperative</u>	2
<u>Past Tense</u>	1, 2
<u>Future - "be" + "going to" + verb</u>	2
<u>Future - "will" + verb</u>	2
<u>Present Perfect Tense</u>	3, 4
<u>Present Perfect Progressive Tense</u>	4
<u>Past Perfect Tense</u>	3, 4
<u>Passive</u>	4
<u>Conditional</u>	4
<u>Modals</u>	
"can"	1, 2, 3
"may"	2, 3
"must"	2, 3
"should"	2

	<u>Level</u>
"will"	2, 3
"could"	3
"would"	3
"might"	3
<u>Pseudo Modals</u>	
"had better"	4
"would rather"	4
"ought to"	4
"would like"	4
<u>Special Verbs</u>	
"want"/"need"/"like"/ "have" + to	2
"used to"/"be supposed to"	4
<u>Problem Verbs</u>	
"do"/"make"	4
"borrow"/"lend"	4
"teach"/"learn"	4
"let"/"leave"	4
"say"/"tell"	4
"speak"/"talk"	4
<u>Two-Word Verbs</u>	3
<u>Tag Endings</u>	3
<u>Infinitive Structures</u>	3
<u>Uses of "have"</u>	3
<u>Verbs of Perception</u>	3
<u>Indirect Speech</u>	4

	<u>Level</u>
D. CLAUSES	
<u>Adverbial</u>	3
<u>Adjective</u>	3
<u>Noun</u>	3
E. ADJECTIVES	
<u>Descriptive</u>	1
<u>Possessive</u>	1, 2
<u>Demonstrative</u>	1
<u>Definite/Indefinite Articles</u>	1
<u>Expressions of Quantity</u>	1, 2, 4
<u>Comparative/Superlative</u>	2
<u>Sequence</u>	3
<u>Definite Article with Geographical Names</u>	4
F. ADVERBS	
<u>Location</u>	1, 2
<u>Time</u>	1, 2
<u>Frequency</u>	1, 2
<u>Manner</u>	2
<u>Degree</u>	2
<u>Special Adverbs</u>	4
"hardly"/"scarcely"/ "barely"	
<u>Formation</u>	2
<u>Sequence</u>	3

	<u>Level</u>
<u>Placement</u>	3
<u>Comparative/Superlative</u>	2
G. PREPOSITIONS	
<u>Location</u>	1, 2
<u>Time</u>	1, 2
<u>"of"</u>	1
<u>"for"</u>	1
<u>"by"</u>	1, 2
<u>"for"/"since"</u>	3
<u>"at"/"to"/"for"</u>	3
<u>"in"/"on"/"at"</u>	3
<u>"in"/"into"</u>	3, 4
<u>"between"/"among"</u>	4
<u>Two-Word Prepositions</u>	4
H. CONJUNCTIONS	
<u>"and"/"or"/"but"</u>	1, 2, 3
<u>"either...or"/</u> <u>"neither...nor"</u>	2, 3
<u>"because"</u>	2
<u>Subordinate</u>	3, 4

I. OTHER AREAS OF CONCENTRATION

Composition Writing

Letter Writing

Punctuation, Capitalization, Spelling

Dangling Modifiers

Fragments/Run-ons

Sentence Combining

Expressions of Transition

Word Study

prefixes, suffixes, roots

Dictionary Skills

Study Skills

skimming

notetaking

research/library skills

FUNCTIONS	POSSIBLE SITUATIONS & CONTEXTS	PHRASES, STIMULI, STRATEGIES FOR PRODUCTION
3. Remembering, Reminiscing, and Relating Past Experiences	In conversations about a student's life and experiences	What did you like best about your country? Where did you grow up? What was it like? Relate an incident from your childhood. What did you do on your 1st day in the U.S.A.? <u>(extended discourse)</u> _____ _____
4. Explaining in Step by Step Procedures	In conversations about food In explanations of work procedures	Explain how to make one of your favorite foods. <u>(extended discourse)</u> _____ _____ Explain how to change a tire. <u>(extended discourse)</u> _____ _____

FUNCTIONS	POSSIBLE SITUATIONS & CONTEXTS	PHRASES, STIMULI, STRATEGIES FOR PRODUCTION
<p>5. Describing by Giving Details, Qualities, and Characteristics</p>	<p>In conversations about homes</p> <p>In conversations about clothing</p> <p>In conversations about family and friends</p>	<p>Describe a typical house in your country. (extended discourse) _____ _____</p> <p>Describe the kinds of clothing worn by men, women & children in your country. (extended discourse) _____ _____</p> <p>Describe your family. (extended discourse) _____ _____</p>
<p>6. Expressing Facts, Opinions, & Viewpoints</p>	<p>In conversations about social classes</p> <p>In conversations about government</p>	<p>Discuss the different social classes in your country. (extended discourse) _____ _____</p> <p>Discuss the government system of your country. (extended discourse) _____ _____</p>

FUNCTIONS	POSSIBLE SITUATIONS & CONTEXTS	PHRASES, STIMULI, STRATEGIES FOR PRODUCTION
7. Debating or Arguing	In conversations about controversial subjects ✓	Should our government fund bilingual programs for all ethnic groups? Pro: _____ _____ Con: _____ _____
8. Bargaining	In stores and shopping situations	Try to bargain for a lower price on damaged goods, a used car, quantity purchases, etc. (extended discourse) _____ _____
9. Drawing Inferences or Appreciating	In courses emphasizing literature/culture study areas/history/technical areas	Why was Abraham Lincoln a great president? Why is _____ (author/story/tool) considered important?

FUNCTIONS	POSSIBLE SITUATIONS & CONTEXT	PHRASES, STIMULI, STRATEGIES FOR PRODUCTION
10. Problem-Solving or Compromising	<p>In social situations</p> <p>In crises</p>	<p>You are in a car accident. The other driver smashed your bumper. It was his fault. He doesn't want to call the police because he has a high insurance rate. He promises to pay you after you get an estimate. Should you:</p> <ul style="list-style-type: none"> a) Trust him but get his name, address, and phone number. b) Call the police anyway and insist on an accident report. c) Take down his car license #, etc. d) Other solutions.

APPENDIX A
NEEDS ASSESSMENT

The following is a needs assessment that you might want to use in order to ascertain what the students want to discuss in class. These discussions could be used to practice speaking, reading, and writing on Levels III, IV and V. This list is not intended for the lower levels since beginning students need more teacher direction, and the curriculum provides topics appropriate for those levels.

NEEDS ASSESSMENT

Please check those topics that you feel are important and you would like to cover in class. Check as many or as few as you are interested in

1. Consumer Education

- A. Clothes - sizes, exchanges, refunds
- B. Food shopping
- C. Comparison shopping/generic products
- D. Appliances

2. Health

- A. Parts of the body
- B. Common illnesses
- C. Emergency room
- D. Office visits - dentists/doctor
- E. Prescriptions

3. Employment

- A. Job applications
- B. Classified ads
- C. Interviews
- D. Paychecks - fringe benefits - compensation

4. Recreation

- A. Movies
- B. Sports
- C. Points of Interest

5. Telephone

- A. Emergency - police, fire...
- B. Using the phone book
- C. Long distance calls

6. Reading the newspaper

- A. News stories
- B. Classified ads

7. Correspondence

- A. Notes to school
- B. Thank you notes
- C. Letters

8. Topics

- A. Credit cards/buying
- B. Bank accounts
- C. Insurance
- D. Weather
- E. Libraries
- F. Cooking - recipes
- G. Elections
- H. American customs

APPENDIX B
STRATEGIES and METHODS

The following methods, techniques and strategies are offered for the teachers' consideration. Students' needs and abilities will often determine which of the following will be successful in your classroom. Be selective, but be creative. Remember that enthusiasm can often be maintained by varying the pace and type of activity.

1. VISUALS (to establish meaning)

flash cards	charts
pictures	drawings
filmstrips	common objects
transparencies	toys
movies/video tapes	models
T.V.	gestures/acting out
comic strips/cartoons	
puppets/stick figures	
maps	

2. DRILLS (practice)

repetition	minimal pair contrasts
substitution	(Pronunciation)
paired-sentences	
(e.g. Question-Answer)	
integration	
reduction	
expansion	
backward buildup	
chain	

3. DIALOGUES (practice)

choral repetition	freely produced conversation
backward buildup	role playing
individual repetition	skits
substitution drills	interviews
structured dialogues	student-made dialogues
semi-structured dialogues	simulated telephone conversation

4. GAMES & PUZZLES & SONGS (reinforcement)
 individual response games (Bingo, Simon Says, etc.)
 team games
 crossword puzzles
 word finds
 anagrams
 jokes/riddles
 tapes
 records
 twenty questions
5. GROUPINGS
 pair work
 question-answer
 dialogues
 small group discussions
 problem-solving
6. OTHER ACTIVITIES
 dictation
 filling out forms
 scrambled sentences
 strip stories
 vanishing story (modified cloze technique)
 self-tests (exercises with answer key provided)
 cloze technique
 sequencing
 categorizing
 classifying
 guided composition
 writing letters
 summaries
 messages
 diary
 idiomatic speech
 word building - (e.g. adding prefixes & suffixes)
 anecdote retelling
 tongue twisters
 poems
7. FIELD TRIPS - GUEST SPEAKERS
 supermarket
 bank
 police/fire department
 library
 Independent Learning Lab
 Cernan Space Center
 Triton campus tour
 nurse
 citizenship speakers

APPENDIX C
NON-VERBAL COMMUNICATION

A PARTIAL LIST of COMMON AMERICAN GESTURES¹

<u>Situation</u>	<u>Corresponding U.S. Gesture</u>
1. Lack of knowledge or lack of concern - "Who cares?"	1. Shrug shoulders.
2. Surprise - "I didn't know that!"	2. Raise eyebrows; open mouth
3. For luck - "Knock on wood."	3. Cross middle finger over index finger.
4. Impatience	4. Tap fingers.
5. Stupidity - "Boy, am I dumb!"	5. Slap forehead.
6. Incredulousness - "You've got to be kidding!"	6. Roll eyes.
7. Dislike for food - "Yuck!"	7. Open mouth slightly; stretch lips.
8. Pleasure or surprise - "Wow!"	8. Open mouth; widen eyes.
9. Anger	9. Purse lips; narrow eyes.
10. Boredom	10. Yawn, fidget; slump in seat; put head on hand.
11. Public approval and praise	11. Ciap.
12. Strong approval	12. Whistle.
13. Anxiety, nervousness	13. Fidget; quickly move heel up and down; wring hands.
14. Sudden knowledge - "Aha! I've got it!"	14. Shake index finger while hand is held upward.

- | | |
|---|---|
| 15. Disagreement - "I don't think so." | 15. Wrinkle forehead and shake head. |
| 16. Beckoning - "Come here." | 16. Hold palm of hand up; bend index finger back toward wrist and then out again. |
| 17. Greeting | 17. Nod and smile. |
| 18. Leave-taking | 18. Wave, no and smile. |
| 19. Height of a person, animal or objects | 19. Hold hand flat, palm down |
| 20. Relief - "Whew!" | 20. Sigh; scrape forehead with index finger and flick as if to remove. |
| 21. Need for additional time - "Wait a minute, please." | 21. Raise index finger. |
| 22. Indication to another person - "I'd like to talk to you." | 22. Point with index finger. |
| 23. Indication of another person - "See that guy over there?" | 23. Point with chin or thumb. |
| 24. Luck; positive outcome - "Good luck." "O.K." "All right." | 24. Put thumb and index finger together to form a circle. |
| 25. Bad news or outcome: inacceptability | 25. Hold thumbs down. |
| 26. Fatigue | 26. Yawn. |

¹Based on Thomas Bauder, Orientation to American Life, An Introduction to the United States, America: The Pluralistic Society. (New Holland, Pa.: A Title VII ESEA Project, Bilingual/ESL Center, First Draft, September, 1974), pp. 28-29. Reprinted with permission from Curriculum for ESL Core Courses, written by Diane M. Longfield, Jeanne C. Smith, and Jean B. Chapman, English as a Second Language Department, William Rainey Harper College.

APPENDIX D

TRITON COLLEGE ESL TEXTBOOK OPTIONS

Teachers should choose one textbook (and workbook, where applicable) from the options designated for the level they will be teaching. If teachers find that the textbook options do not meet their students' needs, they should contact the ESL Coordinator, ABE Office. Suggested supplemental texts listed on the following pages are available for teacher use through Triton's ABE Library.

Pre-Level I (Beginning Conversation)

English as a Second Language: A New Approach for the Twenty-first Century, Lessons 1-20 (Delta Systems)

Level I

New Horizons 1 (text, workbook), Mellgren and Walker (Addison-Wesley)

Modern American English 1 (text, workbook), Dixon (Regents)

English as a Second Language: A New Approach for the Twenty-first Century, Lessons 21-40 (Delta Systems)

Level II

New Horizons 2 (text, workbook), Mellgren and Walker (Addison-Wesley)

Modern American English 2 (text, workbook), Dixon (Regents)

No Hot Water Tonight, Bodman and Lanzano (Collier-MacMillan)

Level III

New Horizons 3 (text, workbook), Mellgren and Walker (Addison-Wesley)

Modern American English 3 (text, workbook), Dixon (Regents)

No Cold Water Either, Bodman and Lanzano (Collier-MacMillan)

News for You, Edition A (New Readers Press)

This weekly newspaper is available for use in addition to the chosen classroom text. Upon request, the ABE Office will have it sent to teachers' homes. Teachers should order enough for their classes, but they should order carefully as the number cannot be adjusted.

Levels IV and V

American English: Guided Composition, Baskoff (Rand McNally)

English Sentence Structure, Krohn (University of Michigan Press)

SUGGESTED SUPPLEMENTAL TEXTS

Level I

A Conversation Book: English in Everyday Life, Book 1,
Carver and Fotinos (Prentice-Hall)

Level II

A Conversation Book: English in Everyday Life, Books 1 and 2,
Carver and Fotinos (Prentice-Hall)

Level III

Reading

Encounters, Pimsleur and Berger (Harcourt Brace Jovanovich, Inc.)

Discover America: Chicago, Ramker (National Textbook Co.)

Conversation

A Conversation Book, Book 2, Carver and Fotinos (Prentice-Hall)

Skits in English as a Second Language, Hines (Regents)

Let's Talk, Finocchiaro (Regents)

Grammar/Writing

Elementary Composition Practice, Books 1 and 2,
Blanton (Newbury)

Vocabulary and Idioms

Oxford Picture Dictionary of American English,
Pranwell (Oxford University Press)

Essential Idioms in English, Dixon (Regents)

Levels IV and V

Reading

News for You, Edition B (New Readers Press)

Developing Reading Skills and Expanding Reading Skills,
Hirasawa and Markstein (Newbury House)

Reader's Choice, Baudoin, Bober, Clarke, Dobson, and
Silberstein (University of Michigan Press)

Conversation

Developing Communicative Competence: Roleplays in English
as a Second Language, Paulston, Britton, Brunetti, and
Hoover (University of Pittsburgh)

Listening In and Speaking Out, James, Whitley, and Bode
(Longman)

React Interact, Byrd and Clemente-Cabetas (Regents)

Read On Speak Out, Ferreira and Vai (Newbury House)

TRITON RESOURCES

ABE LIBRARY

On the following pages is a listing of texts and materials available for circulation through the ABE library. Inclusion in the listing infers no endorsement of the texts or materials.

Teachers are encouraged to borrow any texts and materials that will help them plan and develop their lessons or become more knowledgeable about the field of ESL and Adult Basic Education. The library has card catalogues arranged by title, author, and subject. Teachers should feel free to consult Triton's ESL staff about any questions they may have concerning materials.

Suggestions for other texts and materials that teachers would like to see become part of the library are welcome.

RESOURCES

Adult Basic Education Sourcebook
Caring and Sharing in the Foreign Language Class
Dangerous English
Evaluation in Adult Basic Education: How and Why
40 Ways To Teach in Groups
Goal Analysis
Guide To Adult Education Counseling
Guide To Effective Teaching
Handbook of Adult Education
How Adults Learn
How To Run Any Organization
Ideabook
Individualizing Instruction
Last Gamble on Education
Leader Effectiveness Training
Materials and Methods In Continuing Education
Modern Practice of Adult Education
More Games For The Super Intelligent
Practical Guide For Teaching Survival English
Problems in Continuing Education
Recruiting and Training Volunteers
The Silent Language
Special Counseling For The Disadvantaged Adult
Teaching English As a Second Language - Texts and Tapes
Teaching English as a Second or Foreign Language
Teaching The Culturally Disadvantaged Adult
Toward Individualized Learning
Unearthing Seeds of Fire
Values Clarification

BILINGUAL EDUCATION
Careers for Bilinguals

CLASSROOM AIDS

Communication Starters
Easy Crossword Puzzles
English as a Second Language-Audio-Visual Program Verb Structure
English as a Second Language-A New Approach to the 21st Century
Visuals for Lessons 1-20
Fun With English
Games and Butterflies
Language Master Cards - E.S.L.
Longman Picture
Modern American English/Tapes
More Easy Crossword Puzzles
New Horizons In English I/Tapes
New Horizons In English II/Tapes
Peabody Articulation Cards
Word Games in English

CLASSROOM TEXTS

American Kernel Lessons: Intermediate
Beginning Lessons in English
English I
English for Adult Competency, Book 1
English for Adult Competency, Book 2
English for Adult Living, Book 1
In Touch
Practical English I
Writing Practical English I
Practical English 2
Writing Practical English 2
Practical English 3
Writing Practical English 3
Side by Side

COMPOSITION

Beginning Composition Through Pictures
Focus on Composition
Write Away

CONVERSATION

Around Town
Developing Communicative Competence
E.S.L. Operations
On Speaking Terms
Picture It
Practical Conversation in English: Beginning Students
Practical Conversation in English: Advanced Students
React Interact
Read On, Speak Out
Skits in English as a Second Language

COPING/SURVIVAL SKILLS

Buying What You Need
Follett Coping Skills Series - Banking
Follett Coping Skills Series - Budgeting
Follett Coping Skills Series - Child Care
Follett Coping Skills Series - Finding Work
Follett Coping Skills Series - Getting Medical Assistance
Follett Coping Skills Series - Job Interviews
Follett Coping Skills Series - Using Community Resources
Follett Coping Skills Series - Using Transportation
Forms In Your Future
Forms In Your Life
Getting A Job
Just Around The Corner
Lifeworks Government and Citizen Rights
Lifeworks Marriage and Child Rearing
Money Management
Planning For Your Own Apartment
Solving Life Problems In Community Resources 1
Solving Life Problems In Community Resources 3
Solving Life Problems In Consumer Economics 1
Solving Life Problems In Consumer Economics 2
Solving Life Problems In Consumer Economics 3
Solving Life Problems In Government and Law 1
Solving Life Problems In Government and Law 2
Solving Life Problems In Government and Law 3
Solving Life Problems In Health 1
Solving Life Problems In Health 2
Solving Life Problems In Health 3
Solving Life Problems In Occupational Knowledge 1
Solving Life Problems In Occupational Knowledge 2
Solving Life Problems In Occupational Knowledge 3
Survival Guide
Working Makes Sense and Teachers Manual

CULTURE

E.S.L. - Guide to Culture Writing
A Family from Vietnam

GAMES

Bingo Games
 Scrabble
 Scrabble Games

GRAMMAR

English Grammar - Parts of Speech
English Grammar - Verbs
E.S.L. - Guide to Grammar
Modern English

IDIOMS

American Idioms and Idiomatic Usage
Essential Idioms In English

LISTENING

Better Listening Skills
Jazz Chants
Listening Dictation
Listening In and Speaking Out

PRONUNCIATION

E.S.L. - Guide to Pronunciation and Vocabulary
Pronunciation Contrasts in English
Pronunciation Exercises in English

READING

Choices
Developing Reading Skills
Double Vision
Encounters
Encounter With A New World
Expanding Reading Skills - Advanced
One Giant Step
Reader's Choice
Rivers and Potatoes
Sounds Easy
Take Five
Whales Can Sing

SPELLING

English Sounds and Spelling

STUDY SKILLS

Guide To Language and Study Skills

VESL

Special English For Hotel Personnel Book 2
Special English For Secretaries

APPENDIX E - PART 2
TRITON RESOURCES
HANDOUTS FOR DISSEMINATION

The following articles are important and useful to ESL teachers. They were furnished by the Illinois Statewide ESL/Adult Education Service Center. Teachers should contact the ABE Office-ESL Coordinator regarding availability and distribution.

1. THE NATURE OF ESL IN ADULT EDUCATION

1. Main Features of Modern ESL for Adults
(Joanna Escobar)
Basic assumptions we hold that differ from ABE, foreign language teaching, and ESL for foreign students or children.
2. Updating a Stereotype (Bruce Coleman)
Who are the adult ESL students and teachers? These results of 1976 national survey are still true today. Information to show the rest of the world who we are and what we do as a profession.
3. Problems of Adult Foreign Language Learning
(Jean Chapman)
What it is about adults, and the way some schools are, that makes it hard for them to learn ESL easily.
4. Designing a Curriculum to Meet the Needs of Part-Time Adults (Joyce Paquirek et. al.)
Again the wide range of students and what they want to learn English for places demands on us. Here are some solutions, too.
5. Program Profile: Elgin YMCA (Joan Berna)
This unique program's development can be inspiring as a model for other programs, for new ideas about where to go next in serving LEP adults.
6. Teaching ESL in an Outside Location (Beverly Lehman West) Subtitled: "Or Things They Don't Tell You in Graduate School"
Like multi-level classes, open enrollment, and the desires of the neighborhood association of churches where the classes are. The joy, tasks, chaos, frustrations and achievements of ESL/AE are depicted. From TESOL Newsletter.

II. ESL/AE PROGRAM ADMINISTRATION

1. Suggestions for In-Plant Classes (Jean Chapman)
Points for programs to keep in mind in setting up and keeping going ESL classes in local industry.
2. ESL/EFL Adult Student Profile : Student Self-Identification and Needs Designation
(M. Sutton, C. von Baeyer, et. al.)
3. Programmatic Variables to Consider in Developing an Individualized ESL Component
(see under Individualizing and the Multi-Level Class)

III. METHODOLOGY AND APPROACHES IN ESL

1. Four Phases of the Teaching and Learning of a Second Language (Joanna Escobar and Denise McKeon)
The best single article for teachers to read. Here's a clear and universal framework for teaching. "Establishing a Meaning" should always be first.
2. An Eclectic Method? (John Haskell)
From TESOL Newsletter, 1978.
A broad overview of English teaching methodology, past and present: audiolingual, pragmatic, counseling-learning, eclectic.
3. Linguistic Approaches to Language Teaching and How They Influence ESL Materials (Joanna Escobar and John Daugherty)
Thumbnail sketches of 5 major methods in language teaching; grammar translation, direct method, audio-lingual, cognitive, and eclectic.
4. Current Trends in ESL Materials and Methodologies (Joanna Escobar and Jeffrey P. Bright)
What's up? Here's an overview for the present and the future: competency-based, notional-functional, vocational ESL, the whole learner, multi-level classes. (From the TESOL Newsletter.)
5. Materials for the Whole Learner (Earl Stevick)
Techniques, methods, materials, and a humanist's integration of the new trends make this article both inspiring and downright practical.

6. **The Notional Syllabus: Theory and Practice**
(Julia M. Dobson)
From TESL Talk. What is this thing called the notional syllabus? A clear and pedagogically oriented description of this major new trend.
7. **Contrastive Phonology: A Key to the Pronunciation Problems of Spanish Speakers Learning English**
(Linda Gadlen)
Article with bibliography on an important reason for learner errors - interference from the native language. Examples illustrate the major problems Spanish-speakers have with English sounds.

IV. TECHNIQUES AND CLASSROOM PROCEDURES

1. **Instructional Techniques for ESL** (Linda Schinke)
10 basic things to do, and continue doing in an ESL class.
2. **Suggested Teaching Behaviors for the ESL Teacher**
(Linda Mrowicki)
A list/framework for teaching techniques. Four sub-sections: Presentation of Basic Material, Management of Audio-Lingual Activities, Pronunciation, Using Visual Aids.
3. **Dialogues: Some Characteristics of Good Dialogues, and a Suggested Series of Activities to Teach Dialogues** (Joanna Escobar)
Oral English first. Use dialogue to do it. Here's how in a nutshell.
4. **Drills: What and When and A Basic Series for Utilizing Drills** (Joanna Escobar)
You want students to master the components of oral English. Use drills to do that. Clear summary and steps to follow.
5. **Techniques for Helping Students Learn Pronunciation in Adult ESL Programs** (Jeffrey P. Bright)
A three-step procedure for correction with a learner-centered perspective.
6. **Some Suggestions for Teaching the Vowel Sounds** (Joanna Escobar)
A vowel chart, and what the mouth must do to make the vowels of English.

7. **Some Suggestions for Teaching Some Troublesome Consonant Sounds (Joanna Escobar)**
Specific tips for common problems.
8. **Teacher's Reference Sheet on English Vowels and Consonants**
Two charts on the structure of the English sound system.
9. **Teaching Intonation, Stress, and Rhythm (Lancaster-Lebanon BESL Center)**
Instructional techniques for two basic intonations, one basic stress pattern in sentences, and delivery of normal rhythm in spoken English.
10. **English Pronunciation for Vietnamese (Barbara Matthies)**
A reference of sound contrasts commonly troublesome to Vietnamese learners of English. Minimal pairs in words and sentences.
11. **Grammar Problems for the Korean Student of English (Lancaster-Lebanon BESL Center)**
Many problems are similar across languages, so here is a sampling of the errors learners make.
12. **How to Pronounce "ED" (Jeffrey P. Bright)**
A two-page supplement for intermediate students. Grammar explanation, discovery exercise, and meaningful practice. Could lead to role playing.
13. **Word and Sentence Order Activities (Donna McGee)**
The "strip story" technique and variations. Basic for all teachers for developing reading, structure and listening skills for all levels of students.
14. **Teaching Grammatical Structures in Situational Contexts (Suzanne Griffin)**
Role-play topics and other activities for communicative practice of 24 essential grammatical structures (all levels). Ex: Structure-have to/want to + Verb Situation - Mail a package and insure it. (From TESOL Newsletter)
15. **Sentence Generating (Jean Withrow) and Word Lists for Sentence Generating (Bob Poczik)**
From a February, 1980 statewide workshop. An excellent, easy to use technique to build fluency and mastery of sentence structures in English.

16. Conversation Starters (for Learning from Foreign Students) (Virginia French Allen)
Questions for conversations about food, shelter, clothing, transportation, social structure, language families and gestures, and more. A gold mine for topics.
17. Situational Topics (Lancaster-Lebanon BESL Center)
More topics from which to develop dialogues, readings, role-plays, etc. Alphabetically ordered.
18. Communication Strips (Mary Ann Boyd and John Boyd) Illinois own. Taken from TESOL Newsletter, 1978. Tells how to use "Strip Story" technique for real communication practice.
19. How to Make and Eat the Lesson (Bruce Coleman) From the Alemany Gazette. A food lesson is described that involves speaking, grammar, culture, and eating. A delight to replicate.
20. Paired Work for Student Communication Practice (Jeffrey P. Bright)
How to use pairs for dialogues and drills. Two excerpts from New Horizons, Book 1, plus background theory--all on one page!
21. Jig-saw Listening (Mary Hines and Illinois ESL Teachers)
15 dialogues with this dynamite technique for listening, speaking, and reading/communication practice for all levels. Developed by participants in a Statewide ESL/AE workshop, Fall, 1979.
22. Teaching Letter Names (Jeffrey P. Bright)
Background and a lesson plan to efficiently teach (once and for all) oral spelling.
23. Ten Different Ways to Teach Reading (Lancaster-Lebanon BESL Center)
Matching, word cards, and other hints for teacher-made materials. Controlled reading, read and look up, and other procedures and techniques to use.
24. Read and Look-Up (John Fanselow)
With this subtle modification of reading aloud, students get practice in reading by thought groups, reading comprehension, and pronunciation. Try it for its multiple benefits.

25. **Selected Activities for Using the Newspaper in the Adult ESL Class** (Jeffrey P. Bright)
Matching, copying, skimming, scanning, and comprehension activities for developing reading skills for beginning and intermediate students.
26. **Using the Cloze Procedure to Teach Reading** (Ted Plaister)
An introduction to cloze (selective deletion of words) and what it can do for reading instruction.
27. **Cloze Testing for Your Classroom** (Lancaster-Lebanon BESL Center)
Now use cloze tests for grammar and reading achievement, and materials selection. More reliable than using grade levels alone.
28. **Gimmicks for Teaching Composition** (Lancaster-Lebanon BESL Center)
No theory here, just straight techniques. A generous potpourri of ways to incorporate written work with conversations, teacher prepared lessons, and student generated language.
29. **Techniques for Teaching Spelling to ESL Students** (Karen Fort)
Article from TESL Talk with approaches and techniques used in an adult ESL program. Good bibliography with teachers and classroom materials.
30. **Teaching Writing to Second Language Learners: Problems and Practices** (Linda Gadlin)
A good general discussion of the problems. The practices concentrate on guided or controlled composition as reinforcement for language learning.
31. **Some Contradictions of Verb Tense and Time** (Jean Chapman)
And, once pointed out, some reasons to mistrust the traditional grammarian's rules. Try Sector Analysis/X-Word Grammar.
32. **Teaching Written English Through Sector Analysis** (David Sloane and Eleanor Froup)
Mastering grammar is always a problem for intermediate/advanced learners. This article (TESOL Newsletter) explains the what and how of Sector Analysis/X-Word Grammar, plus a liberal dosage of actual practical rules about English structure.

33. Sector Analysis/X-Word Grammar: A Teachable-Learnable Grammar (Linda Ann Kunz)
Handouts from May 1980 Statewide Workshop. References and exercises for teachers (some for students, too) to orient them to this improved grammar that really works in the ESL classroom.
34. Teaching Idioms in Adult English as a Second Language Class (Jean Chapman)
They're not easy to teach. Jean examines why, and discusses how they are taught in popular textbooks. And how idioms should be taught better.

V. ESL LITERACY: A SPECIAL PROBLEM

1. ESL Literacy-Some Want to Read (Karen Batchelor, Jack Wingfield, and Monica Weiss)
After an overview of the sub-field of ESL Literacy, this article describes the Alamy (Community College) approach to adult ESL literacy. Sample lessons included. From Classroom Practices in Adult ESL, Ilyin and Tragardh, eds.
2. Pre-Literacy: Definitions (Donna McGee)
Three levels of pre-literacy are described, along with an introduction to skills to be taught. Required reading for understanding problems of illiterate LEP adults.
3. Literacy Skills (Donna McGee and Cheryl Jibodh)
What do you do with illiterates? A compendium of techniques. Read this if nothing else for help in your class.
4. Word Structure Activities (Donna McGee)
Donna describes how to break down new words, teach them in context, use rhymes, and cloze passages to develop reading for semi-literates (beginning to low intermediate).
5. Testing for Literacy (Donna McGee and Cheryl Jibodh)
How to use survival signs and simple additional procedures at intake/placement to assess literacy skills.
6. Sounds and Symbols of English (adapted by Donna McGee from Words in Color Fidel, Educational Solutions, Inc.)
A one-page (11" x 14") chart of the 57 sounds of that correspond to those sounds. Teaching reading is truly a big job.

7. Wilson's Essential Vocabulary (Corette T. Wilson)
From "An Essential Vocabulary," 1963. Functional words and phrases seen on signs, etc. Useful for developing a literacy curriculum.

VI. INDIVIDUALIZING AND THE MULTI-LEVEL CLASS

1. What Goes On In A Portable Multi-Level Class?
(Liz Elliott-Evans and Barbara Sosna)
A fine manual for managing the multi-level ABE/ESL classroom. Describes many practical activities that students can do together without the teacher, and an overall plan.
2. Lesson Plans For Multi-Level Class (Linda Mrowicki)
A simple system and 2 examples for managing 3 levels at a time. Ingenious and achievable. One lesson from ESL: 21st Century... A second on using the pay phone and phone book.
3. Grammar Dyads (Judy W. B. Olsen)
Extracts from a TESOL '80 workshop. Here are instructions, inspiration and sample teacher-made materials for grammar practice in pairs - one technique to help teachers manage multi-level classes.
4. What to Consider in Individualizing Reading Programs For Adult Students of ESL (Jeffrey P. Bright)
Considerations, strategies, and sample teacher-made materials.
5. Selected Materials For Possible Use In An Individualized or Partially Mechanized Program (Jeffrey P. Bright)
Presentation and evaluation of a range of materials needed for individualization or multi-leveling.
6. Planning Small Group Activities for ESL Classes:
6 Points (Joy Noren)
Nitty-gritty ideas to make small groups a visible classroom strategy for adult ESL.

VII. LIFE-COPING SKILLS

1. Survival Skills Outline (Jean Chapman)
An extensive and valuable list of life skill topics to include in the ESL/AE class and curriculum.
2. Student Practice Form (Jean Chapman)
Presents the variety of ways information is requested in written forms. For student practice.
3. Rudeness: Some Language to Cope with Rudeness (T. C. Jupp)
One example from Industrial English of a practical dialogue to help learners with real language.

VIII. MATERIALS SELECTION AND ADAPTATION

1. A Partial List of Publishers of Adult ESL Materials (Statewide ESL/AES)
List the majority of publishers of ESL/AE materials, based on the 1980-81 Suggested Materials List.
2. Activities in a Modulearn Lesson (Linda Mrowicki)
The sequence and variety of language teaching acts in ESL: A New Approach for the 21st Century (in case you don't have a teacher's guide, or time to reread it).
3. Target Patterns: Modulearn 1-20 and 21-40 (Linda Mrowicki)
Extracted and compiled from the lessons. A ready reference of structures and sample language taught for teachers and curriculum developers.
4. Vocabulary: Modulearn 1-20 and 21-40 (Linda Mrowicki)
Taken from the ESL: 21st Century lessons. A useful resource (about 98% accurate) for teachers and curriculum developers.
5. Some General Guidelines for Adapting Commercial Material. (Joanna Escobar)
How to create easier or more difficult versions of the same original.

IX. CURRICULUM AND LESSON DEVELOPMENT.

1. Objectives for Adult ESL Classes (Jean Chapman)
Brief objectives by skill (listening, reading, etc.) for beginning, intermediate and advanced ESL in adult education.
2. Language Skill Level Scale (Escobar, Bright and Mrowicki-adapted)
What does "intermediate" mean? In the context of ESL in adult education, here is a performance based description of language levels. Especially useful for curriculum writers.
3. Writing Skills for Adult ESL Students (Jean Chapman)
A clear set of basic objectives for ESL, including beginning students. Suggests specific learning and teaching activities to employ.
4. A Classification Matrix for Questions and Answers for ESL (Based on a PTA Anecdote) (Joanna Escobar)
What are we asking students to do in English? Some questions are harder than others in type (e.g. yes/no vs. question word) and relationship of the answer to the passage or dialogue it is based on.
5. Model Lesson Plans (Joanna Antinero and Jean Bodman)
Eleven lesson plans you can use with beginning students. They emphasize active learner involvement in the learning process. Each lesson states general and specific objectives, procedure to follow, and final activities to apply learning to life-like communication settings.
6. ESL Lesson Planning (Joanna Escobar)
Five essential components of every lesson are presented. Do you use each component?
7. Evaluating a Lesson Plan (Patricia DeHesus and Linda Mrowicki)
Based on sound principles of second language teaching. For teachers and others involved in training and self-evaluation.
8. Lesson Plan (Patricia DeHesus and Linda Mrowicki)
A blank outline for teacher's use. (Feel free to copy and use more than once.)

X. TESTS AND TESTING

1. Testing Adult Immigrants in Open-Enrollment Programs (Donna Ilyin)
Good general and specific information on how, when, why, types, and procedures for testing in ESL/AE.
2. Testing Resource List (Donna Ilyin)
Resources to implement the above article. Background readings and tests are referred to.
3. What Grade Is Dr. Chan In? (Donna Ilyin)
(see under the Nature of ESL in Adult Education)
4. The Internal English Language Testing Program (Illinois Adult Indochinese Refugee Consortium)
Guidelines for programs setting up testing procedures for LEP adults. Descriptions of 5 oral and 7 written assessments recommended for ESL for adults - immigrants, citizens, and refugees.
5. Testing and Evaluation: Test Locator (Joanne Escobar and John Daugherty)
22 ESL tests keyed for type (grade level, mode: oral or paper and pencil) and annotated for how to use. From A Teacher's Planning Handbook for Developing the ESL/ABE Instructional Program.
6. EPT 100-200-300 (Donna Ilyin)
7. EPT 400-500-600 (Donna Ilyin)
Two English Placement Tests, with A & B forms, administration instructions and answer keys. Both are multiple choice, group administered, written, grammar/structure tests suitable for high beginning to high intermediate (100-200-300) and low intermediate to advanced (400-500-600). See "What Grade is Dr. Chan In?" for grade level equivalencies.
8. The Information Sheet as a Placement Instrument (John Daugherty)
A form and instructions for getting personal information from students at the same time you are assessing their English ability. Usable with most literate LEP adults.

9. Basic Steps in Adapting an ESL Placement Test (Daugherty, Escobar, and Schinke)
A dozen steps useful for all adult ESL instructional programs setting us locally appropriate tests.
10. Analysis of the Michigan Tests of English Language Proficiency (Linda Cardarelli, group reporter)
Teachers describe their classic text in terms of its appropriateness, practicability and adaptability.

XI. UNDERSTANDING CULTURE

1. A Unit for Developing Cultural Understanding and Skills in the Adult ESL Program (Joanna Escobar, based on H. Ned Seelye)
A variety of handouts including classroom activities, plays, supplementary reading, and A Checklist for American Culture. (See below #2.)
2. A Checklist for American Culture (Walter P. Allen)
An outline for examining textbooks, course context and teachers' own awareness about culture and American Culture.
3. Bibliography on Cultural Differences for Teachers of ESL For Adults (Jean Chapman)
Some general readings and an additional focus on contrastive rhetoric/thought processes for composition teachers.
4. The Mexican-American and Adult Education (J.C. Glass and Laurel Goulding)
The socio-cultural background of the largest single ethnic group in Illinois adult ESL programs. What are they like? Characteristics, values, and opportunities.

XII. COUNSELING THE LEP ADULT

1. A Brief Outline of Counseling Perspectives and Techniques for Indochinese Refugees (Terry London)
Indochinese cultural perspectives demand that the counselor adapt his/her style and techniques as suggested here. An insightful article.
2. Special Report: Counseling the Adult Student (Xchange Newsletter)
A collection of articles, and an ERIC search on types and techniques of counseling of adults.

XIII. VOCATIONAL ESL AND VOCATIONAL TRAINING FOR LEP

1. VESL Lesson Design (Joanna Escobar and Linda Mrowicki)
Eight essential components need to be identified. This handout outlines these considerations.
2. Orientation and Background Information for Students in Training Programs (Joanna Escobar and Linda Mrowicki)
A chart describing the information needed by LEP Adults prior to the start of training, and in what language based on student proficiency level in English. Training in companies (including OJT) and institutions (e.g. colleges) are included.
3. Occupational English as a Second Language (Alicia D. Ramirez and Victoria L. Spondel)
Article outlines the process for developing OESL. Topics discussed are curriculum development, technique, lesson plans, and the characteristics of an OESL program. (From Foreign Language Annals, 1980)
4. A Vocational EFL Style Sheet (Diana Mae Sims)
A summary sheet of techniques that can be used for revising materials. Typical problem areas are defined with an example illustrating the problems. A helpful guide. (TESOL, 1979 presentation).
5. Designing a Curriculum Outline for the Work Situation (Jan Laylin & Margaret Blackwell)
The article (from TESL Talk, 1979) presents a step by step procedure that identifies communication networks, work responsibilities, communication situation and specific language function. Designing a lesson is also included.

XIV. INDOCHINESE LANGUAGES, CULTURE, AND PEOPLES

1. Indochina Issues (Center for International Policy, Indochina Project, The Christopher Reynolds Foundation)
 - a. "The Chinese Invasion of Vietnam: Changing Alliances"
 - b. "Laos: The Widening Indochina Conflict"
 - c. "Cambodia"
 - d. "The Roots of Uprootedness"

A brief, concise review of the political situation, past and present, in Indochina. An important set of articles.

2. A Summary of the Culture, History and Educational System of Vietnam (Chinh B. Nguyen)
Describes Vietnam's geography, history, educational system, family names, and origin of the language. (From Lancaster-Lebanon Culture Handout Series).

XV. PROFESSIONAL GROWTH AND PROFESSIONAL CONCERNS IN ESL/AE

1. Breaking the Rules of the Classroom Game through Self-Analysis (John Fanselow)
For experienced teachers interested in expanding their awareness of language use. An exercise for examining communication in and out of class, and implications for teaching.
2. Professional Associations - ESL/ABE
Names, addresses, and contact persons.
3. Jobs in Adult Education (Harlan C. Copeland)
Sources of information for jobs, the value of getting an AE degree, and certification/licensure are discussed. A realistic and useful assessment of current affairs in Adult Education.

XVI. MISCELLANEOUS LISTS AND BIBLIOGRAPHIES

1. The Dale List of 769 Easy Words (Edgar Dale)
Not developed for ESL, but an additional guide for words to teach for reading.