Utah Adult Education
Curriculum Framework

for

English for Speakers of Other Languages (ESOL)

and

English Language/Civics Education (EL/Civics)

Resources

Utah State Office of Education
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1. New Beginnings. . . An Introductory Teaching Manual For Non-Professional ESL Volunteers and Tutors
2. Welcome to the United States: A Guide for New Immigrants
3. Learn About the United States: Quick Civics Lessons
4. Symbols of the U.S. Government: Ben's Activity Book
5. The Citizen's Almanac

Sample Activities for ESOL Students

Sample activities incorporate the core competencies of communication, interpersonal, and critical-thinking skills. The USOE does not endorse these activities, but rather offers them as examples of ideas to use and/or modify to fit the program's curriculum and student learning styles.

Ideas for Picture Dictionaries

Have your students take pictures of their environment to create their own picture dictionary. There are several ways you could go about doing this. You could have them buy disposable cameras, or you could allow them to borrow a digital camera for a day, bringing the camera back to you to download the pictures onto your computer.

Alternatively, you could take the photos for them by visiting them in their homes (which creates a nice bond between you and the students). This method not only creates more authenticity, but also allows you to be able to scaffold/bridge into a commercially produced dictionary. Additionally, it is often hard for pre- or non-literate students to move into a two-dimensional world. Real pictures can facilitate this process and make it easier for your students to make the transition.

Ideas for Encouraging Students to Read

Students of all ability levels should know the value of reading for both personal and career reasons. As such, the following strategies are a good basis to foster the basic importance of reading.

1. Make an explicit connection between reading practice and reading improvement.
2. Create a classroom library. Be sure to include books at different levels of difficulty and from diverse genres. New books are expensive, but used ones are plentiful and cheap at yard and rummage sales. Don't shy away from children's and young adult literature that focuses on topics that might be of interest to adults.
3. A great source of titles can be found at http://literacy.kent.edu/Oasis/Resc/Trade/.
4. Do "book talks." Teachers and students can introduce each other to favorite books through brief "hooks." Try reading aloud the back cover, the first paragraph of the first chapter, or another favorite part. Tell others why the book was so enjoyable.
5. Provide 10-15 minutes of class time for reading books, magazines, and websites.
6. Set up book clubs made up of students interested in reading the same book. Provide discussion questions and formats for talking about the book.
7. Help students come up with techniques for reading independently, including how to pick a book that is not too hard, a range of strategies to employ when encountering word-level or comprehension difficulties, and how to find time to read.
8. Take a trip to the library. Help students get library cards or work out any previous difficulties with library fines and overdue books.
9. Have students log their reading activity inside and outside of class. Logs should include what was read, how long it was read, or how many pages were read. Celebrate benchmarks such as every 100 minutes (or pages) or every three books completed. Let students determine how logs should be kept and what the benchmarks should be, as well has how to celebrate them.
10. Hold a book fair. Teachers and students bring in books to swap. This can be coupled with book talks.

Supported Reading Strategies

It's a challenge to break out of that tortured reading-out-loud go-round. But if you try supported reading strategies, your reading sessions will be much better. Supported reading strategies include:

1. Echo reading: Tutor/teacher reads a phrase or sentence with inflection that indicates understanding. Then student reads the same passage as an "echo."

2. Shadow reading: The tutor/teachers takes the lead reading, and the student reads along with her/him. The tutor/teacher can fade back and let the student take the lead if he/she is able, and then take the lead back if the student is struggling. The tutor/teacher does this smoothly, without any announcement of it.

3. Choral reading: Students support each other and the reading is usually smoother, especially if the tutor/teacher is in the "chorus."

4. Silent reading: Most tutors/teachers are uncomfortable with this. "How will I know if I/they make a mistake?" But this is the most important reading. It's the goal of reading instruction, and it's how most reading happens in life.

5. Reading to students: This is a good first step. If the tutor/teacher reads the text first, students will do better with whichever approach comes next.

If the books are at an appropriate reading level, students very much enjoy and gain confidence from the process of shared reading with a partner. The teacher models pronunciation by reading first, then students practice in unison. Finally, students pair up and practice reading aloud on their own. This is very different from reading aloud in front of the whole group. Students also benefit from hearing books on tape in listening centers.

Reading children's books out loud is a real function; however, too many ESOL teachers spend a lot of time having students read their textbooks out loud. This is not always functional. The good news is that, regardless of what teachers do, osmosis and motivation eventually get some results for most people. (ESOL osmosis is simply being around English.) What is more important in the ESOL classroom is a highly active amount of interplay and listening activities, dialogs, phonological exercises, and structural exercises; visual aids, oral tools, picture flash cards, and realia to describe, etc. are a much better use of time.

Helping Students Organize Their Ideas Before Writing

1. Introduce writing by using oral language first. Help students to compose the text orally, whether it is a story, a description, or a process. Make sure students have the language they need.

2. Connect oral language with writing through models such as the Language Experience Approach (LEA), where the connections are obvious since students talk, read, and write together as a group.

3. Model what you want students to do in writing by giving an oral example (if you do it in writing, your students tend to copy what you said).

4. Dictate a few sentences that model what you want students to write–that way, they get practice putting pen to paper without having to compose something from scratch. (Some may still copy, but that's also writing practice–and they may not be ready to write on their own.)

5. Allow students to think about and talk about their ideas in lessons one and two before you ask them to write–the process activates background knowledge and facilitates the composing process. At the beginning levels, let students know what they will be writing about over the next few days; that's not cheating, that's giving your students a fighting chance.

6. Invite students to draw a picture as a starting point, again giving them a chance to compose a story mentally before engaging in combat with vocabulary, grammar, and spelling. Students can create a snapshot of a scene, create a strip story, or a Chalk Talk, or draw an item, etc.

Exercise for New Vocabulary Words

This format is to help students focus on new words, how they are used, and what they mean. This form is produced with permission from Theodore A. Klein, Jr. Independent Consultant in Language and Intercultural Training in Austin, Texas, and is reproducible for any adult education program.

Name:_____ Date:_____

Make a list of five new vocabulary words that you have heard or seen this week. If you know a word and don't know how ot use it, put it on your list. Make a note on where you found this word and what sentence it was in.

NOTES:

1._____

2._____

3._____

4._____

5._____

Put the above words in a sentence after your teacher has explained them.

1._____

2._____

3._____

4._____

5._____

Procedure:

1. The students turn in the above form with their new words.

2. The teacher puts all of the words received on the marker board, each with **primary stress** marked above written vowels and digraphs (e.g., phótograph, photógrapher, photográphic, photógraphy). Familiarity with primary stress is a critical feature if students are to be understood in the real world.

3. After all the words are written, each word is explained in simple written English, acted out, or illustrated with a sketch. Many nouns can be drawn, and most verbs can be acted out. Use of L2/L1 dictionaries is discouraged. Functional words such as "only" are put in parentheses for special treatment and explanation after the basic list is covered. Meanings are discussed in simple English, even through the teacher may be functional in some other languages. Short, simple sentences are made with the words.

4. Now it is repetition time. Each word is repeated at least twice by class members. At this time students are asked to identify vowel sounds numerically (e.g., heed–1, hid–2, hayed–3, head–4, had–5, hod–6, hawed–7, hoed–8, hood–9, who'd–10, hud–11, hide–6+2, howl–6+9, boil–7+2).

Advantages:

1. Students come in with words that they have heard at work or from friends, or have read on signs or in newspapers and books. These are the words that they want to know and that they need. Most enjoy the process.

2. All of the class members get to share in new words that their classmates have picked up.

3. Sounds are identified and reinforced, including suprasegmental primary stress.

4. Reading skills are enhanced by recognition.

5. Discussions of meanings among students and with the teacher are high-value catalysts for communication.

Pronunciation Concepts

Practicing the discrete sounds (or segments) of English (or any language) has value, but of greater value is understanding and being able to correctly use the system in which the individual sounds function. Two groups of features are involved in pronunciation: segmentals and suprasegementals.

Segmentals are the basic inventory of distinctive sounds and the way that they combine to form a spoken language. In the case of North American English, this inventory is comprised of 40 phonemes (15 vowels and 25 consonants), which are the basic sounds that serve to distinguish words from one another. Pronunciation instruction has often concentrated on the mastery of segmentals through discrimination and production of target sounds via drills consisting on minimal pairs like /bæd/–/bæt/ or /sÍt/–/sît/.

Suprasegmentals transcend the level of individual sound production. They extend across segmentals and are often produced unconsciously by native speakers. Since suprasegmental elements provide crucial context and support (they determine meaning) for segmental production, they are assuming a more prominent place in pronunciation instruction. Suprasegmentals include the following:

- Stress–a combination of length, loudness, and pitch applied to syllables in a word (e.g., Happy, FOOTball).
- Rhythm–the regular, patterned beat of stressed and unstressed syllables and pauses (e.g.– with weak syllables in lower-case and stressed syllables in upper-case–"They WANT to GO Later").
- Adjustments in connected speech–modifications of sounds within and between words in streams of speech (e.g., "ask him," /æsk hÍm/ becomes /æsk hîm/.
- Prominence–speaker's act of highlighting words to emphasize meaning or intent (e.g., "Give me the BLUE one" [not the yellow one]).
- Intonation–the rising and falling of voice pitch across phrases and sentences (e.g., "Are you REAdy?").

To learn more about this, read *Improving Adult ESL Learners' Pronunciation Skills,* National Center for ESL Literacy Education, Washington, DC, 1998, or go to http://www.cal.org/caela/esl_resources/digests/Pronun.html/.

Should students read aloud for pronunciation? There are a number of ideas on this process. The majority say that reading aloud can help the teacher understand where the student is having difficulties. While reading aloud is a good activity, students need to do so in a safe environment. Reading to the class may not be the best situation. You may what to have them read in pairs or small groups with others who are at their level. Let those students who volunteer to read in front of the entire class do so, while allowing others to read in small groups.

Another method recommended is for the student to read and review dialogues. The dialogues should include cultural features that contribute to the students' survival. Subjects are mostly suggested by students, based on their wants and needs. The students let the teacher know when they are at a loss for words or situational understanding, and then the teacher makes dialogs mostly based on the local possibilities. Some such dialogs could be structured around the following ideas:

1. At the health clinic
2. At the bank
3. When a policeman stops your car
4. Making a contract
5. Finding an attorney
6. Emergencies
7. At a restaurant
8. New in Utah
9. At a mechanic's shop
10. Americans

All of the dialogs are carefully marked with juncture arrows and primary stress, as follows:

Dialog: New in America

Tom: Hi,´Ali ↓It's good to se´e you again↓

Ali: Hi, Tóm↓How are you dóing?↓

Tom: Just fine↓ Wéll →after six months hére→in the U.S.´A.→what do you think?↓

Ali: I'm always surprised ↓Just when I think I knów→ what Americans are like →something háppens→to make me change my mind↓

Tom: Can you give me an exámple?↑

Ali: Yés ↓When I arrived here →from m´y country→I thought that Américans →weren't friendly↓ In m´y country→people go out of their wáy→to help strángers↓At first→people seemed cóld↓ Now I feel quite wélcome↓

Tom: So what do you think has chánged↓

Ali: The fúnny thing→s that I think 'I've changed.↓

Tom: In what wáy?↓

Ali: For óne thing→perhaps I expécted people→to come to mé↓In m'y country→we ápproach strangers↓If they look lóst →we offer to hélp↓Hére→we have to ásk for help↓ The go'od news→is that Americans are véry helpful→once you ásk them for help↓

Tom: So what do you think→is the difference→now that you knów us better↓

Ali: What I réalize now →is that Américans→are more private→than wé are↓I come from tribal people→where nobody is a stránger↓Américans seem to have another wây→of looking at the péople→aro'oud them↓ There is more spáce→but we are wélcome→in that spáce↓Américans→don't want to inváde→O'UR privacy↓

Tom: That sounds right↓Each culture is different→from every óther culture↓Visitors into néw cultures→need to find o'ut→ what the differences are→ so that they will fe'el→ more cómfortable.

Ali: I'm le'arning↓I'm getting to knów→Américans bétter→every mónth→and my respect is grówing→all of the time→thanks to friends like yo'u↓I'll see you later Tóm↓

Tom: See you so'on↓Cáll me→if you think of anything ésle↓I love talking about cúltures↓

Procedure:

1. Teacher reads the dialog, at normal speed and with no exaggeration, to the students. At the same time, students read their copies of the dialogs, which are photocopied and distributed.

2. Students ask questions about the dialog concerning vocabulary, pronunciation and situation. Explanations of words and situations go on the marker board.

3. Teacher reads the "thought groups" to groups for repetition. Students can look at the dialog and repeat the "thought groups." Students are again invited to ask questions. All issues of vocabulary, structure, and situation are explained as needed.

4. Students turn over their dialogs and repeat the "thought groups" after the teacher, without seeing them. (Normally, they sound better this way than when they are trying to read them! The eyes can be the enemy of the ears.)

5. Students are assigned parts to play, such as "Ali" and "Tom" above. They switch parts at the end and start over.

6. The pairs of students role-play the dialog. During this process, the teacher is "sneaking around" and listening carefully to their output, but not saying anything to individuals. Occasionally, the teacher runs up to the marker board and puts mispronounced words or inaccurate utterances on the board. Sometimes problems are with intonation, which is shown with the stress and juncture (pitch + pause) arrow, which the students are familiar with.

7. Every few minutes, the teacher stops the class and points out observed problems on the marker board. Each problem is corrected, and the entire class repeats the correction. That way, no one is embarrassed, although in a class that has a close and trusting relationship with the teacher and each other, embarrassment is rare.

8. Students take their dialogs home and are encouraged to practice with family, friends, and English-speaking neighbors. The final goal is to attempt to memorize the dialogs as examples of "real language." Students are encouraged to bring a cassette recorder and record the teacher's version of the dialog.

Advantages:

1. This is an opportunity for the students to get acquainted with and practice real English in the real world. Classes could have a dialog each week, and spend as much time on it as necessary so that the students sound good.

2. Students acquire better listening, speaking, and reading skills, and there is impact on later writing lessons. Familiarity with suprasegmental features of English is critical, and this is a good way to introduce it. Students learn to recognize and use the symbols, which can also be put on other printed materials.

3. The introduction of LOCAL cultural features and situations can accelerate survival skills. Real telephone numbers are included when appropriate.

IDEAS FOR ESOL 1

Provides personal information

Supporting Grammar/Vocabulary	*Strand*	*Family*
Present tense *to be* in affirmative/ negative **Vocabulary:** family relationship words (e.g., mother, father, brother); numbers (ages, addresses, phone, birth date) **Pronunciation:** Difference between teens and multiples of 10 (e.g., thirteen/thirty)	**Speaking**	Students say ages of family members.
	Listening	Students interview each other about their family members.
	Writing	Classmates present family trees with pictures, labels, relationships and ages to other students. Classmates write corresponding numerical symbol, and family relationship vocabulary.
	Reading	Students match numerical symbols with written names of family members, each of which are listed in columns. “Who is...?” drill

Introduces, greets, takes leave

Supporting Grammar/Vocabulary	*Strand*	*Community*
Present tense *to be* in affirmative/ negative Third person singular Preposition *from* **Vocabulary:** Idioms–Nice to meet you. See you later. Basic "wh-" questions **Pronunciation:** Contractions–I'm, he's, she's Intonation of wh- (who, what, when, where, why, how, how many, how much) and yes/no questions Sentential stress: Nice to **meet** you. **Nice to meet you,** too.	**Speaking**	Students role-play introducing a friend at a party. Give friend's name and country. Friend responds appropriately to the introduction. Students take friendly leave of one another as new person is introduced to others at a party.
	Writing	The teacher writes names and countries/cities of students in class. Students copy names of countries and cities from board. Students use capitalization appropriately.
	Listening/ Reading	The teacher creates statements from the dialogue students create. Students listen and circle names of persons and countries/cities. Students participate in listening chain: "I'm from_____. Where are you from?"

Provides basic directions using imperatives

Supporting Grammar/Vocabulary	*Strand*	*Family*
Commands **Prepositions** **Vocabulary:** first, then, next, etc.	**Listening/ Speaking**	Students respond to directions for classroom procedure. "Stand up and write your name on the board." Students comprehend basic directions on how to turn a computer on and off. Students work in pairs and tell each other how to turn off the computer. Students play "Simon Says"–a student-led game using classroom procedures.
	Writing	After viewing a picture of a classroom activity, students write the verbs associated with the activity.
	Reading	Students read imperatives from flash cards to each other.

Uses numbers for routine tasks such as telling time, counting money

Supporting Grammar/Vocabulary	*Strand*	*Family*
Verb: to be **Vocabulary:** "wh-" words, a.m./p.m., noon Currency vocabulary (nickel, quarter, dime, etc.)	**Listening/ Speaking**	With a partner or in groups, students use flash cards and ask/respond to "What time is it?" The teacher shows picture of coins; students name individual coins.
	Reading	Students set clocks using appointment notes. Hand out newspaper ads and play money; students show the dollar amount that is shown in the ad.
	Writing	Students write time from listening activities. The teacher dictates time and students fill in clock (face and digital). Using coin pictures, students identify the amount in writing.

IDEAS FOR ESOL 2

Provides detailed personal information about self and others (background information, height, weight, forms, etc.)

Supporting Grammar/Vocabulary	***Strand***	***Community***
Present tense *to be* in affirmative/ negative Questioning in affirmative/negative Numbers Possessives **Vocabulary:** also, age, married, single, divorced **Pronunciation:** Contractions: *isn't, I'm, aren't, what's* Intonation of "wh-" and yes/no questions	**Listening/ Speaking**	Students role-play responding to questions about personal information at a social service agency. The teacher reads statements based on the grid about students' personal information. Students listen while reviewing the grid and mark true or false for each statement.
	Writing/ Reading	Students read and fill out forms with name, address, marital status, zip code, phone, date of birth, social security number, and similar information. Students write personal information on a grid.

Uses common descriptive words for objects, places, routines, and people

Supporting Grammar/Vocabulary	*Strand*	*Community*
Present, present progressive, and future tenses in affirmative/negative Demonstrative pronouns; possessive Prepositions of time Adverbs of time and frequency	**Listening/ Speaking**	Students circle a picture of a task that is described by the teacher or another student. Students describe daily routines. "I get up at 8:00 and I take a shower. I drink two cups of coffee before work."
	Writing/ Reading	Students make a list of their daily routines. Students make a list of things they see in a room and add one or more descriptive words. Students sequence a scrambled strip story (using words and pictures) of a classmate's daily routine.

Follows multi-step directions

Supporting Grammar/Vocabulary	*Strand*	*Workplace*
Commands Demonstrative adjectives Prepositions **Vocabulary:** first, then, next, etc.	**Listening/ speaking**	Students work in pairs and tell each other how to turn off the computer.
	Writing	Students write a "pass down" (note) to the person on the next shift about how to turn off the computer.
	Reading	Students read each other's "pass downs" and turn off their computers by following the instructions.

Uses classroom language (How do you spell...? Please repeat.)

Supporting Grammar/Vocabulary	*Strand*	*Workplace*
Verbs in the interrogative, affirmative, and negative forms of present, present progressive Prepositions Modals *can, could, may, would* Simple punctuation	**Writing**	In pairs, students create a brief phone message to be communicated to a co-worker.
	Listening/ Speaking	Students pair up and simulate a phone conversation.
	Reading	Students pair up with new partners, exchange written phone messages, read them, and ask clarification questions.

Expresses wants, feelings, likes/dislikes

Supporting Grammar/Vocabulary	*Strand*	*Community*
Verbs in interrogative, affirmative and negative forms of present Modal *can* Questioning in affirmative/negative Adjectives: sad, happy, etc. **Vocabulary:** feel, want to, have to, need to, prefer, like/dislike, because, can't stand	**Writing**	Students develop and write a list of needs that could possibly be met by classmates.
	Reading	Students read their list of needs aloud.
	Speaking	Students formulate questions to find out who can help them meet each need.
	Listening	Students listen to questions from others students to see if they can meet their needs.

Expresses abilities/inabilities and intentions

Support Grammar/Vocabulary	***Strand***	***Family***
"Wh-" and yes/no questions Conjunctions: but, and **Vocabulary:** *can, know how to* in affirmative/negative	**Speaking**	Students practice asking/answering questions about activities they can/ cannot do. Question: "Do you know how to ride a bike?" Answer: "Yes. Can you swim?"
	Writing	Students graph their abilities in the form of a table (can/cannot do) or Ven diagram.
	Listening	Teachers read statements about student's abilities based on the graph in front of class. Students respond with true/false answers.
	Reading	Students read sentences such as "_____ can drive a truck, but he doesn't know how to play soccer." Students interview classmates to match the person with the written statement.

Asks for/grants permission

Supporting Grammar/Vocabulary	*Strand*	*Family*
Questioning in affirmative/negative Present tense Future tense Prepositions of time and place Modals *may, can, would like* in affirmative and negative	**Writing**	Students make a list of family rules they have. Students write a family story about their parents' rules when the students were children.
	Reading	Students read aloud each other's family rules.
	Listening	Students have to decide who wrote the list that is being read. The teacher asks questions about what the students can or cannot do.
	Speaking	Students practice dialogues between child and parent: A: "Mom can I stay over night at _____'s house?" B: "You know you can't go out on a school night." A: "How about Saturday?" B: "I'll think about it." Students listen to the teacher's questions and respond according to the lists.

Asks for/grants permission

Supporting Grammar/Vocabulary	*Strand*	*Family*
Questioning in affirmative/negative Present tense Future tense Prepositions of time and place Modals *may, can, would like* in affirmative and negative	**Writing**	Students make a list of family rules they have. Students write a family story about their parents' rules when the students were children.
	Reading	Students read aloud each other's family rules.
	Listening	Students have to decide who wrote the list that is being read. The teacher asks questions about what the students can or cannot do.
	Speaking	Students practice dialogues between child and parent: A: "Mom, can I stay overnight at ____'s house?" B: "You know you can't go out on a school night." A: "How about Saturday?" B: "I'll think about it." Students listen to the teacher's questions and respond according to the lists.

Cautions and warns

Supporting Grammar/Vocabulary	*Strand*	*Workplace*
Commands Modals: can, may Adverbs of time and frequency (usually, always) Simple punctuation: exclamation point, comma **Vocabulary:** be careful, don't, watch out, make sure you...	**Speaking**	Students look at pictures of work sites and role-play making safety recommendations or work routines to new worker.
	Writing	Students write safety warnings that they will be read to other students.
	Reading	Students read warnings to one another and match them to pictures.
	Listening	Students listen to the teacher read warnings and match them to pictures.

IDEAS FOR ESOL 3

Checks/indicates understanding

Supporting Grammar/Vocabulary	***Strand***	***Community***
Modals *cab, could, would, must, ought to, had better* in affirmative and negative Past tense **Pronunciation:** Intonation patterns appropriate to questions	**Speaking**	Student retells a story, including description of the emotions of the characters.
	Listening	Classmates show comprehension by summarizing the story and asking questions.
	Writing	Presenter writes questions for the group about the presentation prior to retelling story.
	Reading	Students read the presenter's questions and answer them in oral or written form.

Identifies/states similarities/differences

Supporting Grammar/Vocabulary	*Strand*	*Community*
Comparatives and superlatives (safe, safer, safest) or joined construction (more, less, most) Irregular adjectives: good, better, best/bad, worse, worst "Wh-" questions: "...difference between..." "...like better..."	**Speaking**	Students practice asking and answering questions about various aspects of life in the United States versus life in their native countries. "What do you like better about living in the United States than in your native country? What do you like better about living in your native country than in the United States?"
	Writing	Students write sentences comparing their native hometown to the U.S. city they live in now.
	Reading	Students read their sentences out loud to the group.
	Listening	Students listen to sentences and try to guess where a student is from.

Excuses, apologizes/forgives

Supporting Grammar/Vocabulary	*Strand*	*Family*
Past tense: I didn't mean to. It was may fault. Future tense: I'll never to it again. It won't happen again. Modal in past: could **Vocabulary:** sorry, mean to, fault	**Speaking**	Students role-play apologizing to a family member. A: "I'm sorry. I ate the rest of your cake. I thought it was for me." B: "That's okay, but please, next time, ask me first."
	Listening	Students hear a series of apologies and excuses (e.g., Maria couldn't go to work today because...) which they match with the corresponding picture.
	Writing	Students write a letter to family members apologizing and asking for forgiveness for a past offense.
	Reading	Students read each other's letters and make corrections and suggestions.

Complains

Supporting Grammar/Vocabulary	*Strand*	*Workplace*
Past and present perfect tense Adverbs of manner and sequence (quickly, finally)	**Speaking**	Students take turns complaining about working conditions. Q: What are some problems where you work? A: "I only work six hours a week." B: "I work 10 hours and don't get overtime." C: "I've been there five years and I trained a guy who's been there only two years and he got promoted recently."
	Listening	Next, students brainstorm as a large group a list of working conditions that need to be improved. Students take turns going to the board writing down the complaints contributed by classmates.
	Writing	Based on the concerns generated above, students write a letter of complaint to a supervisor.
	Reading	Students read each other's letters.

Agrees/disagrees

Supporting Grammar/Vocabulary	*Strand*	*Workplace*
Present tense in affirmative/negative Yes/no questions **Vocabulary:** think, because, either/neither, too, so	**Reading**	Students read a short passage about rules and responsibilities for workers (e.g., creating rules for the classroom).
	Speaking	Students discuss why they agree or disagree with the rules.
	Writing/ Listening	Students in groups write their own classroom rules that they read aloud to classmates. Discussion continues until a final version of classroom rules is agreed upon.

Extends/responds to invitations

Supporting Grammar/Vocabulary	*Strand*	*Community*
Modals: should, would, could , want to/have to Questions in affirmative/negative Tag questions: You're from Ogden, aren't you? **Vocabulary:** ever, never **Pronunciation:** Contractions: couldn't, would've Slang: wanna, couldn't ja	**Listening/ Speaking**	Students create a dialogue imagining two friends talking about a party. A: "So, do you want to go to a party next weekend?" B: "Well, I should really get some work done around the house." A: "Yes, or you could do that during the week, couldn't you?" Students read aloud the dialogues they have created, using first common, then "slang" pronunciations where appropriate.
	Reading	Students make inferences about the level of familiarity or comfort between the speakers based on the dialogue they have heard or read. Students read each other's dialogues.
	Writing	Students write sample small talk dialogues for a different situation (e.g., strangers on a bus, an acquaintance at the grocery store). Students write the "small talk" in standard American English.

Describes events, problems, and situations

Supporting Grammar/Vocabulary	*Strand*	*Workplace*
Past tense Past progressive Yes/no questions Clarification questions **Pronunciation:** /ed/, /t/, /d/, for past tense verbs	**Speaking**	Student verbally reports an on-the-job accident to a supervisor.
	Listening/ Writing	Student listens to and writes up the accident report based on student's verbal information.
	Reading	Another student reads the student's written report and then verbally reports to the class the situation. Accuracy is checked by comparing it to the contents of the original report.

Expresses obligations

Supporting Grammar/Vocabulary	*Strand*	*Family*
Modals: must, have to Possessive pronouns **Pronunciation:** /ed/, /t/, /d/, for past tense verbs	**Listening/ Speaking**	In small groups, students will brainstorm what is required to register a child in school. A spokesperson from each group will report to the class the on registration process.
	Writing	Students will make lists of what is reported in previous activity.
	Reading	Students will research what is required by going to their local school, and/or looking the information up on the Internet. Students will report on their findings and compare their new lists to the list they created in class.

Gives multi-step directions

Supporting Grammar/Vocabulary	*Strand*	*Workplace/Technology*
Common two-part phrasal verb (turn on/off; look at, etc.) Prepositions of direction and motion (into, out of, from, on, in, etc.)	**Speaking/ Listening**	Students describes a task, including multi-step directions such as turning on, rebooting, or shutting down a computer.
	Writing	Students write multi-step directions for completing a task.
	Reading	Students read and follow multi-step directions.

IDEAS FOR ESOL 4

Identifies/describes hypothetical events, problems and situations

Supporting Grammar/Vocabulary	***Strand***	***Workplace***
Present conditional (If...will) Present perfect and present progressive Modal: could, would, should Clarification questions	**Writing**	Students generate a list of problem scenarios encountered at work.
	Speaking/ Reading	Students read problems and pose possible solutions for each one.
	Listening/ Speaking	Class prioritizes solutions from most to least effective

Provides/takes advice and suggestions

Supporting Grammar/Vocabulary	*Strand*	*Family*
Yes/no and Wh- questions Modals: *would, should, could, must, might, ought to, had better* in affirmative/negative	**Speaking/ Listening**	Students sits in a circle with a small group of classmates, and each describes a problem in his/her family. At the end he/she asks, "What should I do?" Classmates listen, ask clarification questions, and then take turns offering advice (for example, "I think you should stay at your mom's house," or "You might try...").
	Reading/ Writing	Classmates write down a problem and trade with another student. In pairs, students read one another's situations and provide written advice. Students circulate the problem descriptions, read the advice already given, and add something new or agree with the listed advice.

Identifies/states possibilities and probabilities

Supporting Grammar/Vocabulary	*Strand*	*Community*
Modals: might, could, should, would Future tense: will/going to If...then (will) **Vocabulary:** maybe, probably, more than likely	**Speaking/ Listening**	Students create a phone conversation about making plans for the weekend. Students answer true and false questions about the phone conversation they heard.
	Writing/ Reading	Students read an unfinished story and make predictions about the ending in both oral and written form.

Describes past routines and abilities

Supporting Grammar/Vocabulary	*Strand*	*Workplace*
Habitual past Reflexive pronouns Adverbs of time: before, after, now, when, then	**Speaking/ Listening**	The class brainstorms two lists of technological devices used in the workplace in the past and those used today. Class identifies job "cluster" (related occupations such as construction or office-related jobs). Students form groups according to job clusters and practice orally using adverbs of time and the habitual past.
	Writing/ Reading	Each group narrows down the list of devices/conveniences pertaining to their chosen cluster. Groups, individuals, or pairs compose a paragraph comparing how their work was done in the past versus how it is done today. Each group reads the paragraphs orally to the class.

Reminds/interrupts politely

Supporting Grammar/Vocabulary	*Strand*	*Family*
Past, present perfect and present perfect progressive Commands Modals: Should've = should of or shoulda Would've = would of or woulda Connectors Expressions of conversation management: "Excuse me. I'm sorry, but..."	**Speaking**	Parents are going away for the weekend. They give their teenage children instructions on chores and things that need to be done. Students role-play this situation using grammar points; dialogue includes interruptions.
	Writing	Students write notes to their children/house sitter about what needs to be taken care of while they're gone.
	Reading	Students read brochures about house safety and house sitter employment guides.
	Listening	After speaking practice, students "receive" a phone call from the homeowners, who ask questions about the chores they wanted done. They answer using the supporting grammar and interrupters. Owner: "Did you remember to water the plants?" Sitter: "No. I would've, but it rained." Owner: "How about taking out the recycling?" Sitter: "Doesn't that happen tomorrow?" Owner: "No! You should've done it yesterday." Show parts of a video (*Home Alone* or *Uncle Buck*). After viewing, complete a worksheet.

IDEAS FOR ESOL 5

Infers, summarizes; reports

Supporting Grammar/Vocabulary	*Strand*	*Community*
Reported speech Embedded questions Past tense Questions in affirmative/negative Adjectives	**Listening/ Speaking**	Half of the students view a video clip of a crime and report to the rest of the class stating what happened and what was said. Or show a crime video. Stop it before it ends. Have students guess who committed the crime and verbally discuss his/her reasons.
	Writing/ Reading	Half of the students write a description of the video clip and present it to the rest of the class. The class reads it and watches the clip to verify accuracy.

Expresses regrets, sympathy, empathy and gratitude

Supporting Grammar/Vocabulary	*Strand*	*Community*
Past, past perfect tenses Reported speech Embedded questions **Vocabulary:** deceased, passed away, passed on, lost, survived by, preceded in death by	**Reading**	Students read obituaries in the newspaper or online.
	Listening	Students listen to obituaries of famous people and guess who they are.
	Speaking	Students create a conversation between friends about the death of a friend or famous person. Students discuss the feelings they would have about the person.
	Writing	Students write a note to people who helped, attended the funeral, or sent memorials.

Expresses certainty, doubt, and suspicion

Supporting Grammar/Vocabulary	*Strand*	*Community*
Past perfect, future perfect in affirmative and negative Reported speech Embedded questions Expression of certainty or doubt: I doubt that.... I bet that... I'm almost positive that...	**Listening/ Speaking**	Students learn about the electoral college. They discuss why it was created. How many times has the electoral college conflicted with the popular vote? Do you think the college is necessary? Students watch TV news commentaries on the presidential elections and discuss the commentary as they relate to the electoral college
	Writing/ Reading	Students read about the role of the electoral college in presidential elections on the Internet. They also read post-election commentary on current and past elections. Students write an opinion essay about the electoral college.

Predicts

Supporting Grammar/Vocabulary	*Strand*	*Workplace*
Present unreal conditional tense (If...would) Future perfect and progressive tenses tag/open-ended and negative questions Three-part phrasal verbs (look forward to)	**Reading**	In small groups give students in small groups a "What would you do if..." scenario related to a job they may be applying for. Students read and comprehend the scenario, then brainstorm possible interview questions and responses and also questions that the job seeker would likely bring to the interview.
	Listening/ Speaking	Students role-play a job interview using questions and responses they generated from the scenarios. Students develop a scoring system for responses. Students listen to interviews and discuss the responses. The students then predict whether the interviewee will or will not get the job.
	Writing	The teacher assists students in generating a list of interview questions and questions regarding the future (e.g., "Where do you see yourself in five years? What is your greatest weakness and how do you plan to overcome it? If you found out, after you took this job, that it wasn't the right one for you, how would you handle it?"). Students write scripts for the interview.

Follow "how-to" instructions

Supporting Grammar/Vocabulary	*Strand*	*Workplace*
Commands Present unreal conditional tense (If...would) Embedded questions Review multi-step directions (ESOL 3)	**Listening/ Speaking**	The class listens to one another mentioning things they know how to do or want to learn how to do (changing a tire, playing a DVD, etc.). Students make presentations or give instructions regarding the task.
	Writing	Students write how-to instructions for tasks (connecting or programming a VCR/DVD).
	Reading	Other students read the instructions and simulate following them as written.

IDEAS FOR ESOL 6

Supports or refutes an opinion

Supporting Grammar/Vocabulary	***Strand***	***Community***
Present perfect Present perfect progressive Yes/no questions Clarification question	**Writing**	The student writes a descriptive paragraph of a picture (one of four brought in by the teacher).
	Speaking/ Reading	One student reads aloud his/her description to the class.
	Listening/ Speaking	The class listens to the description and chooses the correct picture. The students tell what words helped them to choose the picture.

Gives/responds to feedback

Supporting Grammar/Vocabulary	*Strand*	*Workplace*
Present and past real conditionals Past perfect tense Modals in past	**Speaking/ Listening**	Students role-play a supervisor talking to a worker about his/her performance. The boss thinks the person is a good worker, but works too slowly. The worker has to respond, as in a performance review. Students in other groups listen to the role-play and provide feedback.
	Writing	Students write feedback to a worker as if they were a supervisor.
	Reading	In groups, students read and discuss the feedback about their performance.

Persuades, mediates, negotiates

Supporting Grammar/Vocabulary	*Strand*	*Community*
Negative questions (Why don't you...) Past unreal conditional (If...would have...) Modals in past tense (should have done) Proverbial expressions: (Let sleeping dogs...) Gerund and participial adjectives	**Listening/ Speaking**	The teacher reads part of a story about a controversy between neighbors (e.g., a barking dog problem), but does not read the ending. Each student predicts his/her own ending to the story. Students role-play mediation between the two neighbors around the issue of the barking dog. Afterwards, students return to the predictions to compare them to the results of the role-play.
	Writing	Students write a story about a conflict they had with another person, but omits how the conflict was resolved.
	Reading	Students read or listen to the stories written by their classmates and offer solutions to resolve the conflict ("Have you tried...?" "Why don't you try talking to...?") After solutions are suggested, the author can tell the rest of the story about resolving the conflict.

Identifies/states point of view

Supporting Grammar/Vocabulary	*Strand*	*Community*
Past perfect progressive Gerund and participial adjectives Passive voice Modals in past tense	**Reading**	Students view a picture that shows an accident and reads about accidents or tragedies.
	Listening/ Speaking	Students form questions and answers about the picture. What happened? How could it have been prevented? Students role-play "testimony" from people involved in accident and witnesses. Classmates listen to the testimony.
	Writing	Students write about the accident from the point of view of the people involved and from the point of view of witnesses.

Gives/follows technical instructions

Supporting Grammar/Vocabulary	*Strand*	*Community/Technology*
Gerund and participial adjectives Root words, prefixes and suffixes	**Reading**	Students read directions for using an ATM machine.
	Listening/ Speaking	The class is divided into three groups. One group gives oral directions on how to use the ATM. The second group simulates using the ATM following these directions.
	Writing	The third group writes down directions as they are given.

Native Language Literacy Instruction for Adults: Patterns, Issues, and Promises

by Marilyn K. Gillespie Center for Applied Linguistics

This synopsis is based on a paper co-published by CAL (Technical Report TR94-03) and NCLE (Issue Paper No. 1 on Issues in ESL Literacy Education, February 1995).

KEY FINDINGS:

1. Native language literacy instruction has dramatically decreased the high dropout rate in some ESL classes, and may play an important role in facilitating subsequent English language acquisition.

2. Students' self-confidence in their ability to learn is bolstered by success in the native language literacy classes, and this self-confidence is carried over into ESL classes.

3. Native language literacy instruction remains entangled in the political and ideological controversy surrounding the bilingualism issue in the United States.

KEY RECOMMENDATIONS:

1. ESL teachers should experiment with a short introduction to literacy in the native language of the learners, either concurrently with oral/aural classes in English or as a more comprehensive introduction with the goal of achieving a higher degree of literacy in the native language before making the transition to regular ESL classes.

2. Researchers need to design and implement a study that measures the effects over time of native language literacy instruction on the acquisition of oral communication and literacy in English by adult immigrant students.

3. Policymakers should know about the improvements in ESL instruction outcomes and student retention that are witnessed when the curriculum includes native language literacy instruction for non-English-speaking adults.

INTRODUCTION

Increasing numbers of students in ESL classes have low literacy levels in their native languages. These people have great difficulty in typical ESL classes, which use English as the medium of instruction for basic reading and writing, and a high student dropout rate results. A small but growing number of ESL programs have responded to this problem by offering literacy classes in the native languages of the learners, often with positive results. Some programs offer native language (or mother tongue) literacy classes concurrently with oral/aural classes in English. Others utilize bilingual teachers to integrate both languages within the same classroom. Still others wait until learners have achieved some degree of basic literacy in the native language before asking them to make the transition into regular ESL classes.

METHODOLOGY

The characteristics of adult native language literacy programs discussed in this report were synthesized from data provided by a national survey conducted in the early 1980s by Solidaridad Humana (a community-based educational program in New York City) and a 1991 survey conducted by the Center for Applied Linguistics. This recent survey conveyed programs that offered some form of native language literacy instruction or combination of native language and ESL instruction to adults and out-of-school youth. The reasons most often suggested for offering native language literacy instruction revolved around:

a. The role minority languages can or should play in our society.
b. Research related to the role of the first language in facilitating acquisition of the second language.
c. The role of native language literacy in fostering a sense of socicultural identity vital to the learning process.
d. Issues related to the social context of adult learning.
e. The role of the native language in acquiring knowledge and skills in the content area.

These reasons were based on information gathered from the available research literature, interviews with expert practitioners, and current research.

IMPLICATIONS

Demographic trends predict steadily increasing numbers of non-English-speaking people in the United States. Native language literacy instruction suggests a more efficient way to boost the general knowledge levels of these people about American life skills and job training, as well as to facilitate the cross-over into English literacy classes.

Practitioners offering native language literacy instruction believe that students are helped by:

a. Acquiring basic strategies and processes for learning to read (which they then transfer to English learning).
b. Exploring issues associated with adjusting to life in the United States with a teacher of their own culture and their own language.
c. Having a positive first experience with adult education.

Using a Language That's Not Your Own: Experiences of Multilingual Employees

by Copper Thomas,

Article in *The Diversity Factor* (Spring 2006, Volume 14, no. 2. pp. 30-36)

Thomas records the discussion held by several multilingual employees who were working in a U.S.-based, English-speaking company that had been working for more than five years to become multicultural and equitable and to change from being a white, male-dominated organization to one that includes women and people of color at all levels.

It has initiated diversity training for all employers, established expectations that managers will develop diversity-related skills, and developed guidelines for improved communication across the company and for dealing with external contractors who are not native English speakers.

The article concludes with these employees' suggestions for improving communications across language differences in the workplace–and, indeed, these suggestions could be useful for improved communications anywhere. Suggestions from the multilingual employees involved a head-on discussion of the issues. They suggest that managers:

1. Ask non-native speaking employees how they feel about using English all the time at work.

2. Ask the employees to discuss cultural differences.

3. Amend the annual review process, for example, to adjust for cultural differences in how people talk about and evaluate their performance.

They also suggested letting the employee know it is okay with you to hear him/her using the native language when he/she is speaking with someone else who shares that native language.

Finally, if there truly does seem to be an issue of English comprehension, the multilingual employees suggest the conversations be in both the employee's native language and English. They provide strategies to improve his/her comprehension and to work with the manager and the employee's colleagues to encourage managers to "hear through an accent" and to take the time to understand what the employee is saying, even if the word choice is not always the most optimal.

They also suggested that management needs to understand the process of second language learning. Supervisors often expect non-English-speaking employees to be almost fluent in English after a few hours of someone talking to them in English about grammar and vocabulary at the workplace. There is often disappointment that the worker/learner is not almost immediately speaking in English, even with co-workers who speak the same native language.

When unrealistic expectations are not met by supervisors and English speaking co-workers, then the classes may be deemed to be unsuccessful, and there is less likelihood that they will continue. Tied to these expectation issues is a lack of clarity about outcomes. Why is the program being funded? As the old saying goes, if you don't know where you are going, how will you know when you get there? Just having a sort of general desire for workers to "speak English" or "speak better English" is not enough.

Suggestions for the classroom:

1. Don’t promise what you can’t deliver.
2. Keep it simple (apply the ratio of 1:3 for goals and objectives).
3. Plan to deliver instruction in short, manageable cycles.
4. Know up front how you will assess needs and measure changes in performance/behavior.

How to Use Student Stories in the Classroom

From http://www.charlottesville-esl.org

A Black Woman by Janna Nooshian (Armenia)

As a child, I experienced a Soviet kid's ordinary routine, such as monotonous days at school and local pioneer camps. All of us did the same tasks and listened to the same music. Like many others, I spent holidays on the farm helping my grandparents with different chores. We suffered equally from the absence of jeans, mascara, and the other things so necessary for teenagers. And like most kids, there was nothing I wanted more than to get "exclusive" belongings so as to be different from the others.

My mom used to take me to a "tourist home" to buy something "special." A so-called "tourist home" was a home of a Soviet citizen lucky enough to travel overseas. It wasn't just an important source of stories and memories of distant places. As a rule, tourists sold a good deal of attractive goods brought from the countries they visited. Being extremely expensive and limited in quantity, the imported stuff smelled good and raised dreams about the unknown life in the prohibited lands.

Shortly after independence in 1992, the "prohibited unknown" started to appear in our town. With new Japanese flat-screen TV sets and popular Turkish leather jackets, now we had the U.N., the Red Cross, the World Bank, several Embassies, and even one representative of the Knights of Malta. Well-dressed employees of these international offices looked so different from the recently independent citizens always preoccupied with numerous problems of getting heat, gasoline, electricity, water, jobs, wages for work already done, and other things.

I am afraid the local population didn't like the foreigners very much for not coping with the same problems and for having the ability to fly away into the "normal" life any day. The exception was made for women. In the male-dominated country where brown eyes and black hair are the main national features, blond, good-looking women with extremely even, white teeth attracted everybody's attention and caused a lot of smiles, although the top admiration was gained for ordinary black women.

Whereas local women simply glanced at her with hidden surprise, local guys gave her special looks when she passed by. They stopped doing what they were doing at her sight. Many tried to talk to her.

At first, neither my friends nor I could understand her limitless popularity. In her thirties, she wasn't slim and didn't possess an exceptional beauty. And yet, every time she walked in a public place, men immediately switched their attention to her. Later, analyzing the remarks made by some locals about her, I came to an idea. She was different from all of us. Then, being behind the closed borders, we hadn't had a chance to communicate with a black man or woman before. This woman materialized the "prohibited unknown" that had attracted so many of us in our childhoods!

After this experience, I loved to think that all black people were mysterious. After all, Africa is still a bewildering continent to me and is considered to be the true motherland of humanity. Besides, exact science is not capable of explaining everything, leaving a lot of space for wonders to exist.

Within a short period of time, a number of new stores and offices have been opened in Armenia. People have begun to travel frequently, and the overall life pattern has changed dramatically. Everything is exposed to the broad public, and the secrecy of the "prohibited unknown" has vanished forever.

After moving to the U.S., Virginia, a few months ago, my life changed tremendously once again. The dream I had as a child is now achievable, and yet something has been lost. From time to time, I want more. Rereading science fiction, I regret that my life is too short to witness the times of intergalactic cultural exchanges. I wish we could have all the wonders on the planet right away for us to explore.

A couple of weeks ago, I was at a Charlottesville store buying a bottle of wine for a family dinner. The black cashier looked at my driver's license and said excitedly, "We were born on the same date! We must be sisters!" Our mutual birthday was just a few days away. "Happy birthday, then!" I said to her. "Happy birthday to you!" The "unknown" came to me once again. It's great to be a sister of a mystery!

"A Black Woman" Study Guide

(Adjust the questions to meet your program.)

<u>Before</u> you read:

1. Have you ever seen people from a different culture and thought they looked "exotic" and "mysterious"? What were some of the ideas you had about these people? What were some of the ideas you had about these people? What were some of the things you wanted to know?
2. Have you ever felt that people treated you as "exotic" or "mysterious"? How did that make you feel? Why do you think they saw you this way?
3. How do people treat you when you wear traditional clothes from your culture?
4. Growing up, was there ever a place that was "prohibited" for you to go? What did you think about such a place?

Vocabulary:

routine	mascara	prohibited	vanish	monotonous
exclusive	mysterious	mutual	witness	continent
science fiction		intergalactic		

<u>After</u> you read:

1. What was the writer's life like as a child growing up in Armenia?

2. What were "tourist homes"? Why were they important to the writer? Does or did something like this exist in your country?

3. How did life in Armenia change after 1992?

4. How did local people in Armenia feel about the foreigners who came to their country?

5. Why do you think they felt differently about women?

6. How do you think the black women in Armenia felt about the way they were treated? Have you ever been treated this way? Have you ever seen someone you care about bing treated like this?

7. Why do you think the blond women in Armenia were treated differently from black women? What explanation does the writer give? Does this surprise you?

8. Can mysteries be wonderful as well as problematic? Do you like to have the feeling of having mysteries yet to be explored? Do you think we lose something when mysteries no longer exist?

9. What happened when the writer was buying a bottle of wine one day in Charlottesville? What do you want to know about the cashier?

10. If you are not as African or African-American, do you know anyone from Africa or any African-Americans? Have you ever wished to visit Africa or to have African-American friends? If you are African or African-American, do you have friends from other cultures or races? Is there some place you would especially like to visit?

11. Do you know of any opportunities in Charlottesville for African and African-American people and people from other ethnic groups and cultures to get to know each other? Would you like to take advantage of such an opportunity?

Writing:

1. Write about an experience you had regarding meeting someone mysterious or being treated as mysterious.

2. Write about an experience you have had with someone from another culture or ethnic group.

Motivational Games and Activities for ESOL

ICEBREAKERS

FAMOUS FACES

FORMATION: Mass

MATERIALS: Name tags, pencils, paper

DIRECTIONS: As the students arrive, advise them to learn the names of as many of their fellow students as possible because this knowledge will soon be useful. Each is given a slip of paper on which to write his/her own name and wear as a name tag. Later the students are directed to remove their name tags, take out paper and pencil, and write down as many names as they can in five minutes. The longest correct list wins.

IN PLAIN SIGHT

FORMATION: Seated

MATERIALS: Articles which can be hidden (articles used might be a safety pin, a tie, a hat, a pencil, a key, a Band Aid, a paper clip, etc.)

DIRECTIONS: As the students enter the class, randomly select students to wear an item that you give them. Instruct them to wear it in plain sight. (For example, the pencil could be worn behind the ear, the paper clip clipped to a collar, etc.) The success of this game depends on how quietly the items can be handed out. Each person should think he/she is the only one who has been given anything. When you think each person has forgotten about what you have given him/her, begin the game. Instruct the students to find the items people are wearing that do not belong to them and to write down as many as they can. The person with the longest correct list wins.

TIC TAC TOE

FORMATION: Teams

MATERIALS: Chalkboard, chalk (white board with erasable pens)

DIRECTIONS: The teacher draws tic tac toe lines (or a three-by-three box) on the board and puts words in each block. Make sure each student understands the rules for tic tac toe.

EXAMPLE:

saw	did	went
ate	threw	bought
drove	had	said

Each team takes turns using a verb in a sentence. If the sentence is correct, the student gets to erase the word and put and "X" or "O" in the block. If the sentence is incorrect, the other team has a chance.

VARIATIONS:

1. Other verb tenses
2. Adjectives, adverbs
3. Pronouns
4. Interrogatives
5. Listening comprehension: one phonogram or sound in each block.

BALLOON GAME

FORMATION: Teams

MATERIALS: Vocabulary words or objects, bag, or balloons (or paper bags in place of the balloons)

DIRECTIONS: The students take turns popping balloons. Inside each balloon is a vocabulary word the student must match to an object or make a sentence or question from. If completed correctly, the team scores a point.

PHONICS AND PRONUNCIATION ACTIVITIES

BOARD GAME FOR TROUBLESOME SOUNDS

FORMATION: Seated

MATERIALS: Dice, game board, penalty and bonus cards

DIRECTIONS: Make squares around the outside of a game board. In each square place a picture and its identifying word. Place penalty cards (e.g., "Move two spaces back") and bonus cards (e.g., "Move two spaces ahead") in the center of the game board. Students roll dice and move the number of spaces indicated. The student then pronounces the word he/she landed on. If correct, he/she chooses a bonus card; if incorrect, he/she chooses a penalty card.

PRESENT TENSE PRACTICE

FORMATION: Seated

MATERIALS: Chalk, chalkboard (white boards with erasable pens), verb cards

DIRECTIONS: The teacher writes the past tense ending sounds on the board. Cards with various past tense words are distributed to the students. In turn, each student pronounces the verb on the card and correctly writes it under the ending sound.

EXAMPLE:

d	t	id
pulled	looked	wanted

VARIATIONS:
1. Students may be divided into teams
2. "S" endings may be used (s, z, iz).

WRITING ACTIVITIES

COLLABORATIVE WRITING

1. Divide students into groups of three or four; give each group a sheet of flip chart paper (or an individual dry wipe board (sold at office supply stores and some grocery stores), pens and visual prompts (e.g., magazine pictures of different daily activities–eating, sleeping, working, cleaning).

2. Write one or two prompts on the board (e.g., "He's_____ing." "They're_____ ing.") and generate examples together with students.

3. Have students within the small groups talk about their pictures.

4. Have each group write a certain number of sentences about the prompts.

5. Ask a representative from each group to read sentences to the class while another group member holds up the sheet of flip chart paper or dry wipe board for everyone to see.

The beauty of this is that the students have to communicate with each other (e.g., talk about the pictures); when they're writing on the flip chart paper or dry wipe board, they're all focusing on the same text making, suggestions to each other (or arguing about what is correct!). They also teach each other vocabulary. It's a much richer experience than writing individually on a sheet of paper–and if you can use dry wipe boards, it's easy for your students to erase and try writing things in different ways.

Make your classroom into a community of students where everyone feels welcome and all views are respected.

Provide opportunities for different groups to work together, share information, and be a resource for each other. Ask students to read as a group, share their ideas about a piece they have read, and write collaboratively. Invite contributions that do not depend on language and literacy, such as illustrating a story the group has written. Provide opportunities for sharing experiences across cultures by asking students to talk about their lives back home and share significant cultural customs (e.g., weddings, funerals, or births) and family traditions. Discuss differences in literacy practices as well as commonalities. Learn to be a facilitator who guides the group, instead of a "general" who controls all interactions.

“SCAFFOLDED “ WRITING

1. Write five or six sentences on the board or on a handout (e.g., a few sentences about a person’s apartment–“My brother John lives in an apartment. It has a small kitchen,” etc.).

2. Read the sentences together; ask a few questions to check for comprehension. Students read the sentences to a partner.

3. On the board or handout, give initial prompts for a few sentences that correspond to those in the story (e.g., “I live in _____.” “It has _____.” “It also has .” “It doesn’t have _____.”) Model the task by completing a few sentences about a student in the class.

4. Have students complete sentences about themselves.

5. Have students copy the complete sentences in paragraph form.

6. Ask students to read their story to a partner or present it to the class.

What’s nice about this is that students have a finished “story” in hand about themselves or their family (what could be more interesting?), which boosts their confidence. Try to do a story like this for each life skills topic that is covered as a type of culminating activity.

So... How Do I Spell It?

Some sounds in English are spelled more than one way, making it difficult to find a word in the dictionary. This is a tool that might help you. It has been adapted from a variety of English language dictionaries, with samples of sounds and spellings.

VOWELS		CONSONANTS	
Sound	***Key Word(s)***	***Sound***	***Key Word(s)***
e	b**ea**t, f**ee**d, P**e**t**e**	p	**p**ack, ha**pp**y
I	b**i**t, d**i**d	b	**b**ack, ru**b**ber
a	gr**a**te, p**a**id, gr**ea**t, p**a**y	t	**t**ie, bu**t**, bu**tt**er
e	b**e**t, b**e**d, d**ea**d, s**ai**d	d	**d**ie
a	b**a**t, b**a**d	k	**k**ey, **c**ame, **q**uic**k**
o	b**o**x, **o**dd, f**a**ther	g	**g**ame, **gu**est, **gh**ost
aw	b**ou**ght, d**o**g, c**au**ght	tch	**ch**urc**h**, na**t**ure, wa**tch**
o	b**oa**t, s**ew**, v**ote**, sh**ow**, **sow**, **so**	dj	**j**u**dg**e, **g**eneral
oo	b**oo**k, g**oo**d	f	**f**an, **ph**one, cou**gh**
ooo	b**oo**t, f**oo**d, st**u**dent, thr**ou**gh, thr**ew**	v	**v**an
u	b**u**t, m**u**d, m**o**ther, t**ou**gh, b**a**nan**a**, **a**mong	th	**th**ing, brea**th**
er	sh**ir**t, m**ur**d**er**, h**ear**d, w**or**d, b**ir**d, h**er**d	dh	**th**en, Brea**the**
I	b**i**te, cr**y**, b**uy**, **eye, I**	s	**s**ip, **c**ity, **ps**ychology
ow	ab**ou**t, h**ow**, fl**ou**r, fl**ow**er, s**ow**	z	**z**ip, plea**s**e, go**es**
oy	**voice, boy**	sh	**sh**ip, ma**ch**ine, sta**t**ion, spe**c**ial, discu**ss**ion
ir	b**eer**, h**ear**, b**ear**d	zh	mea**s**ure, vi**s**ion

VOWELS		CONSONANTS	
Sound	***Key Word(s)***	***Sound***	***Key Word(s)***
air	b**are**, b**ear**, **err**or, h**air**, th**eir**, th**ere, th**ey're	h	**h**ot, **wh**o
ar	b**ar**, c**ar**, f**ar**ther	m	**m**en, so**me**
oor	d**oor**, b**oar**, b**ore**	n	su**n**, **kn**ow, **pn**eumonia
		ng	su**ng**, ri**nging**
		w	**w**et, **wh**ite, **wh**en
		l	**l**ight, sma**ll**
		r	**r**ight, **wr**ite
		y	**y**es, **us**e, m**u**sic

Paragraph Writing: Introduce Yourself
Adapted From a CalWORKs Program

Content: The following lessons can serve as an introduction to the writing process and an introduction to U.S. academic paragraph form.

Sections:
1. The Writing Process
2. Pre-writing: Brainstorming
3. Pre-writing: Choosing a Topic
4. Pre-writing: An Outline
5. Writing: The First Draft
6. Writing: The Concluding Sentence
7. Revising
8. Editing
9. Publishing

Target Students: Intermediate to Advanced ESOL students who are beginning writers

Objective: Students will be able to use the steps of the writing process to write a well-organized paragraph on a specific topic in U.S. academic form.

Lesson Format: Lessons are divided into short segments so that a small amount of class time can be used over a period of two weeks. Alternatively, several segments can be grouped together for a shorter overall time frame.

Suggestions:
Before you begin the unit, it would be beneficial to explore with students the idea that there are many types of writing. Elicit from the students ideas of different kinds of writing such as stories, news reports, instructions, letters, messages, notes, memos, poems, song lyrics and academic writing. It is important to point out to students that this unit teaches only one type of paragraph writing: academic writing in the U.S. style. Students are not only learning to compose in English, but they are also learning how ideas are expected to be organized in our school culture.

Although these pages are reproducible, you may feel that twelve pages are too many photocopies. It is not necessary to give students copies of each page. In order to reduce the amount of copies you have to make, several pages can be well utilized for presentation purposes without distributing a copy to each student. Consider pages 1, 3, 5, 7, 9, 11, and 12 for this.

Page 4 asks students to design a star about themselves with words or pictures. You may prefer to hand out large pieces of drawing or construction paper for this step. If possible, students enjoy adding color with markers or colored pencils after designing in pencil. It's fun to photograph students with their stars or save the stars to display later with a completed paragraph.

After completing this unit, it would beneficial to repeat the steps of the writing process with new topics until your students have written at least three paragraphs organized in this format. A paragraph related to your current theme or reading would be easier to integrate into your class. Otherwise, the "star" exercise provides for more topics about oneself, or you could direct students to interview each other and write a paragraph about a classmate.

The Writing Process: A Paragraph Introducing Yourself

Page 1

(To be used by the students)

These lessons will take you through the steps of the "writing process" as you develop a well-organized paragraph about yourself. The skills you learn in these lessons can be used again and again to write paragraphs about other topics as well.

The writing process will show you that good writing comes from working on your paragraph step by step. Sometimes students are surprised that the first step is NOT to begin writing! Before writing your paragraph, you will use pre-writing strategies such as brainstorming and outlining. You may also be surprised that much of the work takes place AFTER you write your paragraph. In these lessons you will learn to revise and edit your paragraph before giving a copy to your teacher.

```
                                                  _____
                                                  |
                                        _________|PUBLISH
                                        |
                                  _____|EDIT
                                  |
                            _____|REVISE
                            |
                      _____|FIRST DRAFT
                      |
_____|OUTLINE
|
|BRAINSTORM
```

Writing your paragraph step by step will make writing easier for you in the future, and you will feel more confident about the good quality of your work!

Pre-Writing: Brainstorming
Page 2

One of the most important aspects of good writing is to have a clear, specific topic. Before you begin writing, it's best to consider all possible ideas. "Brainstorming" is the process of getting your ideas on paper without stopping to analyze them. First, write down everything that comes to mind. This is part of PRE-writing, which means getting ready BEFORE you write.

1. Talk about the topics below. Then silently write words about yourself in each box. Write anything that comes into your mind. Please don't worry about spelling and don't write complete sentences.

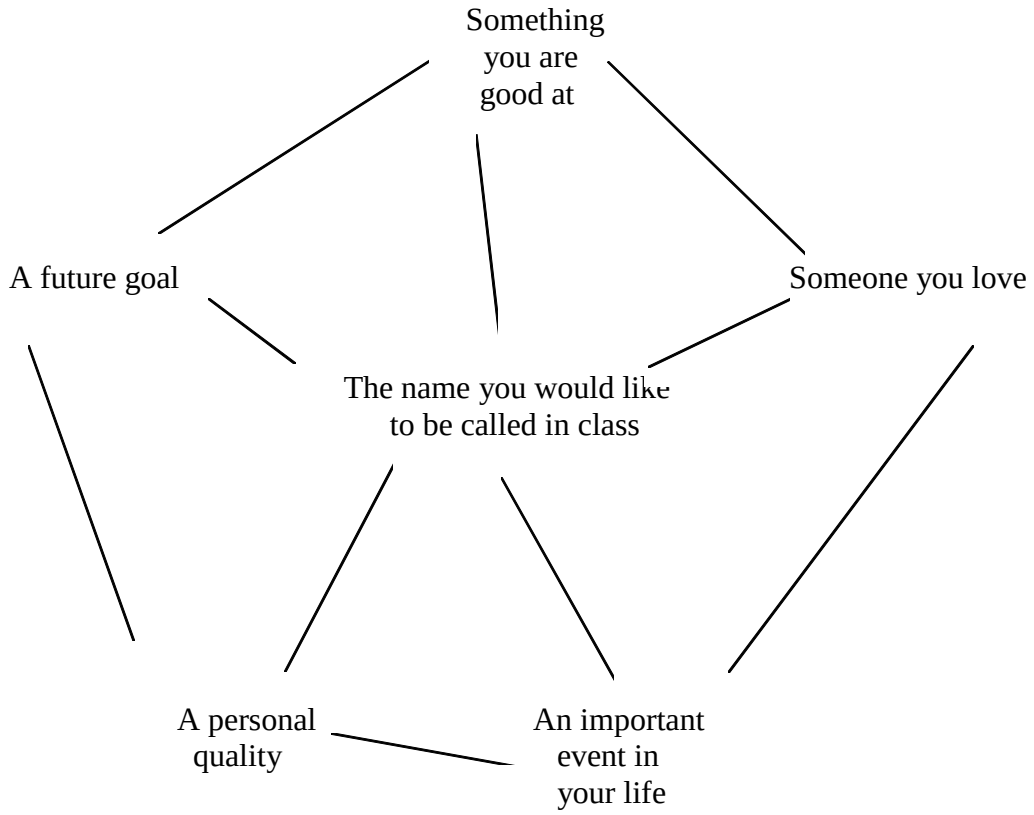
TOPICS:

Your personal qualities:
People you love:
Things you do well:
Future goals:
Important events in your life:

2. Now, read over your ideas slowly. In each box, circle one idea that you would like to share with your classmates.

Pre-Writing: Choosing a Topic
Page 3

Now you have five possible topics for your paragraph about yourself. If you wrote about all of these topics, your paragraph wouldn't be well organized. A paragraph should have only one topic. Spend some time thinking about your topics by designing a "star" about yourself. This will help you decide which topic to choose for your paragraph. Follow the model below.



Pre-Writing: Choosing a Topic

Page 4

1. Fill in your star with words or pictures according to the model.

2. In a small group, tell your classmates about your star.

3. Think about which topic you most enjoyed talking about. This might be the best topic to write about. Choose ONE of the five topics from page 2 for your paragraph.

Pre-Writing: An Outline

Page 5

After you have chosen a topic, it's important or organize your ideas. An outline is a list of your ideas written in order from first to last. Making an outline helps you to write a paragraph that includes all of your ideas and is easy for others to understand.

This is what a paragraph outline looks like:

Title:_____

Topic Sentence:_____

Support:_____

Support:_____

Support:_____

Conclusion:_____

TITLE: The title should be one word or a few words that tell the reader the topic of your paragraph.

TOPIC SENTENCE: The topic sentence is the first sentence of your paragraph. It must be a complete sentence that tells your reader what your paragraph is about. The topic sentence repeats the idea in your title, but it is a complete sentence. Please remember to *indent* (leave five spaces before) the topic sentence.

SUPPORT SENTENCES: The support sentences describe your topic. They include an explanation, a description, or examples of your topic. Each support sentence must relate to your topic. This outline has three support sentences. You may write more than three if you would like to. In an outline, you only write your ideas, not complete support sentences yet.

CONCLUSION: The concluding sentence tells your reader that you have completed your message, and it repeats the main idea of your paragraph. Often it is not written into an outline. We will create a concluding sentence later in this lesson.

Pre-Writing: An Outline
Page 6

Look at an outline example made by Sara. Sara chose to write about something that she is good at doing. She's a good cook. Here is Sara's outline.

Title: Something I am good at
Topic Sentence: One of my talents is cooking
Support: cooking with my mother
Support: old dishes and new
Support: pot lucks, compliments
Conclusion:

Notice that Sara wrote a complete topic sentence. Then she only wrote the main ideas of her support sentences.

Where can you get ideas for the support sentences? Think about the things you told your classmates when you presented your star. What did you talk about? The examples, descriptions or explanations you gave to your classmates were supporting ideas.

----------*It's your turn! Write an outline for your paragraph below.*----------

Title:_____

Topic Sentence:_____

_____

Support:_____

Support:_____

Support:_____

Conclusion: _____*(Please wait to write this part later!)*_____

Writing: The First Draft
Page 7

The first draft is your first try at writing the paragraph. Follow your outline to create a paragraph.

Look at Sara's example below.

Outline:

Title: Something I am Good at
Topic Sentence: One of my talents is cooking
Support: cooking with my mother
Support: old dishes and new
Support: pot lucks, compliments
Conclusion:

FIRST DRAFT:

Something I am Good at

Hello, I would like to introduce myself. One of my talents is cooking. I also like to swim and play volleyball. I begin cooking with my Mother when I was a small child, and I have always enjoyed it I still make the dishes my mother teach me a long time ago, but I also try new resapees. My family frequently attends pot luck picnics where I get compliments that me make proud.

This is Sara's first draft. She has done a good job. However, everybody makes mistakes, especially on the first try. You might have noticed some errors in Sara's paragraph. After writing the first draft, it's necessary to revise and edit the work. We'll do that soon in another lesson.

Now it's your turn! On another piece of paper, write the first draft of a paragraph that introduces you. Use your outline as a guide. SAVE your first draft to use later!

Writing: The First Draft, a Concluding Sentence

Page 8

The last sentence of a well-organized paragraph should summarize, or repeat the main ideas, of the whole paragraph. The content is similar to the topic sentence, but it also signals to the reader that you have finished your message. New ideas should not be introduced in the conclusion.

Look at Sara's first draft again. (Remember, she'll edit her errors later!)

FIRST DRAFT:

Something I am Good at

Hello, I would like to introduce myself. One of my talents is cooking. I also like to swim and play volleyball. I begin cooking with my Mother when I was a small child, and I have always enjoyed it I still make the dishes my mother teach me a long time ago, but I also try new resapees. My family frequently attends pot luck picnics where I get compliments that me make proud.

So far it is incomplete because she doesn't have a conclusion. Read the following sentences. Which ones would be acceptable concluding sentences for Sara's paragraph? Discuss the options with a classmate. There are three good options.

A. In brief, creating great food is something that I am good at.
B. In the future, I plan to spend more time studying English.
C. In sum, thanks to my mother and others, I enjoy being a good cook.
D. Unfortunately, cooking takes too much time.
E. Finally, I hope that will continue to cultivate my culinary skills while sharing the joy of cooking with others.
F. In conclusion, I'm sorry for my mistakes and I thank you very much for reading my paragraph.

It's your turn! Take out your rough draft. Write a concluding sentence for your paragraph. Below are 'signal words' that you may choose to begin the concluding sentence.

In brief,	**In short,**	**Indeed,**
In sum,	**In conclusion,**	**Finally,**

Writing: Revising Your Work
Page 9

After writing a first draft, it is necessary to read it carefully and ask yourself if it is easy for another person to understand. Ask yourself these questions when you revise your work:

"Does the paragraph begin with a sentence that tells me the main idea?"

"Are all of the sentences about the same main idea?"

"Are the sentences in an order that makes sense to me?"

"Is there enough information to completely describe the main idea to me?"

"Does each sentence contain important information?"

Let's practice revising with Sara's first draft. Read it carefully. Ask yourself the questions above. Do you see any sentences that don't belong?

FIRST DRAFT:

Something I am Good at

Hello, I would like to introduce myself. One of my talents is cooking. I also like to swim and play volleyball. I begin cooking with my Mother when I was a small child, and I have always enjoyed it I still make the dishes my mother teach me a long time ago, but I also try new resapees. My family frequently attends pot luck picnics where I get compliments that me make proud. In brief, creating great food is something that I am good at.

There are two sentences that Sara should take out to improve her paragraph. Which ones do you think they are?

It's your turn! Read *your* first draft. Are there any sentences that you should take out? If you want to change the order of your sentences, you can draw circles or arrows to make notes for yourself. If you need to add some information, you can write additional sentences now. SAVE this page. You don't need to rewrite your paragraph yet.

Writing: Edit Your Work

Page 10

After you revise your work for ideas, and organization, you need to "edit" your work. Editing focuses on spelling, grammar, capitalization and punctuation. Let's practice editing with Sara's first draft. Read her first draft again. Ask yourself these questions:

"Are all of the words spelled correctly?"

"Are all of the verbs in the correct tense?"

"Are there any problems with word order?"

"Do all of the sentences begin with capital letters and end with periods?"

FIRST DRAFT:

Something I am Good at

Hello, I would like to introduce myself. One of my talents is cooking. I also like to swim and play volleyball. I begin cooking with my Mother when I was a small child, and I have always enjoyed it I still make the dishes my mother teach me a long time ago, but I also try new resapees. My family frequently attends pot luck picnics where I get compliments that me make proud. In brief, creating great food is something that I am good at.

The highlighted sentences are ones that have nothing to do with the topic Sara is writing about and need to be taken out of the paragraph.

Can you identify six errors that Sara should correct to improve her paragraph?

Writing: Edit Your Work
Page 11

Sara's errors are underlined.

FIRST DRAFT:

Something I am Good at

Hello, I would like to introduce myself. One of my talents is cooking. I also like to swim and play volleyball. I begin cooking with my Mother when I was a small child, and I have always enjoyed it I still make the dishes my mother teach me a long time ago, but I also try new resapees. My family frequently attends pot luck picnics where I get compliments that me make
proud. In brief, creating great food is something that I am good at.

Here is a corrected copy of Sara's paragraph.

FIRST DRAFT:

Something I am Good at

One of my talents is cooking. I **began** cooking with my **m**other when I was a small child, and I have always enjoyed it**.** I still make the dishes my mother **taught** me a long time ago, but I also try new **recipes.** My family frequently attends pot luck picnics where I get compliments that **make me** proud. In brief, creating great food is something that I am good at.

Writing: Edit Your Work
Page 12

It's your turn!

1. Read and edit your first draft. This is a good time to use a dictionary to check the spelling of words you are not sure about. Write notes on your paper to correct your work.

2. Trade papers with a classmate. Read your classmate's paper. Ask yourself the questions from page 11. Do you have any more suggestions to improve your classmate's work?

3. Return your classmate's paper. Talk about your ideas. Listen to your classmate's ideas for your paragraph as well.

4. Write an improved draft of your paragraph. Give it to your teacher.

Writing: Publish Your Work

Page 13

The ultimate goal of writing is to share your thoughts and experiences with others. We must publish, or make public, our writing so that our work can be appreciated by others. You may have the opportunity to share your work with others by posting it on a bulletin board or reading it to a small group. Newsletters, newspapers, and the Internet are also great ways to reach a larger audience. If you have revised and edited your work, it's time to write your final draft to publish.

1. Look over the comments and corrections you may have received from your classmate and/or Teacher. If necessary, ask them to clarify their notes to be sure that you understand how to incorporate their suggestions.

2. Ask your teacher if he/she has any preferences about line spacing, a title, illustrations, etc.

3. Word process or handwrite your work.

4. Share your work with others!

Congratulations!

Teacher Notes for Essay Writing: From Paragraph to Essay

Content: These lessons briefly review paragraph structure and demonstrate how to expand a topic into an essay. The writing process is not taught explicitly in the lessons. The teacher needs to implement the steps of revising, editing, and publishing.

1. Student Introduction
2. Pre-Writing: Think and Talk
3. Paragraph Organization: Model
4. Paragraph Organization: Practice
5. Parts of an Essay: Diagram
6. Parts of an Essay: Model, Analysis
7. Introduction–Thesis Statement: Model
8. Introduction–Thesis Statement: Practice
9. The Body: Model
10. The Body: Practice
11. The Conclusion: Model and Practice
12. Putting it All Together

Target Students: Intermediate to Advanced ESOL students who are high beginning writers. Students should have some experience writing individual paragraphs.

Objective: Students will be able to write a well-organized essay on a specific topic in U.S. academic form.

Lesson Format: Lessons are divided into short segments so that a small amount of class time can be used over a period of two weeks. Alternatively, several segments can be grouped together for a shorter overall time frame.

Teacher Input: Please keep in mind that this unit requires teacher direction! Read through the entire unit so that you can anticipate areas that will require adaptations for your individual class and to strategize a time frame. Some basic pieces are provided to work with, but it is be up to you to provide additional support. You are also responsible for implementing a revision and editing process for each part of the essay. Peer and teacher review is referred to throughout the lessons, but the writing process is not taught explicitly.

Suggestions: Before beginning the unit, it would be beneficial to explore with students the idea that there are many types of writing. Elicit from the students ideas about different kinds of writing such as stories, news reports, instructions, letters, messages, notes, memos, poems, song lyrics, and academic writing. It is important to point out to students that this unit teaches specifically how to write a traditional five-paragraph essay for academic purposes. Students are not only learning to compose in English, but they are also learning how ideas are expected to be organized in our school culture.

Photocopies: Although all of these pages are reproducible, it is not necessary to give students copies of each page. In order to reduce the amount of copies you have to make, several pages can be well utilized for presentation purposes without distributing a copy to each student.

Essay Writing: From Paragraph to Essay
Student Introduction
Page 1

Often, a single paragraph isn't enough to express all of your ideas on a single topic. As adults, your opinions and experiences are complex, so you will want to write a more complete description of your views. Therefore, let's learn about essays. An essay is an extended discussion of a topic that includes several paragraphs. Essays are often written for school or scholarship applications. Writing an essay is required to receive a GED or to pass the TOEFL test. In addition, college students frequently write essays as class assignments. Finally, learning the basics of essay writing can help you organize other types of writing, such as a report at work or an important message to your child's teacher.

Good writing comes with practice and by following a step-by-step method. Please make an effort to attend class regularly and complete each step of these lessons so you will be able to put together a great essay.

For many students, writing is very difficult and even frightening. At the same time, we would all like to write better and feel more confident. If you've have had bad experiences with writing in the past, let's make it a goal to erase those negative feelings! Now is your chance to take some small steps that will lead you to big discoveries of how much you really can do!

Discuss these questions with a small group of classmates.

WRITING:

1. What is an essay?

2. Why should we learn about writing essays?

3. What can a student do to get the most from these lessons?

4. How do you feel about writing?

5. How do you think you will feel if you complete a five-paragraph essay?

Report your group discussion to your teacher.

Pre-Writing: Think and Talk About the Topic

Page 2

Which is better, to live alone or to live with others?

These lessons will center around one topic:
Discuss the questions below in small groups to get ready for writing on the topic.

1. What are the benefits of living together with others?

2. What are the benefits of living alone?

3. Which do you prefer?

4. In the U.S., "independence" and "taking care of yourself" are values that many people respect. Many parents encourage their grown children to move out and live "on their own." Is this similar to or different from your native country?

Paragraph Organization: A Model Paragraph

Page 3

Before writing an essay, let's review paragraph organization. Paragraphs are the building blocks of an essay. Read the model paragraph.

The Benefits of Living Alone

Living alone has several important advantages. First, you can leave your things anywhere you want. You don't have to keep all of your personal belongings put away. In addition, you can be noisy. You can play your music as loudly as you want no matter the time of day. Finally, you have privacy. No one will watch or comment on your personal life. With these benefits, it is sometimes preferable to live by yourself.

Read the paragraph again with your teacher. Discuss the role of each sentence. Copy the sentences individually below.

- **Topic Sentence** _____

_____

- **Support** _____

_____

Detail _____

- **Support** _____

_____

Detail _____

- **Support** _____

_____

Detail _____

- **Concluding Sentence** _____

_____

Paragraph Organization: Practice

Page 4

It's your turn! Write a paragraph about the benefits of living with others. First, brainstorm ideas with your teacher and classmates. Then fill out the outline to organize your ideas. Finally, write your sentences in paragraph form on another piece of paper. You may look at the model for examples of sentence structure, vocabulary, spelling and grammar.

The Benefits of Living With Others

- **Topic Sentence** _____

_____

- **Support** _____

_____

Details _____

- **Support** _____

_____

Details _____

- **Support** _____

_____

Details _____

- **Concluding Sentence** _____

_____

The Parts of an Essay

Page 5

Often, we'd like to write more than a single paragraph. Students sometimes write essays. An essay is a developed discussion of a single topic. It is similar to a paragraph, but each part is expanded. Look at the comparison below.

Paragraph	**Essay**	
❖ Topic Sentence	❖ Introduction Thesis Statement	
	❖ Topic Sentence Support Close	B O D Y
❖ Support Sentences	❖ Topic Sentence Support Close	
	❖ Topic Sentence Support Close	
❖ Conclusion	❖ Conclusion	

The Parts of an Essay: Model

Page 6

Read the model essay.

The Benefits of Living Alone

One of the most exciting events in a young person's life is moving away from his or her family for the first time. Many people in the U.S. consider living alone to be an important step toward independence and adulthood. With it come new responsibilities and freedoms. In fact, living alone has several important advantages.

First, you can leave your things anywhere you want. For example, you don't have to wash the dishes before you leave for work. You can leave your shoes where ever you take them off and forget about your dirty clothes until you feel like washing them. Snacks don't have to stay in the kitchen, and mail doesn't have to be put away. If you like to leave your keys on the kitchen table, you can do so. You can create your own chaos and no one will be disturbed.

Another advantage of living alone is that you don't have to worry about noise. For instance, you can wake up early to loud music on the radio. Then when you are making breakfast, you don't have to be careful about banging dishes or running water. When you come home after school or work, you can turn on the TV. You can even go to sleep with the stereo still on if you prefer. No one will ask you to be quiet.

Most important, you have privacy when you live alone. No one sees or comments on your personal life. You can leave your letters out, you can put up pictures of special people, and you can walk around in your underwear. Your home is your private sanctuary.

Many people argue that staying with family or friends is a better way to live, especially for young people. Certainly there are some comforts in having others to live with, but there are also some advantages to living on your own. Having your own apartment means you can be messy, be noisy, and keep your privacy.

- Talk with a classmate or you teacher. Show him/her the five paragraphs of the essay and relate each paragraph to a sentence in the paragraph on page three. Note how each sentence of the original paragraph has been expanded.

The Parts of an Essay: Introduction and Thesis Statement

Page 7

A good essay begins with **an introduction** that includes a **thesis statement**. We learned that paragraphs have a topic sentence to state the main idea of a single paragraph. However, an essay must have a thesis statement to state the main ideas of the entire essay.

Look at the introductory paragraph of the model essay. Traditionally, an introduction starts with some general ideas that lead to the thesis statement at the end.

One of the most exciting events in a person's life is moving away from his or her family for the first time. Many people in the U.S. consider living alone to be an important step toward independence and adulthood. With it come new responsibilities and freedoms. In fact, living alone has several important advantages.

The thesis statement that tells us the topic of the essay is at the end of the introduction.

One of the most exciting events in a person's life is moving away from his or her family for the first time. Many people in the U.S. consider living alone to be an important step toward independence and adulthood. With it come new responsibilities and freedoms. *In fact, living alone has several important advantages.*

The Parts of an Essay: Introduction and Thesis Statement–Practice

Page 8

It's your turn! Now you can write an introductory paragraph too. Brainstorm general ideas about the benefits of living with others with your teacher and classmates. You may look at the models to help you think of ways to state general ideas. Write three sentences of general ideas that will lead to your thesis statement.

The Benefits of Living With Others

General Ideas _____

_____

_____

_____

Look at your paragraph about the benefits of living with others. Use your topic sentence as a thesis statement.

Thesis Statement _____

_____

Now put it all together as one introductory paragraph.

The Benefits of Living With Others

_____

_____

_____

_____

The Parts of an Essay: The Body
Page 9

The middle paragraphs of an essay are called the "body." These paragraphs provide details, evidence, examples, etc. to support your thesis statement. The body can be two, three, or four paragraphs long, depending on how much information you have. In this lesson, the body of the model essay has three paragraphs. Each body paragraph follows this structure:

- Topic sentence
- Support sentences
- Closing sentence

1. Read the first body paragraph again.

> First, you can leave your things anywhere you want. For example, you don't have to wash the dishes before you leave for work. You can leave your shoes wherever you take them off and forget about your dirty clothes until you feel like washing them. Snacks don't have to stay in the kitchen, and mail doesn't have to be put away. If you like to leave your keys on the kitchen table, you can do so. You can create your own chaos and no one will be disturbed.

2. Circle the topic sentence. Underline the sentences that give examples or explanations. Circle the closing sentence.

3. Repeat the steps in #2 for the second body paragraph.

> Another advantage of living alone is that you don't have to worry about noise. For instance, you can wake up early to loud music on the radio. Then when you are making breakfast, you don't have to be careful about banging dishes or running water. When you come home after school or work, you can turn on the TV. You can even go to sleep with the stereo still on if you prefer. No one will ask you to be quiet.

The Parts of an Essay: The Body–Practice

Page 10

Now you can write body paragraphs too. Refer to the support sentences of your paragraph about the benefits of living with others (page 4). You may look at the models to help you introduce examples.

1. Write the first body paragraph of your essay on another piece of paper. You can use the following phrases to introduce your first point.

First,	First of all,	One benefit/advantage

2. Before you give your paragraph to your teacher, ask a classmate to identify these elements of your paragraph.

- Topic sentence
- Support sentences
- Closing sentence

3. Write the rest of your body paragraphs when your teacher asks you to proceed. You can use the following phrases to introduce your second and third points.

Second,	Another benefit/advantage,	
Third,	In addition,	Most important,

The Parts of an Essay: The Conclusion

Page 11

The final paragraph of an essay is called the conclusion. This paragraph briefly repeats the main ideas of your paragraph and signals to the reader that your message is complete.

Read the concluding paragraph of the model essay again.

> Many people argue that staying with family or friends is a better way to live, especially for young people. Certainly there are some comforts in having others to live with, but there are also some advantages to living on your own. Having your own apartment means you can be messy, be noisy, and keep you privacy.

The paragraph begins with some general statements about the topic of living alone. However, the sentences lead to restating the thesis and the supporting details. "Restate" means to say the same idea again with different words.

1. Circle the phrase that restates the thesis statement.
2. Underline the sentence that repeats the supporting details from the body of the essay.

It's your turn!

3. Now write your concluding paragraph.

CAUTION! Don't include any new ideas in your conclusion!

Before you give your concluding paragraph to your teacher, show a classmate where your thesis statement and supporting details are stated again with different words.

The Parts of an Essay: Putting It All Together

Page 12

Finally, it's time to put your paragraphs all together! Rewrite your introduction, body, and concluding paragraph together to make a complete essay. Please remember to indent each paragraph.

Congratulations on completing your essay!

Survival Questions/Survival English:

For Speakers of English as a Second or Other Language

by Jodi Decker

Reproducible for classroom use only

Introduction

The 1998 Scholarship for Innovation was a grant sponsored by the Mountain Plains Adult Education Association (MPAEA). The purpose of the MPAEA's Scholarship for Innovation is to foster innovative approaches to adult education and develop new models which have potential for replication in other adult and continuing education programs in the Mountain Plains area. Recipients of the grant are selected on the basis of meeting the criteria as outlined in the grant proposal.

The premise of *Survival Questions, Survival English: For Speakers of English as a Second or Other Language* is to provide reproducible masters and accompanying teaching tips for classroom utilization. The thematic element is very simple: to teach the essential question words needed to meet basic survival needs in a new culture. This includes comprehending questions, asking questions, and providing appropriate responses. This involves many language functions, including listening, speaking, reading, and writing, as well as the attending language components of grammar, pronunciation, conversation, and social context or usage.

The materials are primarily for lower-level ESOL classes. Each teacher can assess whether the materials are appropriate for introductory, practice, or review purposes, depending upon the particular situation. In addition, since levels, programs, and contexts vary widely, terms such as *beginning*, *intermediate*, and *advanced* are merely suggested and not prescriptive. Gaps in learning can exist at all levels; review and reinforcement are always essential.

The following materials do not replace existing curriculum, but they may be used as stand-alone discrete lessons or integrated into existing targeted language lessons. This provides flexibility for the teacher. The materials can be correlated with ESOL state standards for teaching survival English. In addition, where appropriate, the materials can be adapted to target students residing in the eight-state Mountain Plains region. This provides for some geographic customization, recognition and familiarity, relevance, and fun for the teachers and students alike. It can lead to extension activities that aren't as easily generated by mass-produced generic textbooks for global audiences.

This approach has been piloted in my classroom for two years. It has been well-received by the students and has produced demonstrable results in comprehension and production. There is a constant repetition for reinforcement, along with the introduction of new, targeted verb forms and vocabulary. Whether the teacher chooses to utilize translation or not is at the discretion of that teacher's philosophy. I have found that my students translate whether or not any clues–visual or verbal–are provided for them.

Why reproducible? Teachers may be unaware of copyright regulations and unintentionally over-utilize copying of existing published materials. They may not have the time to create teacher-generated materials. Open-entry, open-exit classrooms often dictate a "drive through" approach to

teaching and learning. Students may only grace our classrooms temporarily. This is a tool that can quickly be put in students' hands.

On the other hand, if we are fortunate to have them for a consistent and reliable amount of time, these lessons provide them with the opportunity to build upon previously learned material while learning something new. Students with competing interests outside the classroom can benefit from take-home materials to practice and study at home. Unless students purchase their own materials, they cannot write in them. Teachers may lack enough or adequate resources to provide textbooks to each student in the room. Oftentimes materials are plentiful but dated. The following materials are intended to be updated frequently and easily, as a timely document. This might include considerations such as geographic diversity, cultural considerations, and contextual situations (e.g., workplace students, family literacy, citizenship-bound, pre-GED/GED bound, college students, and/or correctional education students). Teachers are absolutely encouraged to adapt the vocabulary and context of questions dependent upon their environment.

Do not forget that students themselves will come up with great ideas for lesson plans. For example, a student recently asked how to order pizza over the phone, a very relevant and timely activity. What a perfect opportunity to review how to ask and answer the appropriate questions needed to order dinner! As always, student-directed learning can produce some of the best and most interesting lessons for teachers and students alike.

The format for the lessons is simple and repetitive. Teachers are busy people. Each lesson will begin with the question word on one page. This can be reproduced for classroom display, or made into an overhead transparency. Following this will be the question word with dictionary usage and some sample usage questions for varying contexts. This may or may not be reproduced for the students, depending on their level and the teacher's discretion. Please note that not all dictionary definitions are given. Only the simplest forms relevant to interrogatives are given. Teachers may expand activities to include other contexts and definitions as appropriate.

The next section includes specific questions to be reproduced, modeled, and practiced with students, in overhead or handout format. Suggested levels are given, but again, these are intended as guidelines and are not prescriptive. In the later lessons, questions are not divided by level because the focus becomes narrower or only one tense is used.

Finally, teachers' notes and extension activities are provided to use with the questions to encourage a variety of listening, speaking, reading, and writing activities. Teachers are encouraged to come up with their own variations and techniques for their unique situations. Many of these ideas were culled from years of teaching, and many were "borrowed" from conferences and other resources. Attribution is given where sources are known.

Biography

Jodi Decker has her master's degree in adult and higher education. She has written ESOL curricula for the Rio Salado Adult Education Program. A classroom teacher for 18 years, she has presented at national, state, and local conferences. She has been published in numerous state professional publications. She is a committed enthusiast for professional continuing education and has been a longtime member and past president of the Arizona Association for Lifelong Learning, a Mountain Plains member, and an American Association for Adult Continuing Education Association member. In 1992 she was awarded the State Superintendent of Public Schools' Outstanding Adult Educator Award.

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What?

What?

- To name vocabulary items: What is it? What is that? What are these? What are those?
- To ask and answer personal survival information: What is your name? What is your address? What is your phone number?
- To repeat or identify something not clearly heard or understood: What? What did you say? What was that?
- To ask about action, activities and identification: What are you doing? What do you do? What is he/she?
- To express surprise: What?! No food?
- To express additional possibilities: Is it hot, cold, or what?
- To obtain information: What time is it? What day is it? What is the answer?
- To greet someone (idiomatic): What's up? What's new? What's going on?
- To express possibility: What if . . . ?

Level I-Beginning

1. What is your name?
2. What is your first name?
3. What is your middle name?
4. What is your last name?
5. What is your age?
6. What is your birthday?
7. What is your birth date?
8. What is your address?
9. What is your zip code?
10. What is your telephone number?
11. What is your social security number?
12. What is your marital status?
13. What language(s) do you speak?
14. What do you do?
15. What are you doing?
16. What is it?
17. What is this?
18. What is that?
19. What are these?
20. What are those?
21. What time is it?
22. What day is it?
23. What month is it?
24. What season is it?
25. What year is it?
26. What am I?
27. What are you?
28. What is he?
29. What is she?
30. What are they?
31. What do I do every day?
32. What do I do as an occupation?
33. What do you do every day?
34. What do you do as an occupation?
35. What does he do every day?
36. What does he do as an occupation?
37. What does she do every day?
38. What does she do as an occupation?
39. What do we do every day?
40. What do we do as an occupation?
41. What am I doing?
42. What are they doing?
43. What are you doing?
44. What is he doing?
45. What is she doing?
46. What are we doing?
47. What are you doing?
48. What is the question?
49. What number is it?
50. What color is it?
51. What size is it?
52. What do you need?
53. What do you want?
54. What does he have?
55. What does he need?
56. What does he want?
57. What does she have?

58. What does she need?
59. What does she want?
60. What does it have?
61. What does it need?
62. What does it want?
63. What do we have?
64. What does it mean?
65. What city are you from?
66. What state are you from?
67. What country are you from?
68. What do they want?
69. What part of the body is this?
70. What does it mean?
71. What city are you from?
72. What state are you from?
73. What country are you from?

Teacher's Notes: Level I–Beginning

Methodology: Model each of the survival questions to the students. You may choose several per day, depending on your lesson and goals. Model the questions and then model appropriate responses. Using a chain drill, repeat the same question around the room, as students answer appropriately. Depending upon the literacy levels of the students, have students answer the question or questions in writing, using the handout. Model the appropriate way to write the answer. Circulate around the room and assist students with their written work.

As students progress on a question or series of questions (amount of time will vary dependent upon the class times and proficiency), put them in a paired activity. Students practice asking and answering each question. Circulate between pairs to checking for accuracy.

When students have demonstrated proficiency with the pairs activities, you may wish to put students in triads. Introduce the pronouns *his* and *her*. With the appropriate survival questions, have students substitute the correct pronoun: "What's your name?" = "What's <u>her</u> name?" "What's <u>his</u> name?" etc. When you have a triad that has done this well, have them demonstrate to the rest of the class.

Finally, put the students in quads. Repeat the previous activities, but model and add the pronoun *their* with the correct answer. "What's your age?" = "What are <u>their</u> ages?" Demonstrate the use of the plural for two people: names, ages, telephone numbers, birthdays, etc. Model the difference between <u>is</u> (my, your, her, his) and <u>are</u> (our, their) name(s).

<u>Grammatical Notes:</u>

A. Demonstrate the use of the contraction: "What is your name?" = "<u>What's</u> your name?" Have them practice all of the questions with *what is*, then change over to *what's*. Students may also rewrite questions in the contracted form.

B. Demonstrate the differences between *it*, *this*, *that*, *these*, and *those*. See extension activities for some specific activities.

C. Explain and demonstrate the auxiliary verb *do* as simply as possible. Show how it is action-based. Introduce the verb forms *do* and *does*. Depending upon student understanding, substitute *does* where appropriate. "What language do you speak?" = "What language does he speak?" Have students practice these verb forms in their paired, triad, and quad activities, utilizing the pronouns *I*, *you*, *he*, *she*, *we*, and they, with the appropriate forms of *do* and *does*. Demonstrate the verb form *-s* with *he* and *she* in present tense. "I speak Spanish" = "She speaks Spanish." You will need to repeat this with each new verb that is introduced. Depending on student understanding, explain simple present tense.

D. Explain and demonstrate the present participle verb form *-ing*. "What are you doing?" This is for now. Depending on student understanding, explain present progressive tense. Compare and contrast with simple present tense. Model how the *-ing* in the question does with an *-ing* answer. "What are you doing?" = "I am eating." Substitute many common verbs that you have already introduced through alternative lessons or materials, or introduce sample verbs as you introduce these questions. Many of these can be modeled with a charades-type activity.

E. Model alternate ways of understanding and answering questions: "What are you?" "What is he?" "What is she?" etc. depending upon the context. Introduce many vocabulary words as appropriate: I am American. She is a woman. He is the boss. You are a mother. We are students. They are monsters. You can also play "What's My Line?" with jobs.

F. Model alternate ways of understanding and answering questions: "What do you do? What does he do?" etc. Demonstrate use of simple present tense responses with a variety of verbs: I go to school everyday. She reads the newspaper. Demonstrate the use of this question in the context of occupations, too: We are maids. They are drivers. Give contextual clues and have students answer questions both ways. Practice orally and in writing. See extension activities for extra ideas.

G. Explain the similarity between questions: "What is the matter?" "What is wrong?" "What is the problem?" Provide reasonable responses. Have students practice in pairs. This activity leads itself to some role playing activities.

H. Verb substitution: "What do you have?" Change *do* to *does* + *he/she/it*. Demonstrate the use of *has* in third person present tense. He has a book. She has a watch. It has a bone. Repeat with *need* and *want*. Students respond orally and in writing. Add verbs that have already been learned, or introduce as new: What do you like? What do you hate? What do you eat? What do you drink? etc.

I. Teach the expression: "What does it mean?" Encourage students to use this phrase early on and throughout the class, in addition to: "I don't understand." These are both useful as new vocabulary and concepts are introduced, providing the teacher with needed feedback.

J. As students become proficient with all of the basic questions, or where the opportunity is appropriate, introduce the negative forms with the appropriate questions: "I don't have a telephone number." "I don't know the answer." "I don't have a problem." Depending upon the proficiency of the class, you might introduce the word *anything*: "I don't have anything." "I don't need anything." "I don't want anything." Substitute *he/she/it doesn't* as appropriate. Practice responses with *am not, isn't, aren't*. Write answers in the negative form.

K. It is essential to develop a magazine picture file. This is an inexpensive and readily available resource. Try to have a mix of multicultural images. *People* magazine is a good resource for photos. Many of the celebrity faces are familiar to students, and the advertisements feature individuals in a variety of situations and actions. Use the picture file for questions such as: "What do you do?" (simple present tense) and "What are you doing?" (present progressive). Change pronouns depending on the pictures. As students become proficient, pass pictures around the room. Have them practice asking and answering questions in pairs and groups. Switch pictures to keep an activity going. Bring in sports magazines and women's magazines to provide interest and appeal to both men and women in the class. For eliciting responses relevant to occupations, bring in pictures of people in a variety of careers. Teacher supply stores often sell these, too.

Teacher Extension Activities: Level I–Beginning

A. For **basic survival questions** (name, address, phone, etc.), bring in a variety of forms for students to fill out: registrations, applications, library card, video store, social security cards, bank forms, etc.

B. **Vocabulary identification activities:** Bring in a variety of "realia" shoe boxes filled with common household items. Model and ask: "What is it?" "What is this?" "What is that?" "What are these?" "What are those?" answering with the correct vocabulary and demonstrative pronouns. First identify and list all of the vocabulary and demonstrative pronouns on the board or overhead. As students become proficient, "test" them by holding up the object and having them write the name down on paper. Pass objects out, and have students practice asking each other the various questions, depending on the number of objects. Switch items around the room to keep the activity going. Sample items might be a medical box (Band Aids, aspirin, tweezers, deodorant, cold medicine, etc.) or a kitchen implements box (silverware, wire whisk, spatula, peeler, etc.). For more advanced levels, bring in unique items likely to stump them.

   Another variation on this is to blindfold students and have them sniff a common scent: vanilla, cinnamon, lemon, etc. See if they can identify the scent, as their partner asks them: "What is it?" You will probably need to review the names of the scents first. You can also place very common items (ball, pencil, paper) in a paper bag and practice the same activity in pairs, as students "feel" the answer and respond.

C. Pictonary-type games can be played, where students are either given vocabulary words or asked to come up with their own, and draw the appropriate object. Students ask, "What is it?" "What is this?" "What is that?" "What are these?" "What are those?" players respond to the questions with the names of the items, and over time, as vocabulary is woven throughout the curriculum, you can continually reinforce these questions as you do various topic areas (such as food, clothing, and furniture) using pictures from newspaper ads or catalogs.

D. For practicing "What time is it?", bring in a clock face, several small alarm clocks, or a time bingo game. Time bingo games can be readily purchased at teacher supply stores. Teach five-, 15-, 30-, and 45-minute increments. Teach *until* and *after*. Expand on the activity and ask additional questions such as, "What time is class?" "What time do you work?" "What time do you eat?" and "What time do you sleep?"

E. **Days of the week, the month, the year,** etc., can be taught with large desk-size calendars. Bring in multiple free "sample" calendars provided by card stores. Practice: "What day is it?" "What month is it?" "What year is it?" Explain the difference between cardinal (counting) and ordinal (1st, 2nd, etc.) numbers. Practice all the dates on the calendar with the ordinal numbers. Practice all kinds of significant dates with: "What day is your birthday?" "What day is your anniversary?" "What day is Christmas?" Change to plural: "What days do you work?" "What days do you go to school?" Change pronouns to ask about other people.

F. **Flash cards** are readily available in teacher supply stores or can be easily made. Use for such drills as, "What number is it?" and "What color is it?" Crayons, balloons, or colored markers can be used for colors.

G. Bring in fast-food drink cups in sizes small, medium, and large. Bring in t-shirts in sizes small, medium, large, and extra-large. Bring in household objects or empty cereal or pizza boxes in sizes small, medium, and large. Practice with the question, "What size is it?" Expand with various verbs as appropriate: "What size do you have?" "What size do you need?" "What size do you want?"

H. Role play various situations where students would need help or assistance with information or directions. Practice with the questions, "What is the problem?" "What is wrong?" "What is the matter?" Have students act out scenarios in front of the class as appropriate. Also role play common medical complaints, too.

I. Using the same realia items in the shoe boxes, or with additional objects, pass a variety of items around the room. As students: "What do you have?" "What do you need?" "What do you want?" Students provide appropriate responses. Ask and answer in pairs or groups. Another variation on this is to pass around plastic (or real) fruits and vegetables. Ask same questions, but add, "What do you like?" "What do you eat?" "What do you cook?" Change pronouns and verbs.

J. For teaching **body parts,** most teacher supply stores sell posters with basic body parts. Students may serve as models as appropriate. Do together as group, or call students up individually to "test."

K. Review common expressions that the students are already familiar with. Then practice asking: "What does it mean?" Have them explain in English, "It means . . . .," or translate as you feel appropriate, depending upon your philosophy or the mix of language groups in your class. You can turn the tables on the students and have them say a phrase in their language, then ask them, "What does it mean?", and students must explain in English. You can find common street signs and office signs such as "One-Way Street" or "Private" in most teacher supply stores. Drill on the various street signs and office signs and their meaning.

L. **The *Yellow Pages*** from the telephone book are a great and inexpensive resource for question practice, and serve a practical purpose. Have students look up specific businesses. Practice asking and answering, "What's the telephone number?" "What's the name of the business?" "What time are they open?" "What's the address?" etc. You will use this activity for all the other questions and build on this simple premise. You might also want to clip ads and keep a file on hand.

M. **Dialogues** lend themselves to basic survival questions. Create your own simple dialogues of situations where people must provide basic information about themselves, or have students come up with some. Practice in pairs.

N. **Question strips** can be cut from each of the handouts. Have students draw them from a hat and ask another student in the room to practice with them.

O. Play **charades** by having students choose a verb and act it out in front of the class. The student asks, "What am I doing?" and other students respond (from *A Practical Manual for Teaching Adults*, 1975).

Level II-Intermediate

1. What did I do?
2. What did you do?
3. What did he do?
4. What did she do?
5. What did it do?
6. What did we do?
7. What did they do?
8. What am I going to do?
9. What will I do?
10. What are you going to do?
11. What will you do?
12. What is he going to do?
13. What will he do?
14. What is she going to do?
15. What will she do?
16. What is it doing to do?
17. What will it do?
18. What are we going to do?
19. What will we do?
20. What are they going to do?
21. What will they do?
22. What was I doing?
23. What were you doing?
24. What was he doing?
25. What was she doing?
26. What was it doing?
27. What were we doing?
28. What were they doing?
29. What was it?
30. What was that?
31. What time was it?
32. What time is it going to be?
33. What time will it be?
34. What day was it?
35. What month was it?
36. What year was it?
37. What day is it going to be?
38. What day will it be?
39. What month is it going to be?
40. What month will it be?
41. What year is it going to be?
42. What year will it be?
43. What was the question?
44. What was the answer?
45. What is the question going to be?
46. What will the question be?
47. What is the answer going to be?
48. What will the answer be?
49. What number is it?
50. What color was it?
51. What size was it?
52. What number is it going to be?
53. What number will it be?
54. What color is it going to be?
55. What color will it be?
56. What size is it going to be?
57. What size will it be?
58. What was the matter?
59. What was the problem?
60. What was wrong?
61. What did I hear?
62. What did I need?
63. What did I want?

64. What did you have?

65. What did you want?

66. What did he have?

67. What did he need?

68. What did he want?

69. What did she have?

70. What did she need?

71. What did she want?

72. What did it have?

73. What did it need?

74. What did it want?

75. What did we have?

76. What did we need?

77. What did we want?

78. What did they have?

79. What did they need?

80. What did they want?

81. What am I going to have?

82. What will I have?

83. What am I going to need?

84. What will I need?

85. What am I going to want?

86. What will I want?

87. What are you going to have?

88. What will you have?

89. What are you going to need?

90. What will you need?

91. What are you going to want?

92. What will you want?

93. What is he going to have?

94. What will he have?

95. What is he going to need?

96. What will he need?

97. What is he going to want?

98. What will he want?

99. What is she going to have?

100. What will she have?

101. What is she going to need?

102. What will she need?

103. What is she going to want?

104. What will she want?

105. What is it going to have?

106. What will it have?

107. What is it going to need?

108. What will it need?

109. What is it going to want?

110. What will it want?

111. What are we going to have?

112. What will we have?

113. What are we going to need?

114. What will we need?

115. What are we going to want?

116. What will we want?

117. What are they going to have?

118. What will they have?

119. What are they going to need?

120 What will they need?

121. What are they going to want?

122. What will they want?

123. What did it mean

Teacher's Notes: Level II–Intermediate

Grammatical Notes:

A. Introduce the **simple past tense** using *did*. Drill on past tense verbs, using your magazine file as a resource.

B. Introduce the **simple future tense**, *going to* and *will*. You can teach them together or separately. Use the same verbs as for past tense until you feel comfortable expanding the verb list with both tenses.

As proficiency increases with both past and future tenses, continue to intersperse the present tense questions for listening and comprehension practice.

C. Introduce **past progressive tense.** Reinforce that *-ing* questions have *-ing* answers. "What are you doing?" = "I was eating." Review all previous verbs; introduce new ones as appropriate.

D. Provide some contextual clues for questions such as: "What was it?" "What was that?" You could show objects and take them away, or explain that these questions are sometimes used for what we hear. See extension activities.

E. Provide contextual clues with questions: "What day (month, year) was it?" You may refer to specific time markers, such as, "What day was it yesterday?" You may also refer to events students have mentioned: holidays, birthdays, doctor's appointments, parties, etc. Do the same with the future tense questions.

F. Provide some contextual clues for "What was the question/answer?" "What is the question/answer going to be?" "What will the question/answer be?" Examples might be driver's exams, citizenship tests, English tests, or questions used to elicit repetition of something not understood.

G. Provide some contextual clues for "What was the matter?" "What was the problem?" "What was wrong?" Students need to respond with past tense verbs: "I was sick." "She was lost." "They were thirsty."

H. Provide some contextual clues for: "What did you have?" "What will you have?" Some examples might be describing illnesses, describing what one ate/will eat, or naming specific vocabulary items: "I had a cold." "I will have a steak." "I had $10." Provide appropriate contextual clues as you change the verbs.

I. Review the question, "What does it mean?" Practice: "What did it mean?" Provide appropriate responses with present/past tense verbs *mean*, and *meant*.

J. Practice **negative** answers where appropriate: *am not, isn't, aren't, wasn't, weren't, didn't, won't.* Write answers in the negative.

Teacher Extension Activities: Level II–Intermediate

Adapt any of the extension activities from Level I to Level II questions, changing the verb tense and adding new verbs as appropriate.

A. Use a **tape recorder** to tape various common sounds: a car, a baby crying, a dog barking, etc. Play the tape for the class and ask questions: "What was it?" "What was that?" Students respond with correct verb tense and vocabulary.

B. Bring in wind-up toys or action toys. Ask: "What is it going to do?" "What will it do?" Students predict appropriate actions. Have the toy or object perform the action.

C. **Realia** items can be shown at the beginning of class and described. At the end of class, name the object, and ask, "What color was it?" "What size was it?" etc.

D. **Role play** common situations: not being understood, losing something, being late, being hot or thirsty, being cold, etc. Use actions that can be done with charades or simple dialogues. Ask students to respond to, "What was the problem?" "What was the matter?" "What was wrong?" Students give appropriate responses using the past tense.

E. **Menus** from local restaurants are a great source of new vocabulary words and practical English. Review all vocabulary words and practice questions such as, "What did you have?" "What are you going to have?" "What will you have?" Change pronouns. Have students practice together in pairs, triads, and/or quads.

Level III-Advanced

1. What?!
2. What did I say?
3. What did you say?
4. What did he say?
5. What did she say?
6. What did it say?
7. What did we say?
8. What did they say?
9. What did I mean?
10. What did you mean?
11. What did he mean?
12. What did she mean?
13. What did it mean?
14. What did they mean?
15. What was that?
16. What's up?
17. What's new?
18. What's going on?
19. What's happening?
20. What happened?
21. What am I talking about?
22. What are you talking about?
23. What is he talking about?
24. What is she talking about
25. What is it talking about?
26. What are we talking about?
27. What are they talking about?
28. What if…?

Teacher's Notes: Level III–Advanced

Grammatical Notes:

A. Review **past tense, present progressive, and past progressive tenses.**

B. Review **negative** responses. Write negative responses.

C. **Idiomatic Expressions:** Introduce the idiomatic expressions and provide appropriate social contexts for using them for informal communication. Explain that many of these expressions are used to clarify communication, an important skill for ESOL students.

Teacher Extension Activities: Level III–Advanced

A. **Dialogue activities** will be most useful for many of these questions. Bring in textbooks with various conversations in them, or use comic books or comic strips. After students have read and comprehended the dialogues, then you can practice asking the advanced questions about each of the situations. Have students practice the questions in their pairs and triads.

B. **Role play** activities are appropriate for these questions, as well. Have two or three students act out a commonplace situation (at the store, at the school, at work, etc.). Then ask the advanced questions about the observed conversations. Have students practice the questions in their pairs and triads.

C. **Conversation practice** in small groups lends itself to questions such as, “What’s up?” “What’s new?” “What’s going on?” “What’s happening?” Have students practice in small groups, discussing some current events in their lives. The teacher may want to model typical examples.

D. **Use the newspaper** or current periodicals such as *Time* and *Newsweek*. Choose well-publicized events with headlines or photos that the students likely may have heard about. Ask about the current events using the above questions (C). Have students practice in pairs and triads.

E. **Videotapes** of popular television shows and talk shows (or commercial ESOL videos) are an excellent way of listening to dialogues and asking questions about the conversations, context, and comprehension.

F. **Pronunciation activities** are usually very popular at this level. Students know enough English to ask about things they have heard or how to say them. You may want to teach the reductions with the question *what*. For example, “What are you doing?” = “Whatcha doin’?” “What’s that”? = “Whassat?” “What did you do? = Whadja do?” It’s not important that students pronounce expressions in this manner, but it is helpful if they can understand them. Explain that this is for speaking purposes, only, not for written work. Use this with all the questions.

G. Play a game of “What if?” Provide students with various realistic or fantasy situations. Ask “What if?” questions and have students respond as appropriate. Examples: “What if you lost your job?” “What if you won a million dollars?” “What if you saw a mouse?” Introduce the auxiliary verb *would*, as in, “I would get a new job.” “I would travel.” “I would scream.”

H. **Intonation exercises** are appropriate for practicing: *“What?!”* Variations may include whispering or speaking softly so students have to say the word correctly, or stating surprising or shocking news that would lend itself to this expression. Make sure facial expressions and gestures match the emotional tone.

I. **What happened?** Read stories or newspaper accounts to the class, or have students read aloud or silently. Ask students what happened, and have students summarize the events or chronology.

J. Have students **write five (5) “what” questions** as a review. Practice asking and answering with a partner. This should be done often to reinforce students generating their own practice questions. Correct grammar and pronunciation as appropriate.

K. **Scramble** questions and have students rearrange them in correct word order.

L. **Tense review:** Provide question words; have students ask questions in past, present, and future tenses.

Where?

Where?

- To identify location: Where is Utah?
- To identify directions: Where is the restroom?
- To identify position: Where is the book?

Level I–Beginning

1. Where am I from?
2. Where are you from?
3. Where is he from?
4. Where is she from?
5. Where is it from?
6. Where are we from?
7. Where are they from?
8. Where was I born?
9. Where were you born?
10. Where was he born?
11. Where was she born?
12. Where was it born?
13. Where were we born?
14. Where were they born?
15. Where do I live?
16. Where do you live?
17. Where does he live?
18. Where does she live?
19. Where does it live?
20. Where do we live?
21. Where do they live?
22. Where do I work?
23. Where do you work?
24. Where does he work?
25. Where does she work?
26. Where do we work?
27. Where do they work?
28. Where is the restroom?
29. Where is the drinking fountain?
30. Where is the office?
31. Where is the class?
32. Where is the manager?
33. Where is the entrance?
34. Where is the exit?
35. Where is your house?
36. Where is the store?
37. Where is the bank?
38. Where is the school?
39. Where is the park?
40. Where is the post office?
41. Where is the church?
42. Where is the book?
43. Where is the table?
44. Where is the pencil?
45. Where are you?
46. Where is he?
47. Where is she?
48. Where is it?
49. Where are we?
50. Where are they?
51. Where am I going?
52. Where are you going?
53. Where is he going?
54. Where is she going?
55. Where is it going?
56. Where are we going?
57. Where are they going?

Teacher's Notes: Level I–Beginning

Grammatical Notes:

A. Review the past tense of *to be*: **was/were**. Drill on correct pronoun and verb agreement for questions regarding birth place.

B. Review **negative** forms. Write negative responses.

C. Provide context clues for questions such as, "Where do you live?" Practice answering in terms of address, name of city, state, country, or prepositional location: "I live at 721 W. Maple Ave." "I live in Salt Lake City." "I live in Utah." "I live in the United States." "I live on 1st Street and Maple."

D. Introduce **prepositions**: *in, on, under, beside, next to, above, over, between, near, out, up, down,* etc. Practice in relation to directional questions.

E. Introduce **directional words**: *north, south, east, west, left, right, straight,* etc. Practice in relation to providing directions.

F. Review **present progressive tense**, *-ing* with: "Where are you going? I'm going to school."

G. Practice the contraction for "where is" = "where's" for the appropriate questions.

Teacher's Extension Activities: Level I–Beginning

A. **Map activities** are most appropriate for this question word. Bring in world atlases, U.S. maps, state maps, city maps, and building maps. Utilize in relation to questions regarding location and direction. Students enjoy learning about geography. Have them locate and identify significant cities or locales in your state. Have students give directions to other cities from your site, using the terms *north, south, east,* and *west*. As time permits, you might want to do a unit on names of the U.S. states, as well as identifying locations of various countries of the world.

B. **Drawing maps** from the school to the student's house is another means of practicing giving directions. Have students use the words *left, right,* and *straight,* and then identify whether their house is on the corner, across from the school, next to the park, between the brown house and the white house, etc. Students should name streets and home address.

C. **Realia** works well for teaching prepositions. Bring in objects, small dolls or action figures, etc. Demonstrate where the items are in relation to each other, yourself, or a fixed object in the room. Have students practice in pairs or triads.

D. Use your **magazine file** or **postcards** to provide photos of various places. *National Geographic* would be a good source. Utilize pictures for questions about birthplace, country, and destination. Also utilize pictures of common locations such as grocery stores, banks, etc.

E. Utilize the ***Yellow Pages* ads** to look up destinations and tell where they are (address, city, and major cross streets).

F. **Body parts** can be reviewed in this section. Instead of asking "What part of the body is this?", ask the students "Where is your . . . .?" Students demonstrate the correct answer and can also practice this activity in pairs.

G. **Use question strips** to practice the "where" questions. For variety, intersperse the *what* questions for review.

H. **Play U.S.A. bingo.** This game is easily obtained at most teaching stores.

Level II–Intermediate

1. Where did I live?
2. Where did I work?
3. Where did you live?
4. Where did you work?
5. Where did he live?
6. Where did he work?
7. Where did she live?
8. Where did she work?
9. Where did it live?
10. Where did it work?
11. Where did we live?
12. Where did we work?
13. Where did they live?
14. Where did they work?
15. Where am I going to live?
16. Where am I going to work?
17. Where will I live?
18. Where will I work?
19. Where are you going to live?
20. Where are you going to work?
21. Where will you live?
22. Where will you work?
23. Where is he going to live?
24. Where is he going to work?
25. Where will he live?
26. Where will he work?
27. Where is she going live?
28. Where is she going to work?
29. Where will she live?
30. Where will she work?
31. Where are we going to live?
32. Where are we going to work?
33. Where will we live?
34. Where will we work?
35. Where are they going to live?
36. Where are they going to work?
37. Where will they live?
38. Where will they work?
39. Where was I?
40. Where were you?
41. Where was he?
42. Where was she?
43. Where was it?
44. Where were they?
45. Where am I going to be?
46. Where will I be?
47. Where are you going to be?
48. Where will you be?
49. Where is he going to be?
50. Where will he be?
51. Where is she going to be?
52. Where will she be?
53. Where is it going to be?
54. Where will it be?
55. Where are we going to be?
56. Where will we be?
57. Where are they going to be?
58. Where will they be?
59. Where was I going?
60. Where were you going?
61. Where was he going?
62. Where was she going?
63. Where was it going?
64. Where were they going?

Teacher's Notes: Level II–Intermediate

Grammatical Notes:

A. Review **simple past tense, simple future tense** with the verb *to be.*

B. Review **negative** responses: *didn't, am not, isn't, aren't, won't*. Write negative responses.

Teacher's Extension Activities: Level II–Intermediate

Refer to Level I Activities.

Level III–Advanced

1. Where can I get my driver's license?
2. Where can I get my social security card?
3. Where can I get public assistance?
4. Where can I get job assistance?
5. Where can I get training assistance?
6. Where can I get a translator?
7. Where can I study for my GED?
8. Where can I find child care?
9. Where can I get parenting assistance?
10. Where can I get information on . . . ?
11. Where can I get directions to . . . ?
12. Where can I catch the bus?
13. Where can I practice my English?
14. Where can I find a pay phone?
15. Where can I find a restroom?
16. Where can I buy . . .?
17. Where can I find the manager?
18. Where can I find the boss?
19. Where can I find the principal?
20. Where can I find the teacher?
21. Where can I learn to read?
22. Where can I get social security card?
23. Where can I get the answer to. . ?

Teacher's Notes: Level III–Advanced

Grammatical Notes:

A. Explain or translate the auxiliary verb *can*. This will come up in a later lesson. Practice responses with *can't*: "I can't catch the bus at night."

Teacher Extension Activities: Level III–Advanced

The premise of the advanced level questions is more than just understanding, answering, and asking questions. It is to help students learn about obtaining information and where to access it.

A. **Reference materials** are an excellent resource for this lesson. Bring in your phone books, dictionaries, encyclopedias, information and referral guides, newspapers, store catalogs, or other relevant print material. Practice with the provided questions, or come up with your own appropriate variations. Not only must students give appropriate responses, but they should be able to tell "where" they got that answer.

B. **Computer-assisted instruction** is another resource for accessing information. If you have Internet access, show students how to look things up on the Internet or to utilize existing software to find answers to questions likely to be found there.

C. **Guest speakers** from various social service agencies are an excellent resource to integrate at this level and topic. Speakers can also be utilized for this, with even the beginning levels of classes. If possible, encourage students to ask the speakers questions in English.

D. **Dialogues** can be practiced where students ask the provided questions and then have to repeat back the information they are given.

E. **Write five (5) "where" questions.** Ask and answer between partners.

Who?

Who?

- To identify one person: Who is it? Who are you? Who is your mother?
- To identify a person from another person or group: Who's who?

Level I–Beginning

1. Who am I?
2. Who are you?
3. Who is he?
4. Who is she?
5. Who is it?
6. Who are we?
7. Who are they?
8. Who is your mother?
9. Who is your father?
10. Who are your parents?
11. Who is your sister?
12. Who is your brother?
13. Who are your sisters?
14. Who are your brothers?
15. Who are your daughters?
16. Who is your daughter?
17. Who are your sons?
18. Who is your son?
19. Who is your child?
20. Who are your children?
21. Who is your wife?
22. Who is your husband?
23. Who is your cousin?
24. Who are your cousins?
25. Who is your niece?
26. Who are your nieces?
27. Who is your nephew?
28. Who are your nephews?
29. Who is your grandmother?
30. Who is your grandfather?
31. Who are your grandparents?
32. Who is your mother-in-?
33. Who is your father-in-law?
34. Who is your sister-in-law?
35. Who are your sisters-in-law?
36. Who is your brother-in-law?
37. Who are your brothers-in-law?
38. Who is your friend?
39. Who are your friends?
40. Who is your neighbor?
41. Who are your neighbors?
42. Who is the teacher?
43. Who is this?
44. Who is that?
45. Who is your boss?
46. Who is your doctor?
47. Who is your aunt?
48. Who are your aunts?
49. Who is your uncle?
50. Who are your uncles?
51. Who is your girlfriend?
52. Who is your boyfriend?

Teacher's Notes: Level I–Beginning

Grammatical Notes:

A. Students often confuse the two questions "Who?" and "How?" Besides continual reinforcement, provide students with visual or physical cues when asking these questions.

B. With the question, "Who is it?" It might be appropriate to explain that although *it* is usually not used to identify people, in a situation where students don't know if someone is a man or a woman, or which man or woman it is (on the phone, etc.), we use the pronoun *it.*

C. Review the contracted form after students are comfortable with all the questions: "who is?" = "who's?" Write the contracted form.

D. Teach the expressions "I don't have one" or "I don't have any," as appropriate, for students to answer questions when they don't have that person or persons in their lives. Practice responses with *isn't/aren't*.

Teacher Extension Activities: Level I–Beginning

A. **Vocabulary development** is essential to this lesson. Explain or translate the names of various family members and acquaintances. "Who is he?" and "Who is she?" Are good questions to introduce **occupations.**

B. **Photo albums** and your **magazine file** are obvious and fun tools to use with this lesson. Ask students to bring in photos of their families. They enjoy using this activity to share with one another about their families. Put students in pairs, triads, and quads to practice. **Newspapers** and **popular tabloids** or magazines contain photos of recognizable people. Students enjoy answering questions about identifying the President, famous movie stars, heroes, and sports figures. You may also use famous historical figures if they are people that your students are likely to recognize. Do this activity as a group, in addition to passing out pictures to students in pairs, triads, and/or quads to practice.

C. Use **question strips** for practice, integrating "what" and "where" questions.

Level II – Intermediate

1. Who is her mother?
2. Who is his mother?
3. Who is their mother?
4. Who is her father?
5. Who is his father?
6. Who is their father?
7. Who are her parents?
8. Who are his parents?
9. Who are their parents?
10. Who is his sister?
11. Who are his sisters?
12. Who is her sister?
13. Who are her sisters?
14. Who is their sister?
15. Who are their sisters?
16. Who is his brother?
17. Who are this brothers?
18. Who is her brother?
19. Who are her brothers?
20. Who is their brother?
21. Who are their brothers?
22. Who is his daughter?
23. Who are his daughters?
24. Who is her daughter?
25. Who are her daughters?
26. Who is their daughter?
27. Who are their daughters?
28. Who is his son?
29. Who are his sons?
30. Who is her son?
31. Who are her sons?
32. Who is their son?
33. Who are their sons?
34. Who is his child?
35. Who are his children?
36. Who is her child?
37. Who are her children?
38. Who is their child?
39. Who are their children?
40. Who is his wife?
41. Who is her husband?
42. Who is his cousin?
43. Who are his cousins?
44. Who is their cousin?
45. Who are their cousins?
46. Who is her cousin?
47. Who are her cousins?
48. Who is his niece?
49. Who are his nieces?
50. Who is her niece?
51. Who are her nieces?
52. Who is their niece?
53. Who are their nieces?
54. Who is his nephew?
55. Who are his nephews?
56. Who is her nephew?
57. Who are her nephews?
58. Who is their nephew?
59. Who are their nephews?
60. Who is his grandfather?
61. Who are his grandfathers?
62. Who is her grandfather?
63. Who are her grandfathers?
64. Who is their grandfather?
65. Who are their grandfathers?
66. Who are his grandparents?
67. Who are her grandparents?
68. Who are their grandparents?
69. Who is his mother-in-law?

70. Who is her mother-in-law?
71. Who is his father-in-law?
72. Who is her father-in-law?
73. Who is his brother-in-law?
74. Who is her brother-in-law?
75. Who is his sister-in-law?
76. Who is her sister-in-law?
77. Who is his friend?
78. Who are his friends?
79. Who is her friend?
80. Who are her friends?
81. Who is their friend?
82. Who are their friends?
83. Who is his neighbor?
84. Who are his neighbors?
85. Who is her neighbor?
86. Who are her neighbors?
87. Who is their neighbor?
88. Who are their neighbors?
89. Who is his teacher?
90. Who is her teacher?
91. Who is their teacher?
92. Who is his boss?
93. Who is her boss?
94. Who is their boss?
95. Who is his aunt?
96. Who are his aunts?
97. Who is her aunt?
98. Who are her aunts?
99. Who is their aunt?
100. Who are their aunts?
101. Who is his uncle?
102. Who are his uncles?
103. Who is her uncle?
104. Who are her uncles?
105. Who is their uncle?
106. Who are their uncles?
107. Who is his girlfriend?
108. Who is her boyfriend?

Teacher's Notes: Level II–Intermediate

Grammatical Notes:

A. Identify and discuss the possessive pronouns: *his, her, their*. You may wish to introduce *my* and *our* as well, but you need to provide context for questions asked with them. In other words, "Who is my/our mother?" Doesn't mean, usually, that we don't know who my/our mother is. It might be used to repeat a question that someone has asked us.

B. Explain the singular/plural use of *child* and *children*. Students will commonly add an *-s* to either form, so repetition and explanation will be ongoing.

C. Review *negative* isn't/aren't. Write negative responses.

Teacher Extension Activities: Level II–Intermediate

A. Create an **occupational unit study** on a variety of common jobs. Identify the vocabulary and description of the jobs. Practice with questions such as "Who is a waitress?" "Who is a truck driver?" "Who is a construction worker?" "Who is a factory worker?" identifying jobs of students within the classroom.

Level III–Advanced

1. Who was at the door?
2. Who was on the phone?
3. Who was here?
4. Who was there?
5. Who is going to be there?
6. Who will be there?
7. Who do I know?
8. Who do I like?
9. Who do I see?
10. Who do I love?
11. Who do I hate?
12. Who did I know?
13. Who did I like?
14. Who did I see?
15. Who did I love?
16. Who did I hate?
17. Who do you know?
18. Who do you like?
19. Who do you see?
20. Who do you love?
21. Who do you hate?
22. Who did you know?
23. Who did you like?
24. Who did you see?
25. Who did you love?
26. Who did you hate?
27. Who do you know?
28. Who do you like?
29. Who do you see?
30. Who do you love?
31. Who do you hate?
32. Who did you know?
33. Who did you like?
34. Who did you see?
35. Who did you love?
36. Who did you hate?
37. Who did he know?
38. Who did he like?
39. Who did he see?
40. Who did he love?
41. Who did he hate?
42. Who does he know?
43. Who does his like?
44. Who does he see?
45. Who does he hate?
46. Who does he love?
47. Who did she know?
48. Who did she like?
49. Who did she see?
50. Who did she love?
51. Who did she hate?
52. Who do we know?
53. Who do we like?
54. Who do we see?
55. Who do we love?
56. Who do we hate?
57. Who did we know?
58. Who did we like?
59. Who did we see?
60. Who did we love?
61. Who did we hate?
62. Who do they know?
63. Who do they like?
64. Who did they see?
65. Who did they love?
66. Who did they hate?

Teacher's Notes: Level III–Advanced

Grammatical Notes:

A. Review **simple past tense** and **simple future tenses**.

B. Introduce or review contractions: ***who's, who'll***. Write contractions.

Teacher Extension Activities: Level III–Advanced

A. **Live television or videotapes** of "family" shows that students may watch or understand is a fun and easy way to ask about family relationships. Ask your students about what they watch. If you have access to TV/video equipment, consider showing parts of these shows to the class.

B. **Who's who?** Show magazine pictures or family photos of groups of people and ask, "Who's who?" to identify each of the people. Another variation is to have students write five (5) adjectives on a piece of paper describing themselves, and pass it in. (Examples: tall, young, male, brown hair, brown eyes.) Other students must guess who's who from the descriptions. You may also have students exchange the papers and identify the other students.

C. **Write five (5) "who" questions.** Ask and answer with a partner.

D. Do **scrambled questions**.

E. Do tense review with question words: past, present, future.

When?

When?

- To name a time: When is class?
- To name a date: When is your birthday?
- To identify two or more events at the same time: When the sun comes up, do you get up?

Level I–Beginning

1. When is my birthday?
2. When is your birthday?
3. When is his birthday?
4. When is her birthday?
5. When is our/their birthday? (twins or plural persons)
6. When was I born?
7. When were you born?
8. When was he born?
9. When was she born?
10. When were we born? (twins or plural persons)
11. When were they born? (twins or plural persons)
12. When is Sunday?
13. When is Monday?
14. When is Tuesday?
15. When is Wednesday?
16. When is Thursday?
17. When is Friday?
18. When is Saturday?
19. When is English class?
20. When is Christmas? (Other American/cultural/ local holidays)
21. When is January?
22. When is February?
23. When is March?
24. When is April?
25. When is May?
26. When is June, July?
27. When is August?
28. When is September?
29. When is October?
30. When is November?
31. When is December?
32. When is breakfast?
33. When is lunch?
34. When is dinner?
35. When do I work?
36. When do I eat?
37. When do I sleep?
38. When do I study?
39. When do you work?
40. When do you eat?
41. When do you sleep?
42. When do you study?
43. When does he work?
44. When does he eat?
45. When does he sleep?
46. When does he study?
47. When does she work?
48. When does she eat?
49. When does she sleep?
50. When does she study?
51. When do we work?
52. When do we eat?
53. When do we sleep?
54. When do we study?
55. When do they work?
56. When do they eat?
57. When do they sleep?
58. When do they study?
59. When is it hot?
60. When is it cold?
61. When is it dark?
62. When is it light?
63. When am I talking?
64. When are you talking?
65. When is he talking?
66. When is she talking?

67. When are we talking? 68. When are they talking?

Teacher's Notes: Level I–Beginning

Grammatical Notes:

A. Review **possessive pronouns**: *my, your, his, her, our, their*.

B. Introduce and practice ***before, after, next*** with days and months.

C. Introduce and practice: **ordinal numbers** for calendar dates.

D. Review **subject-verb agreement** for *was* and *were*.

E. Review **third person singular verb + s**: "She work***s*** at 3:00."

F. Review **present progressive tense**: "I am talking now."

G. **Substitute verbs** for action questions, such as, "When do you sleep?" "When are you talking?" etc.

H. Review **contractions**: When is = when's. Write the contractions.

I. Practice **negative** responses: "It isn't July 4th." "It isn't tomorrow." "It wasn't yesterday." "It's not 4:00." "I don't work at 8:00." "She doesn't eat at 12:00." "They weren't talking." Write negative responses.

Teacher Extension Activities: Level I–Beginning

A. Bring in a **clock face or Time Bingo game** to review telling time. You may purchase Time Bingo at most teaching supply stores.

B. Bring in **calendars** and practice asking and giving dates. Practice in pairs, triads, and/or quads.

C. Bring in **schedules** (bus, television, class registration, etc.) and ask about when something starts. Students practice in pairs, triads, and quads. Use *Yellow Pages* ads to ask about when a business is open.

D. Do **question strips** with *when*; integrate with *what, where* and *who* questions.

Level II–Intermediate

1. When was Sunday?
2. When was Monday?
3. When was Tuesday?
4. When was Wednesday?
5. When was Thursday?
6. When was Friday?
7. When was Saturday?
8. When is it going to be/will it be Sunday?
9. When is it going to be/will it be Monday?
10. When is it going to be/will it be Tuesday?
11. When is it going to be/will it be Wednesday?
12. When is it going to be/will it be Thursday?
13. When is it going to be/will it be Friday?
14. When is it going to be/will it be Saturday?
15. When was English class?
16. When is it going to be/will it be English class?
17. When was Christmas? (other American/ cultural/local holiday)
18. When is it going to be/will it be Christmas? (other American/cultural/ local holiday)
19. When was it January?
20. When was it February?
21. When was it March?
22. When was it April?
23. When was it May?
24. When was it June?
25. When was it July?
26. When was it August?
27. When was it September?
28. When was it October?
29. When was it November?
30. When was it December?
31. When is it going to be January?
32. When is it going to be February?
33. When is it going to be March?
34. When is it going to be April?
35. When is it going to be May?
36. When is it going to be June?
37. When is it going to be July?
38. When is it going to be August?
39. When is it going to be September?
40. When is it going to be October?
41. When is it going to be November?
42. When is it going to be December?
43. When will it be January?
44. When will it be February?
45. When will it be March?
46. When will it be April?
47. When will it be May?
48. When will it be June?
49. When will it be July?
50. When will it be August?
51. When will it be September?
52. When will it be October?
53. When will it be November?
54. When will it be December?
55. When was breakfast?

56. When was lunch?
57. When was dinner?
58. When is it going to be breakfast?
59. When will it be breakfast?
60. When is it going to be lunch?
61. When will it be lunch?
62. When is it going to be dinner?
63. When will it be dinner?
64. When did I work?
65. When did I eat?
66. When did I sleep?
67. When did I study?
68. When did you work?
69. When did you eat?
70. When did you sleep?
71. When did you study?
72. When did he work?
73. When did he eat?
74. When did he sleep?
75. When did he study?
76. When did she work?
77. When did she eat?
78. When did she sleep?
79. When did she study?
80. When did we work?
81. When did we eat?
82. When did we sleep?
83. When did we study?
84. When did they work?
85. When did they eat?
86. When did they sleep?
87. When did they study?
88. When am I going to I work?
89. When am I going to I eat?
90. When am I going to sleep?
91. When am I going to study?
92. When will I go to work?
93. When will I go to eat?
94. When will I go to sleep?
95. When will I go to study?
96. When are you going to work?
97. When are you going to eat?
98. When are you going to sleep?
99. When are you going to study?
100. When will you go to work?
101. When will you go to eat?
102. When will you go to sleep?
103. When will you go to study?
104. When is he going to work?
105. When is he going to eat?
106. When is he going to sleep?
107. When is he going to study?
108. When will he go to work?
109. When will he go to eat?
110. When will he go to sleep?
111. When will he go to study?
112. When is she going to work?
113. When is she going to eat?
114. When is she going to sleep?
115. When is she going to study?
116. When will she go to work?
117. When will she go to eat?
118. When will she go to sleep?
119. When will she go to study?
120. When are we going to work?
121. When are we going to eat?
122. When are we going to sleep?

123. When are we going to study?

124. When will we go to work?

125. When will we go to eat?

126. When will we go to sleep?

127. When will we go to study?

128. When are they going to work?

129. When are they going to eat?

130. When are they going to sleep?

131. When are they going to study?

132. When was it hot?

133. When is it going to be hot?

134. When will it be hot?

135. When was it cold?

136. When is it going to be cold?

137. When will it be cold?

138. When was it dark?

139. When is it going to be dark?

140. When will it be dark?

141. When was it light?

142. When is it going to be light?

143. When will it be light?

144. When was I talking?

145. When am I going to be talking?

146. When will I be talking?

147. When were you talking?

148. When are you going to be talking?

149. When will you be talking?

150. When was he talking?

151. When is he going to be talking?

152. When will he be talking?

153. When was she talking?

154. When is she going to be talking?

155. When will she be talking?

156. When were we talking?

157. When are we going to be talking?

158. When will they be talking?

159. When were they talking?

160. When are we going to Be talking?

161. When will we be talking?

Teacher's Notes: Level II–Intermediate

Grammatical Notes:

A. Review **simple past tense** and **future tenses.**

B. Introduce **past progressive** and **future progressive**: "When was I talking?" "When am I going to be talking?"

Teacher Extension Activities: Level II–Intermediate

Refer to Level I Activities.

Level III–Advanced

1. When the sun comes up, do you get up?
2. When the phone rings, do you answer it?
3. When you mother-in-law talks, do you listen?
4. When English class starts, do you attend?
5. When English class finishes, do you leave?
6. When you hurt, do you call the doctor?
7. When you are tired, do you sleep?
8. When you are hungry, do you eat?
9. When you are thirsty, do you drink?
10. When you are sad, do you cry?
11. When you are happy, do you laugh?
12. When you are nervous, do you sweat?
13. When you are scared, do you scream?
14. When you are angry, do you yell?

Teacher's Notes: Level III–Advanced

Grammatical Notes:

A. Model appropriate responses to questions indicating two events at once.

B. Practice **negative** responses: "I don't get up when the sun comes up." Write negative responses.

C. Change the verb *do* to **did** and ask in the **past** tense. Change the verb as appropriate: "When the sun came up, did you get up?" Do the same with future tense: "When you are tired, will you sleep?"

Teacher Extension Activities: Level III–Advanced

A. Have students brainstorm additional activities that often take place at the same time. Ask and answer other students.

B. **Write five (5) "when" questions.** Ask and answer with a partner.

C. Do **scrambled questions.**

D. Do **tense review** with question words (past, present, and future).

How?

How?

- To explain a way to do something: How do you cook rice?
- To identify numbers and quantity: How tall are you? How much money do you have? How many students are here? How old are you? How long is a foot?
- To explain condition: How are you? How is the weather?
- To explain frequency: How often do you go on vacation?
- To identify a length of time: How long is a week? How long have you lived here?

Level I–Beginning

1. How am I?
2. How are you?
3. How is he?
4. How is she?
5. How is it?
6. How are we?
7. How are they?
8. How do I feel?
9. How do you feel?
10. How does he feel?
11. How does she feel?
12. How do we feel?
13. How do they feel?
14. How is the weather?
15. How is the food?
16. How is the class?
17. How is Utah?
18. How is Arizona?
19. How is New Mexico?
20. How is Colorado?
21. How is Montana?
22. How is Idaho?
23. How is Wyoming?
24. How is Nevada? etc.
25. How old am I?
26. How old are you?
27. How old is he?
28. How old is she?
29. How old is it?
30. How old are they?
31. How old are we?
32. How tall am I?
33. How tall are you?
34. How tall is he?
35. How tall is she?
36. How tall is it?
37. How tall are we?
38. How tall are they?
39. How much do I weigh?
40. How much do you weigh?
41. How much does he weigh?
42. How much does she weigh?
43. How much does it weigh?
44. How much do we weigh?
45. How much do they weigh?
46. How much English do I speak?
47. How much English do you speak?
48. How much English does he speak?
49. How much English does she speak?
50. How much English do we speak?
51. How much English do they speak?
52. How much is it?
53. How much money do I have?
54. How much money do you have?
55. How much money does he have?
56. How much money does she have?
57. How much money do we have?
58. How much money do they have?
59. How many languages do I speak?
60. How many languages do you speak?
61. How many languages does he speak?
62. How many languages does she speak?
63. How many languages do we speak?
64. How many languages do they speak?
65. How many children do I have?
66. How many brothers do I have?

67. How many sisters do I have?

68. How many (other family) do I have?

69. How many children do you have?

70. How many brothers do you have?

71. How many sisters do you have?

72. How many (other f family) do you have?

73. How many children does he have?

74. How many brothers does he have?

75. How many sisters does he have?

76. How many (other family) does he have?

77. How many children does she have?

78. How many brothers does she have?

79. How many sisters does she have?

80. How many (other family) does she have?

81. How many children do we have?

82. How many brothers do we have?

83. How many sisters do we have?

84. How many (other family) do we have?

85. How many children to they have?

86. How many brothers do they have?

87. How many sisters do we have?

88. How many (other family) do you have?

89. How long is a minute?

90. How long is an hour?

91. How long is a day?

92. How long is a week?

93. How long is a month?

94. How long is a year?

95. How long is a century?

96. How long is the classroom?

97. How long is my hair?

98. How long is your hair?

99. How long is his hair?

100. How long is her hair?

101. How long is our hair?

102. How long is their hair?

103. How do I pronounce my name?

104. How do I say my name?

105. How do you pronounce your name?

106. How do you say your name?

107. How does he pronounce his name?

108. How does he say his name?

109. How does she pronounce her name?

110. How does she say her name?

111. How do we pronounce our names?

112. How do we say our names?

113. How do they pronounce their names?

114. How do they say their names?

115. How do I spell my name?

116. How do you spell your name?

117. How does he spell his name?

118. How does she spell her name?

119. How do we spell our names?

120. How do they spell their names?

121. How do I write my name?

122. How do you write your name?

123. How does he write his name?

124. How does she write her name?

125. How do we write our names?

126. How do they write their names.

127. How do I learn English?

128. How do you learn English?

129. How does he learn English?

130. How does she learn English?

131. How do we learn English?

132. How do they learn English?

133. How do I . . . ?

134. How do you . . . ?

135. How does he . . . ?

136. How does she . . .?

137. How does it . . ?

138. How do we . . .?

139. How do they . . .?

140. How many times do you attend English class?

141. How many times do you… ?

Teacher's Notes: Level I–Beginning

Grammatical Notes:

A. Introduce and practice a wide range of **adjectives** relevant to feelings and states of being: *hot, cold, happy, sad, tired, angry, good, bad,* etc.

B. Introduce and practice the difference between ***much* and *many*** with "count" and "non-count" nouns.

C. Explain that ***long*** can refer to repeated activities during a time span. Provide appropriate responses.

D. Explain that ***many times*** refers to repeated activities during a time span. Provide appropriate responses.

E. Practice **negatives**: *don't, doesn't, am not, isn't, aren't*. Write them.

F. Practice the **contraction** for "how is" = "how's." Write it.

Teacher Extension Activities: Level I–Beginning

A. Review the differences between *how* and *who*, which are frequently confused.

B. Play a **how many** game with students. Have students stand and respond to a variety of fun or serious questions: How many students have a dog? How many students like Chinese food? How many students are from Mexico? How many students can dance? How many students speak three languages?

C. Play Money Bingo to practice **how much**. This can be purchased at most teacher supply stores.

D. Bring in clothing ads, food ads, coupons, catalogs, menus, bank statements, recipes, etc. to practice questions with how much.

E. Teach the expression, "How do you say . . . ?" so that students can ask in English how to translate something as needed. Practice with a variety of common expressions.

F. **How to:** Bring in samples of activities that require asking for how to do something. Examples might be bus routes, recipes, forms, medicine labels, maps, graphs, tables, diagrams, work manuals, checks and deposit/withdrawal forms, etc.

G. **Dialogues** are appropriate to practice greetings, introductions, etc., with expressions such as "How are you?" "How do you feel?" Students can write and practice, then role play.

H. For "How do you . . . ?" questions, fill in the blanks with appropriate verbs and have students demonstrate or explain various activities. Substitute with the pronoun *does* for *he* and *she*, *do* with *we, they*, etc.

I. **Question strips** can be used for these questions; integrate with your *what, where, who,* and *when* questions for extra review.

J. For "How is Utah?", etc., bring in travel brochures from the various states and talk about the geographical and tourism features of each.

Level II–Intermediate

1. How was I?
2. How were you?
3. How was he?
4. How was she?
5. How was it?
6. How were we?
7. How were they?
8. How did I feel?
9. How did you feel?
10. How did he feel?
11. How did she feel?
12. How did it feel?
13. How did we feel?
14. How did they feel?
15. How did I . . .?
16. How did you . . . ?
17. How did he . . . ?
18. How did she . . . ?
19. How did it . . . ?
20. How did we . . . ?
21. How did they . . . ?
22. How am I going to . . . ?
23. How will I . . . ?
24. How are you going to . . . ?
25. How will you . . . ?
26. How is he going to . . . ?
27. How will he . . . ?
28. How is she going to . . . ?
29. How will she . . . ?
30. How is it going to . . . ?
31. How will it . . . ?
32. How are we going to . . . ?
33. How will we . . . ?
34. How are they going to . . . ?
35. How will they . . . ?
36. How long have I lived here?
37. How long have I worked here?
38. How long have you lived here?
39. How long have you worked here?
40. How long has he lived here?
41. How long has he worked here?
42. How long has she lived here?
43. How long has she worked here?
44. How long have we lived here?
45. How long have we worked here?
46. How long have they lived here?
47. How long have they worked here?
48. How long have I been married?
49. How long have you been married?
50. How long has he been married?
51. How long has she been married?
52. How long have we been married?
53. How long have they been married?

Teacher's Notes: Level II–Intermediate

Grammatical Notes:

A. Review **past tense and future tenses**. Provide appropriate verbs in blanks.

B. Introduce and practice **past perfect tense** with "How long have you lived here?" "How long have you been married?" Substitute verbs as appropriate.

C. Practice the **negative** forms: *wasn't, weren't, didn't, won't, haven't, hasn't*. Write negative responses.

Teacher Extension Activities: Level II–Intermediate

A. Practice **dialogues** with "How was . . . ?" such as, "How was the food?" "How was the weather?" "How was the movie?" Have students provide personal opinions using the adjectives they've learned.

B. Bring in **menus** from local restaurants. Practice answering: "How would you like your . . ?" (steak, hamburger, eggs, coffee, etc.) with the appropriate response.

Level III–Advanced

1. How often do I . . . ?
2. How often do you . . . ?
3. How often does he . . . ?
4. How often does she . . . ?
5. How often does it . . . ?
6. How often do we . . . ?
7. How often do they . . . ?
8. How often am I . . . ?
9. How often are you . . . ?
10. How often is he . . . ?
11. How often is she . . . ?
12. How often is it . . . ?
13. How often are we . . . ?
14. How often are they . . . ?

Teacher's Notes: Level III–Advanced

Grammatical Notes:

A. Provide correct examples of using **verbs** with *do*, **adjectives** with *to be* verbs. "How often *do* you *sleep*?" "How often *are* you *tired*?" etc. Review and introduce new verbs and new adjectives in this lesson.

B. Explain and practice the frequency words *always, usually, often, sometimes, seldom,* and *never*.

C. Change questions to **present perfect tense:** "How often have you . . . ?" Model correct responses. Do the same with **past perfect tense:** "How often had you . . ?" **Future perfect tense:** "How often will you have . . . ?"

Teacher Extension Activities: Level III–Advanced

A. Have students **write** and practice five (5) "how" questions.

B. Use **scrambled sentences** to practice sentence structure.

C. Do a **tense review**; have students ask "how" questions in each tense.

Why?

Why?

- To provide a reason, cause, or purpose. Why are you here? Why do you study English? Why did they leave?

Levels I-III–Beginning to Advanced

1. Why are you here?
2. Why do you study English?
3. Why do you live in Utah?
4. Why do you live in the United States? etc.
5. Why do you speak Spanish?
6. Why do you speak Arabic?
7. Why do you speak Vietnamese?
8. Why do you speak Russian? etc.
9. Why do I . . . ?
10. Why do you . . . ?
11. Why does he . . . ?
12. Why does she . . . ?
13. Why does it . . . ?
14. Why do we . . . ?
15. Why do they . . . ?
16. Why did I . . . ?
17. Why did you . . . ?
18. Why did he . . . ?
19. Why did she . . . ?
20. Why did it . . . ?
21. Why did we . . . ?
22. Why did they . . . ?
23. Why am I going to . . . ?
24. Why will I . . . ?
25. Why are you going to . . . ?
26. Why will you . . . ?
27. Why is he going to . . . ?
28. Why will he . . . ?
29. Why is she going to . . . ?
30. Why will she . . . ?
31. Why is it going to . . . ?
32. Why will it . . . ?
33. Why are we going to . . . ?
34. Why will we . . . ?
35. Why are they going to . . . ?
36. Why will they . . . ?

Teacher's Notes: Levels I-III–Beginning-Advanced

Grammatical Notes:

A. "Why" is a difficult question for students to process. Provide many examples of logical answers to sample questions. Explain the use of *because* to answer "why" questions.

B. Provide samples of appropriate **verbs** for the blanks. Have students think of more.

C. Review the use of **negatives**. Write negatives.

Teacher Extension Activities: Levels I-III–Beginning-Advanced

A. Do **question strips** with *why*; integrate *what, where, who, when,* and *how* questions for reinforcement.

B. Have students **write five (5) "why" questions** and practice asking and answering.

C. Do a **verb tense review** and have students ask "why" questions in present, past, and future tense.

D. **Practice dialogue** by making up excuses for various social, work, and education situations. Students need to ask the appropriate questions. Example: “I was late to work.” = “Why were you late to work?” “Because my car was out of gas.” “I feel sick.” = “Why do you feel sick?” “Because I have the flu.” Etc.

Am?
Is?
Are?

Am?, Is?, Are?

- Am?: present singular of to be; used with the pronoun *I*. Am I a student?
- Is?: present singular of *to be*; used with the pronouns *he, she, it.* Is she a student?
- Are?: present plural of *to be*; used with the pronouns *you, we, they.* Are they students?

Levels I-III–Beginning to Advanced

1. Am I the teacher?
2. Am I a woman?
3. Am I young?
4. Am I happy?
5. Am I rich?
6. Is he a student?
7. Is he married?
8. Is he single?
9. Is he divorced?
10. Is he a man?
11. Is she a mother?
12. Is she American?
13. Is she sad?
14. Is she short?
15. Is she tall?
16. Is it new?
17. Is sit old?
18. Is it expensive?
19. Is it cheap?
20. Is it cold?
21. Is it hot?
22. Are we tired?
23. Are we citizens?
24. Are we parents?
25. Are we employees?
26. Are we poor?
27. Are they intelligent?
28. Are they funny?
29. Are they good?
30. Are they bad?
31. Am I going to . . . ?
32. Are you going to . . . ?
33. Is he going to . . . ?
34. Is she going to . . .?
35. Is it going to . . . ?
36. Are you going to . . . ?
37. Are they going to . . . ?
38. Is it a . . . ? (objects)
39. Are they . . . ? (objects)

Teacher's Notes: Levels I-III–Beginning-Advanced

Grammatical Notes:

A. Drill on which **verb forms** go with which pronouns. Then exchange the different adjectives to go with all the questions. Add new adjectives.

B. Practice the **negative** forms: *am not, isn't, aren't*. Write them.

C. Review **present progressive tense.** Provide appropriate verbs in the blanks.

D. Review **adjectives** with *am, is, are.* "I am happy." "You are sad," etc.

E. Review the **present participle** form of the verbs with *am, is, are.* "I am walking."

Teacher Extension Notes: Levels I-III–Beginning-Advanced

A. Use your **realia** boxes to practice: “Is it a . . . ?” “Are they . . . ?”

B. Review **occupations** with *am, is, are.*

C. Use your **magazine file** to ask questions about people.

D. Use **question strips** for practice; integrate *what, where, who, when, how, why* for reinforcement.

E. Use **scrambled sentences** for sentence structure. Write questions.

F. Have students **role play** various actions, as others ask: “Are you . . . ?” with the appropriate verb in gerund form.

G. Provide students with a list of various **adjectives**. Have them ask each other questions in pairs, such as: “Are you friendly?” “Are you romantic?” etc. Students respond affirmatively or negatively.

Was?
Were?

Was?, Were?

- Was?: present singular of the verb *to be*; used with pronouns *I, he, she, it.* Was I late?
- Were?: past plural of the verb *to be*; used with pronouns *you, we, they*. Were you early?

Levels I-III–Beginning-Advanced

1.Was I the teacher?
2. Was I single?
3. Was I nervous?
4. Was I angry?
5. Was I late?
6. Were you a student?
7. Were you married?
8. Were you excited?
9. Were you early?
10. Were you hungry?
11. Was he thirsty?
12. Was he hot?
13. Was he cold?
14. Was he sick?
15. Was he intelligent?
16. Was she American?
17. Was she blonde?
18. Was she tall?
19. Was she short?
20. Was she fat?
21. Was it new?
22. Was it old?
23. Was it cheap?
24. Was it expensive?
25. Were you thin?
26. Were you beautiful?
27. Were you rich?
28. Were you poor?
29. Were they quiet?
30. Were they noisy?
31. Were they busy?
32. Were they tired?
33. Were they dirty?
34. Were they clean?
35. Was I . . . ?
36. Was he . . . ?
37. Was she . . . ?
38. Was it . . . ?
39. Were we . . . ?
40. Were they . . . ?

Teacher's Notes: Levels I-III–Beginning-Advanced

<u>Grammatical Notes:</u>

A. Practice and review which **pronouns** go with which verbs.

B. Review **adjectives** and introduce new ones. Change the adjectives around to work with a variety of pronouns.

C. Practice the **negative** forms: *wasn't, weren't*. Write them.

D. Practice and review the **present participle** form of the verb with *was* and *were*. Fill in the blanks with appropriate verbs.

Teacher Extension Activities: Levels I-III–Beginning-Advanced

Refer to the Activities for “Am, Is, and Are.”

Will?

Will?

- Future form of *to be*; used with all pronouns. Will we learn English?

Levels I-III–Beginning-Advanced

1. Will I study English?
2. Will you study English?
3. Will he study English?
4. Will she study English?
5. Will we study English?
6. Will they study English?
7. Will I . . . ?
8. Will you . . . ?
9. Will he . . . ?
10. Will she . . . ?
11. Will we . . . ?
12. Will they . . . ?

Teacher's Notes: Levels I-III–Beginning-Advanced

Grammatical Notes:

A. Practice and review **simple future tense** of *will*.

B. Introduce and practice the **contractions** for *will*: *I'll, you'll, he'll, she'll, it'll, we'll, they'll.* These often present pronunciation problems for students.

C. Review the **negative** for *will*: *won't* for all pronouns.

D. Have students supply variations of **verbs** for the blanks and provide appropriate responses.

Teacher Extension Activities: Levels I-III–Beginning-Advanced

A. Use your **question strips** to practice; integrate all previous questions for reinforcement.

B. Do **scrambled sentences** for structure practice.

C. **Role play** asking for favors: "Will you help me?" "Will you do me a favor?" "Will you answer my question?" Provide appropriate responses.

D. **Write five (5) "will" questions.** Practice with a partner.

Do?
Does?
Did?

Do?, Does?, Did?

1. Do?: To perform an action in the present tense; used with the pronouns *I, you, we, they.* Do you love me?

2. Does?: To perform an action in the present tense; used with the pronouns *he, she, it.* Does he love you?

3. Did?: To perform an action in the past tense; used with all pronouns. Did I love my country?

Levels I-III–Beginning-Advanced

1. Do I speak English?
2. Do you speak English?
3. Does he speak English?
4. Does she speak English?
5. Do we speak English?
6. Do they speak English?
7. Did I speak English?
8. Did you speak English?
9. Did he speak English?
10. Did she speak English?
11. Did we speak English?
12. Did they speak English?

Teacher's Notes: Levels I-III–Beginning-Advanced

Grammatical Notes:

A. Review which **pronouns** go with which verbs. Replace action verbs with additional verbs and answer appropriately.

B. Review **present** and **past tense** questions.

C. Review the **third person singular** -*s*: "He speaks," "She speaks," "It speaks."

D. Review the **negative** forms: *don't, doesn't, didn't.* Write them.

Teacher Extension Activities: Levels I-III–Beginning-Advanced

Refer to Activities for "will" questions.

Which?

Which?

- Used to indicate what one or ones out of a group. Which size do you want? Which color do you want? Which do you want, coffee or tea?
- Used as another way to ask for or give directions. Which way is your house?

Levels I-III–Beginning-Advanced

1. Which color do I want?
2. Which size do I want?
3. Which person do I want?
4. Which book do I want?
5. Which drink do I want?
6. Which TV show do I want? etc.
7. Which color do you want?
8. Which size do you want?
9. Which person do you want?
10. Which book do you want?
11. Which drink do you want?
12. Which TV show do you want? etc.
13. Which color does he want?
14. Which size does he want?
15. Which person does he want?
16. Which book does he want?
17. Which TV show does she want? etc.
18. Which color do we want?
19. Which size do we want?
20. Which person do we want?
21. Which drink does he want?
22. Which TV show does he want? etc.
23. Which color does she want?
24. Which size does she want?
25. Which person does she want?
26. Which book does she want?
27. Which drink does she want?
28. Which book do we want?
29. Which drink do we want?
30. Which TV show do we want? etc.
31. Which color do they want?
32. Which size do they want?
33. Which person do they want?
34. Which book do they want?
35. Which drink do they want?
36. Which TV show do they want? etc.
37. Which way is your house?
38. Which way is north?
39. Which way is south?
40. Which way is east?
41. Which way is west?
42. Which way do I go, left or right?

Teacher's Notes: Levels I-III–Beginning-Advanced

Grammatical Notes:

A. Introduce and practice the pronouns *one* and *ones* for singular and plural objects: "Which one do you want?" "Which ones do you want?" "I want the blue one." "They want the large ones." Etc.

B. Practice the **negative** forms: "We don't want that one." "She doesn't want those ones." Introduce and practice *either*: "They don't want either." Introduce and practice *both* and *all*: "He wants both." "You want all of them."

Teacher Extension Activities: Levels I-III–Beginning-Advanced

A. Bring in your **realia**: menus, catalogs, TV schedules, objects, etc. Have students practice asking about choices and answering with their choices.

B. Practice giving and receiving **directions** with "Which way?"

C. Use your **question strips** to practice "which" questions; integrate with all preceding questions.

D. Do **scrambled sentences** to practice sentence structure.

E. **Write five (5) "which" questions** and practice with a partner.

Whose?

Whose?

- Used to indicate who owns something. Whose car is this? Whose dog is that?

Levels I-III–Beginning-Advanced

1. Whose book is this?
2. Whose pencil is that?
3. Whose shoes are these?
4. Whose car keys are those?
5. Whose wallet is this?
6. Whose car is that?
7. Whose sunglasses are these?
8. Whose papers are those?
9. Whose is it?
10. Whose are they?

11. Teacher's Notes: Levels I-III–Beginning-Advanced

Grammatical Notes:

A. Review the difference between *whose* and *who/ who's*. This creates confusion among students.

B. Introduce and practice all the **possessive pronouns**: *my/mine, your/yours, his/his, her/hers, our/ours, their/theirs.* Example: "It's my book." "It's mine." Etc.

C. Introduce and practice the **possessive apostrophe**: "It's Mary's book." Etc.

D. Practice the **negative** forms: "It's not my book." "It's not mine." Etc.

Teacher Extension Activities: Levels I-III–Beginning-Advanced

A. Use **realia** to practice with "whose." Have students sit in groups and place personal objects in the middle of the table from their wallets, purses, etc. Students take turns picking up objects that don't belong to them, and asking: "Whose is it?" "Whose are they?" etc. Other students must give appropriate responses. Also, bring in funny hats, objects, or photos of things. This is a good activity for increasing vocabulary.

B. Do **question strips** to practice *whose*; integrate with all previous questions.

C. Do **scrambled sentences** to practice sentence structure.

D. **Write five (5) "whose" questions** and practice with another student.

Can?

Can?

- Used to indicate ability to do something: Can you dance? Can he sing?
- Used to ask for permission to do something (informal): Can I use your telephone? Can I sit here?

Levels I-III–Beginning-Advanced

1. Can I teach English?
2. Can you understand English?
3. Can he read English?
4. Can she write English?
5. Can we speak English?
6. Can they learn English?
7. Can I sit here?
8. Can you let me in?
9. Can he use your telephone?
10. Can she use your restroom?
11. Can we hold your baby?
12. Can they smoke here?

Teacher's Notes: Levels I-III–Beginning-Advanced

Grammatical Notes:

A. Substitute **verbs** in the can questions regarding ability. Have students provide appropriate responses.

B. Practice **negative** responses: *can't*. Write them.

Teacher Extension Activities: Levels I-III–Beginning-Advanced

A. Do **question strips** with *can*; integrate with all previous questions.

B. Do **scrambled sentences** to practice sentence structure.

C. **Write five (5) "can" questions** and practice with a partner.

May?

May?

- Used to ask for permission to do something (polite and formal). May I help you? May I use your pen?

Levels I-III–Beginning-Advanced

1. May I help you?
2. May I sit here?
3. May I use your pen?
4. May I see your identification?
5. May I call you?
6. May you join us?
7. May he use your restroom?
8. May he smoke here?
9. May he kiss you?
10. May she hold your baby?
11. May she read your newspaper?
12. May she turn the heat off?
13. May he turn the heat off?
14. May we turn the air conditioner on?
15. May we turn the air conditioner off?
16. May they pet your dog?
17. May they come in?
18. May they leave now?

Teacher's Notes: Levels I-III–Beginning-Advanced

Grammatical Notes:

A. Practice the negative forms with *may*: "Yes, you may." "No you may not."

Teacher Extension Activities: Levels I-III–Beginning-Advanced

A. Do **question strips** to practice *may*; integrate all previous questions.

B. Do **scrambled sentences** to practice sentence structure.

C. **Write five (5) "may" questions** and practice with a partner.

General Review Activities

A. Have students listen to or **read short passages**. The teacher asks a variety of questions and students respond verbally; or have students write their own questions and answers.

B. Create a worksheet with **"cloze"** questions. Leave the question word blank, and have students choose the correct question word. In some cases, more than one correct answer may be appropriate. Example: ". . . . . is your mother?" Answers might be "who," "where," "how," etc.

C. Put students in **teams**. Ask questions from the unit you are targeting, or mix them up for practice. Teams get points for each correct answer. Or have all students stand up, and the teacher asks each student a question. When a student misses, he or she sits down. The last standing student is the winner.

D. Play a version of ***Jeopardy***. The teacher gives a short answer, and students must provide logical or appropriate questions. Example: "The book is on the table." Answers might be: "Where is the book?" or "What is on the table?", etc.

E. Introduce **citizenship** questions as students learn each new question word, or as a follow-up extension activity.

Other Helpful Ideas for ESOL Teaching

These ideas are for your information only and are not endorsed by the USOE. They are given only as examples of what others have done and to give you ideas on ways to improve your programs.

Hints for Teaching Speaking in ESOL Classes

Ted Klein of Austin Community College in Texas believes that the ears are more important than the eyes in all language skills: listening, speaking, reading, and writing. The problem is that a great many comprehension difficulties are caused by both **phonemic** (basic sounds that can change meaning) and **phonetic** difficulties, or how these should BEHAVE in English in different word and phrase environments. Many students are averse to advertising that they are not accurately hearing, discriminating, and identifying sounds on the discrete level that are having daily impact on the communication process.

Ted began getting better results more quickly after he became familiar with using phonology in the classroom. He applied this information in his class, and students began to speak and understand better when dealing with persons who were not accustomed to dealing with speakers of other languages. Ted has spent decades looking at sound features in English and several other languages, contrasting them, and figuring out what the differences were, what was causing the problems, and what to do about it. If one goes to the doctor with a stomachache, there will be questions: (1) Where does it hurt? (2) What have you been eating? (3) Do other members of your family have similar problems? Etc. To solve problems, we need to know what is causing them.

Although there were some phonemes in common, the ways they behaved in real speech were often very different. These differences on the phonetic level were every bit as much of a problem as the presence or absence of a basic sound.

For example, both English and Spanish have a /t/ sound. The Spanish /t/ is dental, and the English /t/ is made further back. We can say that they are similar; however, the ways in which they "behave" are different. In American English we have the words *top, stop, later, hotel*, and *pot*. A Spanish speaker listening to or speaking English will have problems with all of these words. The /t/ in *top* is aspirated. That means a little puff of air follows it, acoustically important to help a native English speaker to identify the sound, so that it won't be mistaken for /d/. Voiceless stops are never aspirated in Spanish. In the word *stop*, because the /t/ is the second part of the consonant cluster, it is not aspirated, similar to Spanish. However, in Spanish whenever there is /s/ followed by a second consonant, there is always a vowel sound in front of it (e.g., escuela, español, etc.). This is why Spanish speakers say "eschool, esnow," etc. In the word *later* in American English, the sound is a "flap" similar to r-sounds in Spanish words like *caro*. This is because the /t/ in American English is preceded by a primary stress that converts to a flap, in the word *hotel*, in which the /t/ is followed by a primary stress, we have another aspirated stop, because that's how this sounds "behaves" in English. In a word like *pot*, the /t/ is not released. In Spanish, it would always be followed by a vowel sound.
Ted's conclusion, based on both comparisons and classroom observations, was that English and Spanish seemed to have just one phoneme that behaves the same way (/f/–and that's not in all Spanish dialects).

The vowel sounds of English and Spanish, as well as other languages, are all totally different from each other and, as the nucleus of the syllable, are critical to comprehension. The first thing Ted does with a new class, whatever language they speak, is to put a "vowel hatch" on the marker board, similar to a tic-tac-toe design. This represents a schematic diagram of the interior of the human mouth, facing left. Each vowel sound gets a permanent numerical designation: (1) beat; (2) bit; (3) bait; (4) bet; (5) bat; (6) bot; (7) bought; (8) boat,; (9) book; (10) boot; (11) but. Students first listen and begin to associate these sounds with their numbers, presented numerous times. They also learn the diphthongs: buy (6 + 2), bough (6 = 9), and boy (7 = 2). Ted moves to the back of the room to avoid lip reading, and has the class read out the words at random. Students then call out, as a group and as individuals, the number of vowel sounds that they hear ("bat 5," "but 11," "bite 6 + 2,") etc. After the class is able to identify these sounds numerically, they move on to flash cards with pictures on them. Ted then asks, "What's this?" Student: "It's a fish." "What color is the fish?" Student: "The fish is green." The cards are designed in such a way that all sounds–initial, medial, and final–are covered on them. All of these words, including the colors, are written on the marker board. The class repeats the words and begins to recognize words and connect them with their sounds. The transition into reading has already begun on a simple word recognition level.

This process is described on Ted's website at http://www.tedklein-sel.com/ESL/chickenegg.htm, in an article that he wrote several years ago.

Meet the Needs of ESOL Learners While Keeping other Students Engaged

Suggestions (particularly for a large class):

- Create classroom routines so that students are comfortable and know what to expect.
- Assess students' language learning needs/goals, and tailor instruction to them.
- Organize lessons into thematic, life skills-based units.
- Scaffold instruction so that literacy students feel a sense of accomplishment from completing a task–albeit a slightly different one (e.g., tracing the sentences that other students are writing)–along with the rest of the class.
- Use grouping strategies such as mixed-ability groups in which more proficient students help those learning to read and write.
- Work with explicit phonics instruction that helps students with both pronunciation and sound-symbol correspondence.

Here is an example of how it can work.

LESSON–The Family

As students enter the class, they see a large picture of a family taped next to four sentences on the board. Students begin copying the sentences about the family as the teacher circulates, greets them individually, and looks at their homework.

As they finish copying the story, students start various tasks:

- Some help those who were absent in class get started on the homework.
- One student who was a teacher in her native country helps a classmate sound out words on the board.
- Others open the Ziploc bags on their tables and, in twos or threes, begin matching family vocabulary and picture cards.

- Some students choose to copy vocabulary from the cards, while others say sentences to a partner about the pictures.

Meanwhile, the teacher discretely sits with a small group of students and picks a few words from the previous lesson to review. The students might listen to the teacher say them aloud and fill in the missing initial consonant, or identify words starting with the same letter, or point to a word as the teachers says it.

The teacher then brings the class together by directing attention to the picture on the board. He/she asks students about the picture, elicits vocabulary, and helps them make connections to their own lives. Next, he/she reads the story aloud and asks comprehension questions. Students practice reading the sentences together and to each other.

The teacher points out two sounds present in a few words in the story, has students practice contrasting them, and elicits words with similar sounds. He/she might do a quick "dictation" focusing on these two sounds, with students filling in the initial consonant of a few words selected from the story.

The day's activities can go in any direction from here. Students can:

- Survey each other about their family members.
- Draw a picture of their family and label the members.
- Practice a conversation to introduce family members.
- Write a story about their own family.
- Dictate a story to the teacher or a classmate, who writes it, has the student copy it, and reads it back.

Students come to each class knowing "the routine"–i.e., that the class begins with the practice of words and phrases related to a life skills theme the group is studying. Students also know that they are expected to take initiative and practice with each other–and the modeling of various pair and small-group activities during the first few weeks of class helps them understand how to do so. Students feel a sense of community and purpose. They are not all completing the same activity at the same time and in the same way, but they are all focusing on the same theme, which provides coherence and structure.

Helpful Hints for Volunteer Tutors

Encourage tutors to move toward student-centered teaching approaches. Encouraging teachers to select themes in their materials that correspond to students' interests and goals will heighten students' motivation and possibly increase their retention. It also might help tutors become more flexible in their teaching style, and give way to the more open-ended, creative activities that you seek. You might start by talking with tutors about the value of doing a needs assessment, so that their work with students can spring from what the students want. You could encourage conversations during the tutoring sessions about where the students use English–at work, at the grocery store, at the doctor's office, with their child's teacher, when they read/pay bills, etc. (You could have teachers use visual prompts during this conversation–e.g., pictures of different daily activities, so that students can point to or talk about the topics they want to study in English.)

As a follow-up, you could use the approach of having students dictate sentences about where they use English (or what they want to do in English). As they do so, teachers can write the sentences (it's great if you can do this on a board or flip chart paper) and have students copy them.

Those student-generated "stories" can serve as the springboard for a variety of follow-up activities, both written and oral: cloze activities (typing the stories and leaving out words for students to fill in); sentence-scramble activities (students sequence the sentences in a story or the words of a sentence, which have been cut into strips); dialogues or information-grid surveys pertaining to the story (e.g., students could have a chart with a column headed, "Name" and other columns headed, "Where do you speak English?", "When do you need to write English?" etc., and ask each other the questions and record the answers).

In terms of helping your teachers use student-generated text for conversation and writing, you can point them to an excellent online resource available on the CAELA website, *Picture Stories for Adult ESL Health Literacy*, by Kate Singleton. Although the subject matter of the stories pertains to health, there is a short, simple introduction that outlines the Language Experience Approach (LEA) and the procedures for using it in class with students. See http://www.cal.org/caela/esl_resources/Health/healthindex.html.

Here are some related resources that provide concise explanations and concrete examples:
Needs Assessment for Adult ESL Learners, by Kathleen Santopietro Weddel and Carol Van Duzer at http://www.cal.org/caela/esl_resources/digests/Needas.html and *The Language Experience Approach and Adult Learners*, by Marcia Taylor, at http://www.cal.org/caela/esl_resources/digests/LEA.html.

Multi-Level ESOL Classrooms

The success of a class will depend on the goals and motivation of the students. What do they want to use improved English for? Is their learning related to finding a job? Finding a better job? Improving their work at a current job? Do they need help with the language of dealing with doctors, landlords, co-workers, supervisors, their children's teachers? Are they not as interested in work-related English, having instead the goal of becoming a U.S. citizen?
Here's another idea: You and/or the tutors could sit in a circle with the students and ask these questions of each person or of the group (making sure, in this case, to call on and sit next to the shy or distracted so that not only the strongest students speak).Then analyze and practice how to say the radically edited and streamlined versions of these questions with the class, as well as some possible

responses. Then divide the class into pairs or small groups or individuals (careful!) who have to go around the room and survey a certain number of other people about these questions and WRITE down their answers. Then, the students as individuals (careful!), pairs, or small groups report their findings to the whole class. You keep the survey papers.

How do they want to learn? Often you might want a more student-guided classroom, but the students themselves want a more teacher-front-and-center, teacher-controlled classroom. You and the class can talk your way to a workable compromise.

Sometimes it is worrisome when the students are quiet in a speaking lesson or not writing in a writing lesson. Are they stymied by English difficulties, or just by simple shyness or a creativity block? Sometimes you might worry that adult students do not think an activity is relevant enough to their lives. Unlike children, adults don't usually want to do classroom activities just for the fun of it; they want to see the application of the activity to the practical improvement of their lives.

One activity is balloon-ball vocabulary–when the class is studying some very utilitarian vocabulary, instead of having everyone sit down and do yet another written worksheet or quiz, have two teams generate vocabulary according to each theme by hitting a slow-moving balloon over a net. Most students like it as a change. Talk and ask questions such as, "What vocabulary are we practicing?" "Why are we doing it like this instead of on paper this time?" This will make sure that everyone knows that it is not a waste of time. Then get students to sit down next to the vocabulary-ball players' game and be a "judge" of the words each team said. Have them ask Socratic concept-checking questions.

Another method that works well is working out scenarios for dialogues and language production (contextualization) games that students can see applying to their real lives. Tell them that anyone, tutor or student, has the right to ask "Why are we dong this activity?" "What are we learning?" and "How can we use this in the outside world?"

Work from whole-class activities that are more teacher- or tutor-led to group or pair work; then, finally, you can expect students to produce well on their own. Move from presentation of the target language to be taught (which can be elicited from the class itself) to controlled practice to activities that naturally, and in an appropriate context for the language, incite free production of the target materials.

Use pictures or sounds to incite written production. For example, after watching a video or skit about carpentry and writing down and being quizzed orally and in writing about realia tools a tutor has brought from home, say, "Point to a claw hammer," or "What is this?" Student: "This is a level." "What is this? Please write on line 1." Play an audiotape or the video from before, with the screen facing away from the class. Try a team game or individual quiz. "What is happening?" Student: "Someone is using a table saw." Student: "Now they are using sandpaper." You can do a final production activity as a well-modeled interview between an employer and an applicant for a carpentry job. Employer: "You want a job with my company. We make tables. What will you use to make a table like this one?" Applicant: "I will use a yardstick. I will use a table saw. I will use sandpaper. I will use a vise. I will use a claw hammer and nails."

The Web site at http://www.magneticpoetry.com has words on magnets. A new cookie sheet or a magnetic whiteboard works well for this activity. Divide the class into small groups and tell them to make three sentences and write them down. Or tell them to make three sentences from the words

about how they feel. The children's versions of Magnetic Poetry works better than others (and, of course, be careful with or do not use the "romantic" set of words–it can embarrass and/or bore students, and it also contains flowery or antiquated words they aren't likely to need to learn. You can always scrap the magnetic elements and use 5" x 7"-inch index cards to write down the target vocabulary of the past few lessons yourself.) A pile of too many words is daunting for lower-level students.

You might just ask your students to bring in photos of their family or home (or a photo they like from a magazine). If they are reluctant to do a show-and-tell in front of the whole class, then arrange the activity so they take turns in a small group circle. Tutors can get things rolling by modeling a Q and A with their own photos, leading small groups, or floating around among groups and hearing English being used to satisfy students' curiosity about each other.

Another nontraditional solution for mixed-level students (significant variance between reading/writing and listening/speaking skills):.Divide classroom time into listening, reading/writing, and "home room" classes. In home room, all skills are integrated, but the major concentration is on oral communication. The students are happy because all their learning needs were being met, and the teachers were happy because they got to teach three different levels during the day.

Some of the benefits include:

- Students study with several different teachers with different accents, speaking speeds, and teaching styles.
- Teachers regularly meet to evaluate student progress.
- Students have different teachers for listening, reading and home room.
- There is articulation between and across levels.
- If a Level 1 listening teacher is tackling the subject of money, the subject is reinforced by the reading and home room teachers.

ESOL Tip: Stand Up

Here is another strategy for programs with mixed literacy and oral fluency levels. (This class was for students who were at a high beginner/low intermediate speaking proficiency level, but who were beginning writers and readers. Trying to place them in a class level that fell somewhere between their oral and literacy skills levels makes many students frustrated, and they will leave the program because they either feel lost during writing activities or bored during conversational activities. This will only work if your program has enough students who fall into this category to make another class, and enough space to do it. This model probably works best for at least three classes taking place simultaneously, but it could certainly be adapted for two classes as well.)

If you want your students to start talking, get them out of their chairs. For some reason, getting them off their duffs opens their mouths! Whether you wish to have them practice asking each other questions, recite dialogs, or have a discussion, putting them on their feet works wonders.

Try this: Have students stand facing each other in two lines. After a few minutes, send one or more students from one end of their line to the other end and tell them to continue talking. In this formation, students can practice the same structures repeatedly and with new partners every couple of minutes. They don't get bored, and they benefit from getting to know their classmates much better than they would otherwise. This works well with beginning and intermediate students, even in crowded classrooms.

Another example: Begin by having students introduce themselves to one person. Then have them stand and cluster in groups of four around the room. As tardy students enter, tell them to join of the quarters. After a few minutes, tell the students to reconfigure themselves into three larger groups. There are very few lulls; everyone participates, and in English.

Striving for Genuine Communication Between Yourself and Your Students
Design activities that tell you who your students are, what their experiences have been, what they care about, and what literacy means to them. Share information about yourself, your joys, and your sorrows, and invite your students to talk about themselves. Treat you students as you would any intelligent adult, and do not spend a great deal of time asking questions for which you already know the answers. After you have just written the date on the board, saying "Su Ma, could you please read the date on the board?" is more respectful than asking "What's the date today?"

How to Elicit Student Feedback

If you want to get feedback from your learners about the learning process in your classroom, but you do not share a native language with them, try these activities:

- Use picture or word prompts to stimulate role-plays or brainstorming sessions to preface a new topic. As you and the students do this, you will gather clues about what they already know or have experienced, and any special needs or interests they may have in relation to the topic.
- Create a Language Experience Approach (LEA) story about studying English. Find or draw pictures in which people are writing, listening, speaking, looking in a dictionary, talking collaboratively, etc. After the story has been completed, ask students to circle the ways they like to study English, compare the answers with each other, and even create a consensus list of advice you can use to improve your lesson planning.
- Take a picture of your classroom on a typical day. Ask students to create pictures of other classes they have attended by drawing or assembling a collage. Ask them to compare the pictures they create with the picture of your current classroom. Write or discuss what your students like and dislike about each.
- At the end of a class period, ask students to comment on the various activities in which they participated. They can do this by rating the activities or by voting on whether they were helpful. Use pictures, symbols, and recognizable words or phrases. Refer back to concrete handout or products of the activities to support the students as they tackle the task.
- Make sure that you, as the teacher, make the classroom such that students are not intimidated and are willing to share information with you. (Many foreign-born students are taught never to question the teacher or comment on his/her teaching style.)

Other Ideas

Connect Literacy to Life. Ask students to tell their stories, share their pictures, and recite their favorite poems or sayings. Given them opportunities to observe literacy use in a variety of contexts and ask them to listen for interesting language wherever they go. Turn your students into researchers who ask family members, friends, and acquaintances about their experiences with schooling and learning. Ask them to find out about other people's views on language and culture and compare them to their own. Encourage students to examine the role of literacy in their life and in their communities and help them see how literacy can be used to shape and alter their community.

Assess Success. As you observe your students, ask yourself, "What is really going on here?" Find ways of recording "literacy incidents," events that show you whether your students are fully engaged in a particular activity or are just "going through the motions." Share your notes. Collaborate with others in your program (coordinators, teachers, and students) and decide "what really counts." Define what you mean by success in language, literacy, and learning for the program and develop strategies for capturing small successes along the way. Categorize, analyze, and summarize until a rich picture of your literacy class emerges. Congratulate and celebrate your students on their achievements. Share your success.

For beginning English language students, one of the best ways "to open the door" is through the window of spoken word. Students typically focus on speaking and listening as critical skills for functioning day to day. The Language Experience Approach (LEA) nicely bridges this gap. Students tell stories, and the teacher writes them on the board or on their sheets. At the beginning levels, the task may start with only one sentence, with the student expanding the story over time. Students copy and keep the story in their notebooks. Having the students continue telling and writing their stories over time sets up routine practice and prepares the class to work on dialog journals.

Another technique is to have a daily introduction written on the board when the students come into class. It begins with "good morning," and expands to include everything from weather to a brief review of yesterday's lesson. Something new is added daily, and blanks can be used to have students stretch their minds a bit. It can also be used as a grammar or vocabulary lesson (underline the new words or circle the action words). Since many students may be coming late from their work, this sets up a routine allowing everyone to participate as they arrive.

What about low beginners and literacy? Hopefully, you have help in the classroom with literacy students as they integrate writing and speaking by copying letters and practicing initial sounds and words that use those letters. It's important to choose only one or two letters at a time. It's valuable for students to have an envelope with their own alphabet to physically choose and move letters to spell words or trace letters with their fingers and on paper. Many literacy students are more advanced than their teachers in using their kinesthetic senses, so motion can be a key part of learning to write.

Authentic real-life products, consistent with research (Sticht, Purcell-Gates), points to the importance of keeping adult language and literacy connected to the language and literacy tasks that students encounter in their daily lives (in the community, at home, at school, at work, in training). It is often difficult to find authentic materials that are accessible to Level I ESOL students, especially if you are looking for "connected text" (written pieces that use paragraphs as part of prose literacy). Examples of document literacy, particularly environmental print, are much easier to find. These provide many opportunities to develop sight words., read for meaning, skim and scan for specific

information, compare and contrast various texts and develop critical literacy (e.g., do we really think that this medicine will flush out fat and make us slim?).

Great starting points:

1. Find authentic, real-life products that students can identify and talk about (What is it? Where do you find it? What is it for? Do you like it?)–these can include cans of food from the store, soft drink cans, fast food bags or wrappers, toothpaste tubes, and aspirin bottles. Students can work in groups to discuss the categories or fill in charts–it's a great starting point for low-level students. If you work with students who don't have much experience with reading and writing in their own language, real materials (products, not just pictures) make a lot of sense as a starting point.
2. You can move on to using print that students often see and are probably interested in that contains lots of picture support. Grocery flyers, Sunday paper inserts, Home Depot ads and catalogues (tools, gear; department store) are great resources. Environmental print that has some pictures (just because it's not as intimidating as print alone) can also be used. Have students design their own also. TV schedules, magazine articles ("how to do" articles are sometimes accessible, but you may want to just start with the headings and pictures), and brochures are other resources that will be of use in the classroom.
3. Next comes environmental print that does not have visual support but still reflects everyday tasks. These might include lottery tickets, simple medicine labels and maps, utility bills, yard sale announcements, street signs, signs in and around the airport, etc.

Basic reading development tends to move through the following stages:

1. Recognition of common products and labels as a whole (how else would anyone manage to shop?)
2. Being able to recognize a word when the product name appears clearly in a photograph with the logo prominent
3. Being able to read the words on a piece of paper when visual support is not there (e.g., if Coca Cola or Crest is written on a drawing of a can and tube of toothpaste)
4. Being able to manipulate words (e.g., which word says "Coca" and which word says "Cola")
5. Being able to manipulate the string of letters the word represents (e.g., if we take out the "C" in Cola, what word is left?)
6. Being able to decode simple words (Cola and Lola; Mac and pack)

Make use of the products your students have worked with, and categorize them into sound patterns so that you don't have to do decontextualized phonics work, but can keep going back to real words that students recognize as you introduce new words that follow the same pattern. Use products that the students know and use at home (they can copy the labels at home, bring them to class, and create various forms of the word sorts). These types of activities are not found in textbooks, since publishers, with good reason, don't use real products.

Even when doing phonics and decoding work with low-level students, continue with recognition and comprehension work around real things (including newspaper headlines or magazine articles on common topics), since comprehension is where the "rubber hits the road" in reading.

Teaching Grammar

It is very difficult to help students write with expression and develop their language skills so that they are able to write sentences that are grammatically correct. It is quite a challenge, especially once students are able to communicate quite well orally and aren't particularly keen on working on their grammar skills.

Complicating the enterprise is the fact that at this level the difficulties that students have differ from student to student, so that anything you teach to the entire class will probably bore some students (since it's not their problem) and frustrate others (because they are not ready, given where they are in their language development, to absorb whatever rules you are presenting). So any time there is a presentation to the entire class on grammar at this level, you may have only a few students who are with you.

One thing that doesn't work very well is to have students write their paragraphs on the board and have everyone else point out the grammatical mistakes. Students generally are not particularly engaged in what other students have written, particularly if asked to focus on form. Some students may be able to detect errors and correct them (and what are they learning?) while others are nowhere near ready, and the explanations make no sense to them.

Strategies you might try:

1. There is a hypothesis in second language acquisition that emphasizes the notion of "noticing," and holds that students won't be able to acquire accurate linguistic forms and structures unless they first "notice" them–that is, unless they pay attention to their own language and the language of others, and say to themselves, "Oh, that's how it's said [or not said]; this is how you write it; this is what people do." Once a student pays attention to these forms, it is easier for him/her to use correct forms or edit his/her own writing. So one suggestion is to build in your students a curiosity about language, an eagerness/interest in seeing how language works. This notion is also known as "language awareness," and it goes a long way in helping students pay attention to how the language they use in expressing their ideas is similar or different from the way other people say or write them.

2. To help students build language awareness and look at their own language output, ask students to circle phrases or words that appear in their writing that they are not sure about. Sometimes students self-correct, but you can also work with them to find better ways of expressing their ideas (sometimes that means correcting the grammar; other times it means rephrasing a sentence and using a different structure altogether, one that the student is more familiar and comfortable with). After helping students use fix-up strategies, ask them to pay attention in their reading to see if they can identify the structure in question in other people's writing.

3. Have students read their writings into a tape recorder and then listen to it again to see if it sounds right. Students will read their essays and then self-correct as they notice that the language they used es awkward or grammatically incorrect. The tape recorder acted as a tool for editing and revision that is fun for students to use (many students hate rewriting–in their mind it is hard enough to put pen to paper and get their thoughts in writing–they don't want to prolong the agony). Using a tape recorder adds a new dimension (students can just take turns using the machine as they finish their writings).

Building language awareness and helping students self-monitor their writing is only one strategy to help students gain greater accuracy in their writing. Self-monitoring is not a great deal of help if students have limited experience with the standard ways of writing. Look for some common areas of difficulties that your students share (subject-verb-agreement; passive constructions; irregular past verbs) and then teach mini-lessons that focus on those areas. While some students respond well to rules because they are good at deductive thinking, others do much better when presented with patterns of language and then have their attention drawn to the commonalities within these patterns, so that you help your students abstract the grammar rules from the sentences they see–helping them to get to the "aha!" moment. This approach is also known as the "discovery grammar" approach.

If particular grammar forms are new to students, and they need to know them because there are so many easier ways to explain them, they will need some guided practice in using these forms in different ways so that they become internalized. Include these structures in a grammar editing checklist that students can use when they look over their own writing again, building language awareness in the process.

Just correcting students each time a mistake is found in their writing and giving them a quick explanation generally doesn't work unless the student made a careless mistake. This sort of "drive-by" grammar lesson usually doesn't stick. Generally, it is much better to set some time aside, either with an individual student or with the group, and ask the student(s) to focus on a linguistic form when they are not in the middle of writing or reading their writing to others.

Finally, quite a few of the mistakes made in writing English disappear when more time is spent thinking about and discussing what it is you want to say and write.

Quite often, at the intermediate levels, the language that students use is muddled and the sentences awkward or non-grammatical. Correct them, because their thinking is still fuzzy. Once a writer is clear on what it is exactly he/she wants to say, it is easier to construct sentences that are clear and concise.

Use the model of "talking things through" to discover what it is you want to write with your students. This process makes quite a difference. Others needed more structured lessons on the grammar they had missed along the way.

Connected Texts. There can be difficulty finding authentic texts that use connected prose for beginning-level students to read. Here are some thoughts:

1. Short pieces written by teachers about issues of interest to their students, and then sharing them with other teachers who add other pieces at slightly higher levels (thus building a program-wide reader), is a readily developed teaching tool. In terms of commercial materials, while the "True Stories" series may still be too difficult for the beginning ESOL student, the higher-level students can meet with success. Starting points for beginning students include approaches such as orally telling stories with/to the students and using photographs from all over the world (e.g., Google Material World) and personal pictures. Instructional strategies such as language experience, chalk talks, and other forms of storyboarding where the connection between oral language and written language are clear and connected text is the **end result**, rather than the beginning of print-based literacy, work with students and are also great resources.

2. Assess students' ability to read and make sense of connected text. Adult beginning ESOL students have highly uneven reading profiles, so it is difficult to place them into a particular book that is just right for their reading level.

    - Students often have interests, background knowledge and real-life experience related to particular topics that allow them to obtain meaning from stories and other texts that are significantly above the level at which they test. A large vocabulary, in particular, can do much to propel a student forward when it comes to making sense of print. Students with this sort of "pragmatic competence" may still be missing some foundation skills (and could benefit from activities that focus on building those), but they should have the opportunity to encounter texts on "hot topics" (defined by them) and have a chance to work with the teacher or classmates (graphic organizers and other learning aids can be helpful here).

    - It's often difficult to determine what the nature of the reading challenges are that beginning students face.

        - ❑ For some, it may mean not having a strong foundation in their first language that can transfer to their reading and speaking of English. The mistakes they make are not so much errors related to reading English, as errors related to basic print processing (in any language).

        - ❑ Others may have first language reading skills, but their knowledge and experience with English is not strong enough to decode English, or their difficulties with pronunciation may interfere with reading text aloud correctly

        - ❑ Still others may not have the vocabulary needed to recognize and read words fluently.

        - ❑ For some, English word structure and syntax remain a mystery although they have developed decoding skills that allow them to read aloud without making too many mistakes.

- It's important to have a sense of what the student can do with print in his/her native language; having the student self-report on what he/she reads, inviting the student to read a first-language short passage aloud, and using years of education in the home country as a proxy are all good starting points.

- Here's a variation of a Running Record that has been helpful to some–it's a way to develop a Reading Profile for each student, or a way to use selected students to gain a better sense of what they can do and where they stumble.

- Select a story or text that you KNOW students are familiar with because you have talked about it in class and the vocabulary has been introduced.

- Select a second story written at the same level, but using a text that is not as familiar.

- Have the class do group or independent work while you spend a few minutes with an individual student.

- Invite the student to read with you (choral or echo reading), and pay attention to fluency (decoding, expression, speed). Pay attention and make notes on where the student tends to stumble (basic vowel sounds, longer words, etc.), and try to determine to what extent the errors are decoding errors and to what extent they are pronunciation errors (e.g., a Spanish-speaking student saying "espays" for "space" is a pronunciation error; a student saying "espah-se" for "space" is a decoding error).

- Invite students to mark three important words they know in the text and three words they are not sure about (they may think they should know these words). Mark the words on your sheet and discuss them with the student.

- Ask the students a few comprehension questions, making sure the students understand that the answer can be found in the text. Reread a short section around the answer with the students, ask the question again, and see if the students picks up the answer.

- Invite the student(s) to ask a question that can be answered by the text (students should have practiced this perhaps as part of the strategies associated with "question generating" and "question answering").

- Use the opportunity to ask the student some open-ended questions about what's hard and easy around reading English, what the student likes to read and reads at home in his/her first language, what kinds of things he/she is interested in reading about (having some examples on the table is good), etc. It's important to keep the focus on reading, since this is a Reading Profile you are trying to develop.

Ultimately, the adult ESOL teacher still has to teach an entire class, focusing on those skills that help move students forward in their understanding of language and texts. Taking a bit of time to spend with individual students who are stuck seems worthwhile, but assessing each student in a large class seems unrealistic.

Research Information on ESOL Instruction

1. The article "National Center for the Study of Adult Learning and Literacy: A Conversation With Focus On Basics (FOB). What Works for Adult ESOL Students" states that ESOL students are better able to learn and understand English when the teacher of ESOL is bilingual, in which case the teacher can speak the students' native language or languages in order to clarify the students' understanding to further construct meaning. This statement is also made in the article "Real-World Research: Combining Qualitative and Quantitative Research for Adult ESOL." However, if a teacher is not bilingual, and he/she wants to improve ESOL students' written proficiency levels, should the teacher who is fluent only in English be encouraged to permit his/her ESOL students to first write an essay or paragraph, depending upon the written assignment, within the student's own native language and then work closely with the student to translate the writing into English? Is this a recommended form of instruction? Allowing ESOL students to write within their native languages helps the teacher familiarize himself/herself with languages that may be foreign to him/her. This can also help the student translate and interpret their own native language and correspond their thoughts and ideas within a contextualized English language, and permit ESOL students to demonstrate writing that displays clearer contextualized meanings. It also allows ESOL students to demonstrate a complexity of thoughts and ideas as well as express critical, analytical thinking skills within written English, especially those ESOL students who struggle with written English in terms of writing coherent sentences or clauses, or students who write mere phrases or simple sentences with incorrect word choice and improper use of grammar. The article "Real-World Research" states, "English learners who, for example, have good higher-order reading strategies in their own language cannot call on those strategies to help them understand English texts until their understanding of English vocabulary and syntax are good enough to understand basic sentences and expressions." Can this same principle be applied to ESOL students' written English? Yes.

2. The article "Real-World Research: Combining Qualitative and Quantitative Research for Adult ESOL" briefly refers to the codings of a running record. A running record that is incorporated in the teaching of standard American English and literacy within elementary schools in this country is used in a way that teachers can determine a student's reading abilities and potentialities through close observation of a student's reading processes. Before a running record can be implemented, the teacher first must decipher the probable reading level of a particular student. For instance, the teacher must select a book that the student will easily be able to read, along with two other books that may be more challenging. Students must read 50 words within each of the three books. To correspond the running record in accordance with the student's reading, the teacher must listen closely and observe, paying strict attention to the student's substitution or replacement of words, repetition of words, omission of words, pronunciation and/or mispronunciation of words, and number of self-corrections the student makes during reading. Once the student is finished reading 50 words within all three selected books, the teacher must add up all of the student's errors. The book in which the student made no less than five errors is selected for appropriate reading in terms of a substantiated reading level, since it presents more of a challenge. However, a book in which a students makes more than five errors is considered too difficult for the student to read or comprehend. In a standard English or literacy class in grades K-12, a student can be placed within a specific reading level or group and is given reading materials in accordance with that particular reading or grade level, as it pertains to a balanced literacy model in adherence with the curricular standards of a running record. Students are given reading material that is slightly more challenging in order to assist these students in mastering the English language. Once students have mastered the English language and have acquired

appropriate English reading skills, they will be able to read books that are several reading or grade levels above their current reading performance level. Can a running record such as the one previously described be applied within an adult literacy program for ESOL students? Instead of using grocery store fliers, electricity bills, and immigration documents, can literature be incorporated in an adult literacy program for ESOL students? Yes.

Minimal Pairs. two words that are distinguished in meaning by only one sound (e.g., *ship* and *sheep*) are minimal pairs. *Bear* and *pear* and *ruse* and *lose* are minimal pairs (forget spelling, it's the sound that counts), but *choose* and *juice* are not (they have more than one difference–see story below).

Normally, native speakers don't have difficulties hearing the differences and thinking of those words as denoting different concepts. And if you come from a language that uses the same sound to differentiate meaning, you shouldn't have much of a problem.

The difficulties come when the student's language doesn't have some of the same sounds as English (or at least the sounds don't indicate a difference in meaning). It's very difficult for ESOL students to hear differences that their language does not have. For example, Chinese does not have long vowels, so many Chinese speakers new to English will have a hard time hearing the difference between *hit* and *heat* and most likely will have difficulties producing the sounds.

The use of isolated minimal pairs in language teaching remains controversial, while the need to help students understand and use the sounds of the target language remains of importance. There is more of an emphasis on teaching students to use multiple clues to make meaning, paying attention to both context and sound. For example, a teacher might ask: "If someone says, 'Do you have a pin?'–what's the situation? If someone says 'Do you have a pen?'–what's the situation?" The focus is on teaching students to attend to sounds, while at the same time demonstrating that real-life context can help to make the meaning clear even if the student cannot distinguish between two sounds. In terms of production, it makes sense to teach students "work arounds." For example, a person shopping for sheets may learn to say "Where are the towels?" when asking for help in a department store, figuring out that the sheets had to be close by. That's what is meant by "strategic competence"–figuring out what to do when your language skills are still "under development."

Brain Research. From brain research it is known that the brain creates neural pathways when anything is learned. The longer the behavior is used, the bigger the neural pathway. When a teacher helps students produce a new sound or combination of sounds, the students are being asked to create a new pathway to replace the old one, but at first–and maybe always–the old is like an Interstate and the new one like a cow path; the old one will be used in unconscious situations because it is so well established.

It is said about spelling that one must spell a word correctly one more time than one has spelled it incorrectly in life–which means the same thing: the new pathway has to become dominant over the old one for the new behavior to be used more than the old one. In adult language students' brains, this mean an awful lot of practice!

The use of minimal pair drills help the student's brain focus on the critical sounds it needs to build that new pathway. Some ESOL teachers say that minimal pairs do not help adult students at all and are a waste of time because their brains cannot learn to hear these differences. However, students are eager for the practice of minimal pairs and ask to have practice on sounds they know they have

difficulty learning and producing. This practice often makes it helpful for students to produce troublesome sound/sentence correctly (or identify errors) when the focus of a lesson is on that one particular aspect of language and does not carry though in spontaneous production.

Interlanguage. All second-language students make language errors. Errors are part of language learning. The language that students use on their way to proficiency is often referred to as "interlanguage." As students learn and acquire more language through various forms of input (noticing, practicing, studying, and using the language in various contexts), they make fewer language errors and get closer to full proficiency. So students' interlanguage is changing all the time, based on the "input" they receive (what they hear and read) and the "output" they are asked to produce (speaking, communicating with others, presenting). There is some evidence that "corrective feedback" can help students notice the errors they make, correct them, and move forward, self-monitoring and self-correcting down the road.

Creating mini-lessons around some of the "sticky points" (where students keep making the same mistake over and over) can be really helpful if students are indeed ready in their language development to understand and integrate new knowledge about language into their existing knowledge (schema). You can try to explain how present perfect or hypotheticals work in the beginning ESOL class ("If I had had the money, I would have bought the car"), but your students will not be ready to take in sophisticated structures of this sort. So you will hear "I be here five years," or "I am here five years," or "I have five years here," but probably not, "I've been here for five years." So, whatever your Level 1 students say when you ask them, "How long have you been in the United States?", that's interlanguage.

Fossilization. At any time in the learning process a student may become stuck in some level of interlanguage and may make the same mistakes over and over again–and language development does not seem to move forward. That's called fossilization.

Corrective Feedback. This much we know: If corrective feedback (input focused on errors, such as "recasting" is to have any effect, it must be selective, judiciously applied and offered at optimal times (NOT, for example, when the student is trying to tell us something important–correcting at that point can be really insulting and will most likely make no difference).

Language learning is extraordinarily complex, and so is language teaching–knowing what to correct, when, why, and how (and when to leave it alone) may be one of the most critical skills new teachers need to learn.

In the book *Understanding ESL Writers*, Ilona Leki (chapter 9) writes about interlanguage (an unstable language developed during the language learning process). The student is on his/her way to developing the correct second language form by receiving input, but this student stresses and ignores rules based on input. For example he/she may learn about the third-person "s" and then overgeneralize the rule to modal forms ("She cans...") Eventually, this will stop as he/she practices more. Leki says, "Normally, as language learners continue receiving input from the new language, their interlanguage reshapes itself in increasing conformity to the new language. For reasons not completely understood, however, certain interlanguage forms become fixed or fossilized, and no amount of input seems to be able to induce a re-analysis of the fossilized form to put it more in line with the new language. Fossilized interlanguage forms are particularly difficulty to alter, possibly because the learner is for whatever reason unmotivated to identify completely with the target discourse community."

Language awareness works for fossilization too. If you stop the student, focus on one point, and explain the differences or similarities on the spot, chances are the problem will go away. When the student is ready to become aware and you make the student aware., it always works. One student at a time.

Additional Resources

The USOE does not endorse any of the resources listed; the information included is, rather, a reflection of the resources that are available in the field for consideration.

http://www.welcometoUSA.gov. WelcometoUSA.gov provides immigrants with practical information on settling in the United States as well as information about participating in our civic culture. The website serves as the central web portal to locate all federal government resources available to immigrants and the organizations that serve them. WelcometoUSA.gov contains links to help new immigrants find English classes and links to http://www.volunteer.gov for information on ways to get involved with their community. The website contains information for the following topics: immigration and citizenship, education and childcare, healthcare and families, government benefits, about the United States, money and finance, employment, and emergencies and safety.

Focus on Basics. Back issues are downloadable for free at http://www.ncsall.net.

A list of recommended books, films and TV videos accompanied by an archive of discussions on the materials is on the Adult Literacy Education Wiki, in the professional development area at http://wiki.literacytent.org/index.php/. Link to "Books and Films Which Inspire Teachers."

Free online classes are available at http://literacynetwork.verizon.org/Free-Online-Courses.21.0.html through the Thinkfinity Literacy Campus. This is a good site for volunteer tutors.

http://www.tesol.net or http://www.tesol.net/schweiz/. Linguistic Funland Clearinghouse. Links to Funland, TOEFL, jobs/job links/recruiters, professional organizations, site map, bookstore, pen pals/e-pals, FAQ, Net each-L cool sites, courses, ESOL, videos, mailing tests/materials, activities, training, student projects, software, fun sites, etc. Jim Schweizeir's ESL quizzes and Japanese Proverbs are now hosted here.

http://www.myenglishzone.com. My English Zone: Un excelente sitio para aprender los fundamentos basicos del Ingles. This has three levels of information (1) Level 1–Beginner–The first level begins with the alphabet and covers topics such as pronunciation, grammar items, (to) be, possessive adjectives and pronouns, prepositions, numerals, might, this-that-these-those, and whose and which. (2) Level 2–Lower Intermediate–The second level takes the student deeper into structures such as the present continuous and simple tenses, the article, time expressions, the object pronouns and short answers. (3) Level 3–Upper Intermediate–In Level 3, the students begin the future expressions, the past simple, be + the past, conjunctions, reflexive pronouns, *can* words, and *be able to*, used to in case and statice verbs.

http://www.soundsofenglish.org. Sounds of English Organization. Handouts, pronunciation, activities, exercises, tips for teachers. Provides information about English pronunciation, a list of links to web sites for listening and pronunciation, and activities and exercises.

http://www.cal.org/caela/esl_resources/litdiscussion.html. Panel discussion on how to effectively and appropriately teach adult English language students who have had access to limited (or no) formal education.

http://wiki.literacytent.org/index.php/What_Works_for_Adult_ESL_Students. NIFL Special Topics discussion hosted by Heide Wrigley and Larry Condelli on "What Works for Adult ESL Students."

http://homepage.eircom.net/~ciaranmac19/. This is a web site for The Forum for English Language Teachers in Ireland. While the organization is no longer in operation, the website is still up and running. The site has newsletters, Applied Linguistics and EFL Papers (e.g., "Using the Pedagogical Dictionary as a Resource," "Learner Training for Learner Autonomy on Summer Language Courses," "Reading Theory as a Microcosm for the Four Skills," and "The Ideal Dictionary–a Utopian Reality?"), Classroom Materials, Jokes and Spoof Papers (e.g., "Anagrams Just for Fun!", "Things People Say and Their Real Meanings," "Newspaper Headlines to Make You Laugh and Think," "Oxymoron and Other Bits of Amusing Languages," "A Collection of Tongue Twisters," "A Slightly Jaundiced Introduction to Linguistics," "Lush Theory: The Jynnan Tonnix Sprachbund," and "Bicycle Analysis and Discourse Maintenance"), and links to other EFL Sites (e.g., Teaching Unplugged, The ELT Newsletter, The TEFL Farm, The Internet TESL Journal, Dave Sperling's ESL Café, Karen's ESL Party Land, Linguistic Funland–A Bizarre Bazaar of Things Linguistic, Many TESL/TEFL/TESOL/EFL/ESL/SEOL/ Links, Trinity College Dublin's CLCS English Language Teachers' Area, The Applied Linguistics Virtual Library, IATEFL–The International Association of Teachers of English as a Foreign Language), *English Teaching Professional Magazine*, and Ring of Languages and Linguistics.

http://www.eslus.com/eslcenter.htm. ESL Resource Center–The website for learners and teachers of English. Contains lessons and exercises in grammar, reading, and writing, spelling, pronunciation, and listening. Resources and links for ESOL students, and teachers' Treasury, and Reference Shelf.

http://www.lclark.edu/~krauss/tesol98/home.html. Internet/computer writing resources for a content-based curriculum, to provide resources that will help ESL/EFL teachers incorporate CALL writing activities into content-based classes. This site contains both Internet and non-Internet-based resources. The user will find sample lesson plans, student work, and resources for further reading/research. Run by Michael Krauss; provides a wide variety of web resources for ESL/EFL teachers, hands-n activities for teachers and students on Web searching, site evaluation, project-based learning, and online materials development.

http://www.apsva.us/15401081182015517/site/default.asp?. The Arlington Education and Employment Program (REEP) Web site offers a number of resources, as well as lesson plans for ESOL English Language/Civics Education.

http://www.cal.org/caela. The Center for Adult English Language Acquisition (CAELA) website provides information about CAELA's state capacity building initiative and offers tools for adult ESOL instructions and program administrators. It provides a wide variety of online resources–annotated bibliographies, research briefs, articles, and the quarterly newsletter, *CAELA Currents*–and the opportunity to ask CAELA staff questions about teaching adult English language students. Also on the CAELA Web site is *Civics Education for Adult English Language Learners* at http://www.cal.org/caela/esl_resources/collections/civics/html.

http://civicslink.ket.org/login.xml. ESL/Civics link–This site functions as an online professional development program for adult ESOL teachers, offering self-study units on topics such as integrating civics and English literacy, building cross-cultural awareness, and teaching a citizenship class. It includes information and guidelines for teaching about the Bill of Rights. A small registration fee is required for access to the site.

http://www.civiced.org/stds.html. National Standards for Civics and Government–This website is focused on civics instruction in K-12 contexts. It is also useful to teachers of adult ESOL students, both for its detailed overview of the rationale behind civics instruction and for its clearly organized outlines of specific areas of civics content.

http://www.otan.us. Outreach and Technical Assistance Network–This website is managed by the California Adult Education Office and can be accessed after completing a free registration form. The side includes resources on civics education, such as lesson plans, classroom activities, graphics for downloading, project-based learning ideas, and software recommendations.

http://www.streetlaw.com. Street Law–This website and accompanying textbook offer resources and lesson plans for teaching young people about the law and its role in their daily lives. Included are downloadable materials for teaching about the Constitution and citizens' rights and responsibilities.

http://starfall.com. A good site for kids learning to read phonics. The phonics would also help adults. There is also some low-level reading material that might be used by parents to read to their children.

http://esl-lab.com. This site has dozens of conversations for students to listen to and then take quizzes on. Author Bill Zimmerman has also included a section for students to write their own stories.

http://a4esl.org. Part of the Internet TESOL Journal, containing quizzes and puzzles created by teachers for their students, shared with the Internet community.

http://Myefa.org. "English for ALL" is a DVD series created by LA Unified and Sacramento County Office of Education. The online site contains all videos and supporting exercises. Topics include employment, taxes, housing, and the education system. Teachers can set up a class and check on student progress through the website.

Additional information about the work of the U.S. federal government can be found through Web sites such as:

http://www.archives.gov. The National Archives.

http://www.si.edu. The Smithsonian.

http://www.supremecourtus.gov. The Supreme Court of the United States.

http://www.billztreasurechest.com. Contains interactive books, programs aimed at helping people find their writers' voice.

Native Language Literacy Screening

http://www.fldoe.org/workforce/pdf/vocscr.pdf. New York State Department of Education Office of Workforce Preparation (1-877-212-8024). This Website will allow you to see instructions and some abbreviated tests for a few languages. In order to get the full tests (three pages each) for 27 languages, you must purchase the set. Call the above number for more information.

http://www.neable.org/. Native Language Literacy Screening Device available free from Northeast Adult Basic and Literacy Education Resource Center. It is a nonthreatening inventory that students fill out with such information as name, address, date of birth, etc., including also a few questions

about likes and interests and, finally, the opportunity to write a short paragraph about themselves (which they may or may not be able to do). Always tell students to do only what they are comfortable doing. Just from penmanship and ease of writing you can tell a lot about students' level of native language literacy, whether it's in a language you understand or not.

Health

http://www.cal.org/caela/esl_resources/Health/healthindex.html. Picture Stories for Adult ESL Health Literacy is a free online resource by Kate Singleton, available from the Center for Adult English Language Acquisition.

Cultural Orientation Resource Center. (2004). *Welcome to the United States: A Guidebook for Refugees.* Washington, DC: Author. This guidebook provides useful information for all newcomers to the United States. It includes chapters on community service, housing, transportation, employment, education, health care, and cultural adjustment, as well as specific information on legal rights for refugees entering the country. Available in English and 10 other languages. The English version is available on DVD or VHS through Delta Systems, Co., Inc. and the Center for Applied Linguistics (1400 Miller Parkway, McHenry, IL 60050-7030 or http://calstore.cal.org/store; may be downloaded from http://www.culturalorientation.net).

Short, D.J., Seufer-Bosco, M., & Grognet, A.G. (1995). *By the People, For the People: U.S. Government and Citizenship.* Washington, DC, and McHenry, IL: Delta Systems, Co., Inc. and the Center for Applied Linguistics (1400 Miller Parkway, McHenry, IL 60050-7030, or the Web site at http://calstore.cal.org/store). With a variety of exercises, maps, and timelines, this textbook helps students practice and improve their English speaking, listening, and reading skills while providing them with information on U.S. history and government. The textbook can be purchased through the Delta Systems, Co., Inc. And Center for Applied Linguistics.

U.S. Department of Homeland Security, U.S. Citizenship and Immigration Services, Office of Citizenship. (2005). *Welcome to the United States: A Guide for New Immigrants.* Washington, DC: Author. This guide contains information to help immigrants settle into everyday life in the United States. It provides basic civics information that introduces immigrants to the U.S. system of government and tips on how to get involved in their new communities and how to meet their responsibilities and exercise their rights as permanent residents. The guide can be downloaded for free at http://uscis.gov/graphics/citizenship/welcomeguide/index.htm.

http://www.esloop.org/cgi-bin/esloop?ring=esloop&id=92&next5. ESL sites: (1) The English Language Institute's Technology Tip of: The Tech Tip of the Month from the ELI at Oregon State University offers practical advice and lesson plans for English language teachers using technology in their classrooms; (2) The Homepage of William Eubank, Jr., a teacher in China, Mexico, Argentina, Alaska, and Texas. Webmaster for Rotary InterDistrict Teacher Exchange and MIDTESOL; (3) Secrets to Teaching English in Japan: Insights on job seeking for teaching English in Japan; (4) Culture Capsules: A Web Project You Can Do!, in which pairs of students collaborate to research and produce Web pages on culture topics from their countries; and (5) the official website of California Teachers of English to Speakers of Other Languages (CATESOL), a professional organization for ESL educators. Includes position papers, conference info, and job listings.

http://www.btinternet.com/~trifonovs/. United Kingdom-based site for adult ESL and literacy students. Its aim is to provide a jumping-off point for those with little experience with computers/Internet (useful links for teachers too).

http://www.study.com/index01_02.html. The ESL Cyberschool: Free online English language classes.

http://uscitizenship.org/. This site provides the online opportunity to study for the U.S. Citizenship test. Written and oral quizzes will provide practice needed to pass the U.S. Citizenship Test. This site also has links to other citizenship related web pages.

http://www.angelfire.com/az2/webenglish/. A practical site with internet activities for ESOL teachers.

http://www.english-zone.com/. English-Zone.Com has something for everyone: teachers, students and visitors interested in the English language. The site contains grammar, games, printable materials, jokes, idioms, and more.

http://www.linguistic-funland.com/tesl.html. This site contains categorized, annotated links to employment resources, materials, software, testing, TOEFL, downloadable cgi scripts, and much, much more.

http://englishinteractive.net. Interactive audio, quizzes and activities, web exercises, and animated grammar presentations. Interactive grammar practice of common English verbs for ESOL learners. Illustration of verb tenses with interactive audio.

http://greenspun.com/bboard/policy.tcl?topic=English. The English Forum answers your questions about language, grammar, vocabulary, and usage. Several teachers provide various perspectives on your questions.

http://www.orst.edu/Dept/eli/techtip.html. The Tech Tip of the Month from the English Language Institute at Oregon State University offers practical advice and lesson plans for English language teachers using technology in their classrooms.

http://www.geocities.co.jp/HeartLand/1760/esl.html. These pages take you to many interesting homepages all over the Internet for art, culture, history, just plain fun. It is very good for practicing English!

http://www.topics-mag.com. TOPICS is an online magazine (ezine) where students of English can publish their writing. It includes a section where teachers present student projects.

http://www.johnsesl.com. Resources for both students and teachers of ESOL. Site has many online study aids, including grammar tips, quizzes, and games. Teachers will find many lessons and classroom activities which can be used freely.

http://members.aol.com/eslkathy/esl.htm. Links to English lessons, TOEFL, dictionaries, newspapers, schools, and travel resources, and links for living in the U.S. (government, measurements, phone books), as well as links on “how to” do almost anything; links to Ann Arbor, Detroit, and Michigan.

http://callisto.si.usherb.ca/~eslcafe/. The ESL Cafe's primary mission is to develop Computer Assisted Language Learning (CALL) services for teachers and students.

http://www.geocities.com/gob72/englishontherun.html. English on the Run is intended to serve as a tool for teachers of English as a second or foreign language. Here you will find explanations about using the net, links, and exercises. Tips about grammar, writing, and reading.

http://www.ESLhome.org. A welcoming place for students and teachers to explore the Internet world of ESL. Links to activities, references, and major ESL sites, as well as teaching methods, materials, and lessons and units.

http://english.specialist.hu. A site for students and teachers of English as a second language with exercises, worksheets, texts, topics, grammar, distance learning, fiction, jokes, games, useful links, and resources.

http://home.scarlet.be/~muriraes. ESOL site offering exercises (immediate feedback), background information on English-speaking countries, links, seasonal activities for lower and upper intermediate (adult) students. Includes an online dictionary.

http://www.speak-read-write.com. Free, downloadable, printable guide to 800 idioms, plus short stories, worksheets, articles, minimal pairs charts, puzzles, vocabulary lists and grammar tips. More resources added frequently, and they are all free.

http://www.englishdatabase.com. English Database is the place to come for free lessons, worksheets and resources that use modern multimedia like the Internet, music and film to teach and practice English in a real, authentic context.

http://www.awesomestories.com/. A free site for all educators, schools and libraries. Simply request an academic membership with this sign-up form at http://www.awesomestories.com/group_signup.php.

http://startoolkit.org. The STAR (Student Achievement in Reading) website has lots of tips and concrete strategies for teaching reading to adults.

http://www.nald.ca/tools/practitioner/practitioner.htm. Click on Software Evaluation–this will take you to another page, from there choose "View Software List"–this page provides a snapshot of information about the 108 pieces of software that were evaluated by this project, including title, rating, category and operating systems. For each program listed, you can follow the links to see the evaluation or to download the software.

http://www.nscall.net/?id=771&pid=1108. Influences on the Reading Practices of Adults in ABE. What do adult literacy learners do, intentionally or unintentionally, outside of class to improve their reading and writing? And what seem to be important influences on these actions? We followed adult literacy learners for a brief period of time, using observation and interviews to take "snapshots" of their out-of-school literacy activities and efforts. We learned that teachers, access to materials, and perceptions about the importance of reading practice play and role in what they know to do can actually did to improve their literacy skills outside of class. This article describes these findings and identifies their implications for practice.

http://www.ncsall.net/?id=771&pid=597. This page provides links to resources created by NCSALL to introduce adult education practitioners to various topics in adult reading research. The guides are posted as RDF files and they are all self-contained. They each include all the information and relevant supplementary materials, such as readings intended for photocopying, needed to the conduct the study circles and seminars. Contents include the following:

1. Study Circle Guide: Research-Based Adult Reading Instruction
2. Reading Profiles
3. Teaching Learners What Reading is All About
4. Reading Difficulties
5. Ideas for Teaching Reading: ABE
6. Ideas for Teaching Reading: ESOL
7. Ideas for Teaching Reading: Program Administrators and Counselors

http://www.ncall.net/?id=1164. The Health Literacy Environment of Hospitals and Health Centers, Partners for Action: Making Your Healthcare Facility Literacy-Friendly. The guide and the review tools found within offer an approach for analyzing literacy-related barriers to healthcare access and navigation.

http://www.ncsall.net/?id=26#=content. How Do You Teach Content in Adult Education? An annotated bibliography is divided into seven subsections that focus on reading, writing, math and numeracy, English as a second language, GED, adult learning theory, and technology. Each section presents adult education sources and then additional resources based on K-12 research, instruction, and professional development resources.

http://www.ncsall.net/?id=318. "Making Peace in the Math Wars": This article explores the theories that underlie different approaches to math instruction, and envisions a math classroom that captures the positive aspects of them all.

http://www.nscall.net/. The Components of Numeracy.

http://esl-lab.com/. This site has dozens of conversations for students to listen to and then take quizzes on http://a4esl.org. It also contains quizzes and puzzles created by teachers for their students, shared with the Internet community.

http://www.ncsall.net/?id=771&pid=25. Teaching and Training Materials–these materials are designed for teachers and professional development staff. Part of NCSALL's effort to link research and practice, they have been developed using findings emerging from NCSALL research. All materials have been piloted with adult students of teachers and revised on the basis of their feedback. Teaching materials are guides for classroom activities that teachers can use to develop adult students' literacy skills and knowledge of particular content. Training materials are guides for professional development activities, such as study circles, that help teachers develop their own knowledge and skills in a specific areas. All teaching and training materials are PDF documents. You must have Acrobat Reader 4.0 (or newer) in order to download and view them.
Teacher materials include the following:

1. Understanding What Reading Is All About
2. Creating Authentic Materials and Activities for the Adult Literacy Classroom
3. Beyond the GED: Making Conscious Choices about the GED and your Future
   Training Materials

4. Skills for Chronic Disease Management
5. Health Literacy Study Circles + Introduction
6. Facilitator's Guide: Skills for Chronic Disease Management
7. Skills for Health Care Access and Navigation
8. Health Literacy Study Circles + Introduction
9. Facilitator's Guide: Skills for Health Care Access and Navigation
10. Research-Based Adult Reading Instruction
11. Adult Development
12. Rethinking Instruction and Participation for Adult Basic Education
13. Adult Multiple Intelligences
14. Learner Persistence in Adult Basic Education
15. Performance Accountability in Adult Basic Education
16. NCSALL Seminary Guide: Implications of NCSALL Research for Program Administrators
17. Program Administrators' Sourcebook: A Resource on NCSALL's Research for Adult Education Program Administrators
18. Health Literacy Public Health Forums: Partners for Action
19. NCSALL Seminary Guide: Establishing an Evidence-Based Adult Education System
20. Mentor Teacher Group Guide: Adult Multiple Intelligences
21. How are We Doing? An Inquiry Guide for Adult Education Programs

http://www.ncsall.net/?id=771&pid=1110. Learners on Learning to Read. Recent efforts to synthesize the research base on adult reading instructions have revealed a significant need for more information on how to teach reading to adult developing readers. One source of information that has not yet been tapped is adult learners themselves. Despite calls to "authorize" student experiences and perspectives so that they can have a direct impact on policy formation and improved practice, adult literacy research has not done this is any systematic way, especially when it comes to reading instruction. Such an effort would be congruent both with the principles of participatory literacy education and with theories and research about the capacities of adult learners to direct their own learning. As a small, preliminary step in the process of learning from learners, this webmaster interviewed 15 adults who have made significant progress in their reading development and asked to what they attributed their success.

http://acent.gmu.edu. Everyone who speaks a language speaks it with an accent. A particular accent essentially reflects a person's linguistic background. When people listen to someone speak with a different accent from their own, they notice the difference, and they may even make certain biased social judgments about the speaker. The speech accent archive is established to uniformly exhibit a large set of speech accents from a variety of language backgrounds. Native and non-native speakers of English all read the same English paragraph and are carefully recorded. The archive is constructed as a teaching tool and as a research tool. It is meant to be used by linguists as well as other people who simply wish to listen to and compare the accents of different English speakers. This website allows users to compare the demographic and linguistic backgrounds of the speakers in order to determine which variables are key predictors of each accent. The speech accent archive demonstrates that accents are systematic rather than merely mistaken speech. All of the linguistic analysis of the accents are available for public scrutiny. They welcome comments on the accuracy of our transcriptions and analyses.

Oxford Picture Dictionary Interactive. This program contains all of the words in the Oxford Picture Dictionary, is organized by topic like the dictionary, and allows students to operate at a number of levels: listening and reading, listening and spelling, etc. It includes games for reinforcement.

Rosetta Stone. Slowly introduces vocabulary, having the student click on one of four choices displayed. The full version covers quite a bit of vocabulary structures. Theoretically, students are supposed to learn the same way they learned their first language, by just listening, clicking, and breezing through the program. Rosetta stone has a number of modes like the OPD, listen and read, read, listen and type, and listen and speak with voice recognition.

ELLIS. This program includes video clips of actual speakers in social situations with a complex interface that allows the user to explore the language at a number of levels. Users can slow the speech down, view articulation diagrams to see how sounds are produced, choose to explore idioms and cultural expressions, play a role in the dialogue, and test their comprehension of the dialogue.

English for All. English for All is a DVD series created by LA Unified and Sacramento County Office of Education. The online site contains all of the video and supporting exercises. The topics include employment, taxes, housing, and the education systems. At http://myefa.org, teachers can set up a class and check on student progress.

Reading Companion. On IBM's Reading Companion website, this software is described as a "web-based literacy grant initiative that uses voice recognition technology to teach children and adults learn how to read." It is available free to (selected) agencies that offer adult literacy services. Developed by IBM researchers working in partnership with schools and nonprofit organizations, Reading Companion is an effective and easy-to-use technology that assists individuals as they learn to read. This innovative software "listens" and provides feedback, enabling emerging readers to practice reading and their English pronunciation as they acquire fundamental reading skills. Users log on to the Reading Companion web site and are presented with materials to read. An onscreen mentor, or companion, "reads" a phrase to the user and then provides an opportunity for the user to read the material, using a headset microphone. (Depending on the accuracy of what was read, the companion provides positive reinforcement [e.g., "You sound great!"]), gives the user an opportunity to try again, or offers the correct reading of the words on the screen. As the user's skill improves, the technology reads less materials so that the student reads more."
http://www.readingcompanion.org/aboutUs.html

HISTORY

Available from Alta Books

- Baily, Judith, and Joan Ashkenas. *From the Beginning: A First Reader in America History.*
- Field, Robert James. *The History of the United States.*
- Field, Robert James. *Our Constitution, Our Government*. Book Lab (Anninaur Corporation). Appropriate for ESOL Levels 4-6.

Available from Saddleback Educational, Inc.

- *America's Story*. Two volumes for limited readers in English and Spanish, appropriate for ESOL Levels 3 and 4.
- *The People's Guides to Government: The Executive Branch.*
- *The People's Guides to Government: The Judicial Branch.*
- *The People's Guides to Government: The Legislative Branch.*

Available from Steck-Vaughn Company

- Bernstein, Vivian. *America's Story, Books 1 and 2.* ISBN 0-8114-2791-9. Appropriate for ESOL Levels 3-6.

CITIZENSHIP

(Just a reminder that all of these were printed before the latest version of the test. They are still helpful information, but should be adapted to the new test.)

Available from Alta Books

- Alesi, Gladys. *Barron's U.S. Citizenship Test, Fourth Edition.*
- Kim, Elaine. *English Through Citizenship: A Question & Answer Game.*
- Mikatavage, Raimonda. *Immigrants and Refugees: Create Your New Life in America.*

Available from Dominie Press, Inc

- Alavarez-Martinie, Martha, and Sabina Milesi-Davidson. *California as Our Home.*

Appropriate for students at the intermediate level.

- Hirschy, Margaret W., and Patricia Hirschy. *The Way to U.S. Citizenship, Fourth Edition.* Appropriate for students at the intermediate level.
- Raphael, Kelly. *Citizenship for You: A Beginning Workbook for ESL Learners.* Appropriate for learners at the low beginning level.

Available from Heinle & Heinle; 20 Park Plaza; Boston, MA 02116; Phone: 1-800-354-9706:

- Magy, Ronna. *U.S. Citizen, Yes.* This series develops language skills and promotes problem-solving and thinking skills. Appropriate for ESOL Level 5 (literacy to high intermediate); correlated to CASAS and SCANS.

Available from Learning Express:

- *Pass the U.S. Citizenship Exam.* For ESOL Levels 4-6.

Available from New Readers' Press

- Weintraub, Lynne. *Citizenship: Passing the Test*. Student Book: ISBN 1-56420-205-4;

Audiotape: ISBN 1-56420-207-0; Teacher Guide: ISBN 1-56420-206-2. Appropriate for ESOL Levels 1-2.

- Weintraub, Lynne. *Citizenship: Ready for the Interview*. ISBN 1-56420-226-7.
- *The INS Citizenship Interview: Will They Pass?*
- *The Way to U.S. Citizenship.* Appropriate for students at the intermediate level.

Available from National Society Daughters of the American Revolution:

- *DAR Manual for Citizenship.* Published by National Society DAR. Appropriate for ESOL Levels 5-6.

Available from the NTC/Contemporary Publishing Company

- Becker, Aliza, and Laurie Edwards. *Citizenship Now: A Guide for Naturalization.*

  ISBN: 0-8092-3270-7.

Appropriate for ESOL Levels 4-6 (High beginning-intermediate).

- Becker, Aliza and Mary Ann Siegle. *Entry Into Citizenship.* Appropriate for beginning level students.
- Citizenship Practice Cards. This set, appropriate for all ESOL Levels, includes flash cards, a guide and an audiocassette.
- Cross, Carole. *Look at the U.S.* This series includes a guide and Books 1 and 2. Appropriate for ESOL Levels 1-3.
- Echaore-McDavid, Susan. *Getting Your Citizenship.* Appropriate for high beginning-intermediate levels.
- *The Uncle Sam Activity Book* (one version is included with this manual). Appropriate for beginning to intermediate levels.

Available from Occidental

- *How to Become a U.S. Citizen*. English/Spanish. Appropriate for ESOL Levels 4 and above.

Available from Prentice Hall Regents

- Bliss, Bill and Steven J. Molinsky. *Voices of Freedom: English & Civics for the U.S. Citizenship Exam, 2nd Edition.* Appropriate for ESOL Level 3.
- Marciel, Timothy. *Here to Stay in the U.S.A.: ESL/U.S. Studies for Beginners.* Appropriate for ESOL Level 3.

Available from Alimany Press Janus Book Publishers, Inc.

- Seely, Margaret. *Handbook for Citizenship, Second Edition.* Appropriate for ESOL Levels 3 and 4.

Available from Saddleback Educational, Inc.

- Hirschy, Margaret W. And Patricia L. Hirschy. *The Way to U.S. Citizenship*. Appropriate for ESOL Levels 5-6.

Available from Steck-Vaughn Company

- *Preparation for Citizenship.* Appropriate for ESOL Levels 3-5.

WORKPLACE:

Available from Heinle & Heinle:

- Magy, Ronna. *Working It Out: Interactive English for the Workplace.* Text/Tape Package: ISBN 0-8384-7792-5; Audiotape: ISBN 0-8384-8144-2; Text: ISBN 0-8384-8135-3.

Available from New Readers' Press

- Newman, Christy M. *On the Job English*. Audiotape: 978-1-56420-147-4; Student Book: 978-1-56420-147-8; Teacher's Guide: 978-1-56420-148-5; Workbook: 978-1-56420-250-5.
- Ringel, Harry. *Key Vocabulary for a Safe Workplace.* Student Book: 978-1-56420-175-1; Teacher's Guide: 978-1-56420-176-8; Photocopy Masters: 978-1-56420-144-5.

Available from Pearson Education-Longman; Pearson Education Group; P.O. Box 2649; Columbus, OH 43216-2649

- Saslow, Joan and Tim Collins. *Workplace Plus: Living and Working in English*. Student Book: ISBN 0-13-027180-2; Workbook: ISBN 0-13-033174-0; Teacher's Edition:
- ISBN 0-13-033175-9; Audiotapes: ISBN 0-13-033173-2; Teacher's Resource Pack: ISBN 0-13-033177-5.

Available from Prentice-Hall Regents

- Kerwin, Michael. *Topics and Work Competencies*. Appropriate for literacy levels through low advanced.

Available from Steck-Vaughn Company

- Brod, Shirley, Judith Dean-Griffin, Marilyn K. Spence, Brigitte Marshall, Dennis Terdy, and Christine Kay Williams. *English ASAP: Connecting English to the Workplace.*

LITERACY LEVEL:

Student Book	ISBN 0-8172-7950-4
Teacher's Edition	ISBN 0-8172-7953-9
Audio Cassettes	ISBN 0-8172–7960-1

LEVEL 1:

Student Book	ISBN 0-8172-7951-2
Workbook	ISBN 0-8172-7956-3
Teacher's Edition	ISBN 0-8172-7954-7
Audio Cassettes	ISBN 0-8172-7961-X

LEVEL 2:

Student Book	ISBN 0-8172-7952-0
Workbook	ISBN 0-8172-7957-1
Teacher's Edition	ISBN 0-8172-7955-5
Audio Cassettes	ISBN 0-8172-7962-8

LEVEL 3:

Student Book	ISBN 0-7398-0187-2
Workbook	ISBN 0-7398-0188-0
Teacher's Edition	ISBN 0-7398-0186-4
Audio Cassettes	ISBN 0-7398-0189-9

LEVEL 4:

Student Book	ISBN 0-7398-0193-7
Workbook	ISBN 0-7398-0194-5
Teacher's Edition	ISBN 0-7398-0192-9
Audio Cassettes	ISBN 0-7398-0195-3

Writing Dictionary:

Workforce Writing Dictionary	ISBN 0-8172-7959-8

Placement

Tests: Form A	ISBN 0-7398-0991-1
Form B	ISBN 0-7398-0992-X

ENGLISH LANGUAGE

Available from Laubach Literacy Action:

- *Teaching Adults: A Literacy Resource Book.*

Available from McGraw-Hill/Contemporary:

- *Taking Off: Beginning English*.

Student Book	ISBN 0-07-282063-2
Teacher's Edition/Tests	ISBN 0-07-282065-9
Color Transparencies	ISBN 0-07-285951-2
Audio Cassettes/Student	ISBN 0-07-282066-7
Audio CDs/Student	ISBN 0-07-282067-5
Workbook	ISBN 0-07-282064-0
Literacy Workbook	ISBN 0-07-285950-4
Audio Cassette	ISBN 0-07-286093-6
Audio CD	ISBN 0-07-286094-4

Available from Thomson-Heinle & Heinle

- Foley, Barbara H. And Elizabeth R Neblett. *English in Action*. ISBN 083842811-8.

Available from New Readers' Press:

- Kerns, Trish and Patty Long. *No Problem*. ISBN 1-56420-356-5. Very good for classroom setting; not as useful for small groups.

Language Experience Approach (LEA) websites for information and ideas:

http://liteachconnections.com/intheirownwords.php

http://www.readingmatrix.com/articles/wurr/

http://www.cal.org/caela/esl_resources/digests/LEA.html

Basically, you ask the student to tell you a story or share something from his/her own experience. The tutor/teacher writes down exactly what the student says, using correct spelling and punctuation. Ask the student to suggest a title. Read the story back to the student and ask for any corrections or changes. Read each sentence aloud, tracking the words with your finger, then as the student to read each sentence after you. Ask the student to read the entire story. You can also type it up and make it into a book for the students to keeps. Variations might include asking the student to tell something about himself/herself, or his/her hobbies, dreams for the future, past, family, or job; tell about a photo or picture; tell something he/she does well; describe someone he/she knows, tell what he/she likes to do in his/her free time–the possibilities are endless!

http://www.charlottesville-esl.org is the website for the Charlottesville City Schools Adult Learning Center. Included in this site is the Multi-Cultural Brief, which is a student newsletter created as part of a newspaper class; its purpose is to provide students with an opportunity to share their experiences of being from another country, to offer multi-cultural perspectives on life in Charlottesville and the U.S., to help inform people who are new to the area of issues and opportunities, and to build a bridge of communication between the ESOL population and Americans. Archived and current issues are available and they have a searchable topic index. While some articles are specific to the Charlottesville, VA area, many of the articles are relevant regardless of where you live. They make for great classroom reading and discussion.

https://www.awesomestories.com/Newsletters/signup.php?ua=group_signup . Group access to the site is free for all schools, libraries, and educators. Request group access with the above website. Each month the newsletters give numerous world events that happened during that month. For example, December's issues contained Napoleon's 1804 coronation, the Wright Brothers' first powered flight, the first performance of the play *Peter Pan* in 1904, and the attack on Pearl Harbor. The site is also free for students and members of the general public. Select an individual password with this form: https://www.awesomestories.com/signup.php?ua=individual_signup.

Picture Stories: Language and Literacy Activities for Beginners by Fred Ligon and Elizabeth Tannenbaum and *More Picture Stories: Language and Problem-Posing Activities for Beginners* by Fred Ligon, Tannenbaum, Elizabeth and Rodgers, Carol Richardson. These two books use picture stories as critical-thinking tools that allow students to discuss and generate solutions to problems that many immigrants face. For instance, students consider what happens if they:

(1) Ignore a health problem until it becomes an emergency.

(2) Pretend to understand directions at work and then make a mistake.

(3) Don't read traffic signs.

(4) Are unaware of housing conventions in this country.

The picture stories are particularly useful for literacy or beginner students, who may be able to tell a story but cannot yet write it. At this level students look at the pictures (usually 6-10 cartoon-like frames) and dictate the story to the teacher or tutor, who writes it on the board. Then read the story aloud together, pointing to the words as they are read. Sometimes you may use simple props and/or have volunteers/tutors act out the story as the others read it aloud. Students then copy the stories and practice reading to partners. You can then use the text generated for follow-up activities, such as:

(1) Creation and practice of dialogues to help the character in the story resolve the problem (e.g., What can you say to the doctor if you don't understand what he/she says?).

(2) Cloze exercises that emphasize new vocabulary or a grammatical point.

(3) Full-class or pair dictations (great for a multilevel group–some students fill in the initial consonant of a word; some, just one word per sentence; others, whole sentences).

(4) Sentence scramble: Type each sentence of the story on a piece of a page, in a large font; have students re-sequence the story (you can have students stand up, hold up the papers, and physically rearrange themselves so that the story appears in order – lots of fun!).

(5) Sentence strips: Pick a few sentences of the story and type each sentence on a strip of paper; cut out the words in the strip (storing them in a zip-loc bag so that the strips don't get mixed up) and have students practice putting the words back in order to form sentences.

Although intended primarily for beginners, the stories are also very useful for higher levels. Intermediate students can work in pairs or small groups to tell and write stories (using the past tense if necessary); then, as a class, compare the stories. Students get practice in all four language skills as they use these stories in class. More importantly, they discuss important issues and problems that they face. For instance, the health literacy stories can be used as a springboard to convey information about one's right to ask for an interpreter or to explain how to create a payment plan for a hospital bill. Many of the Picture Stories topics pertain to workplace, housing, or consumer issues and allow teachers to clarify American customs and rules.

http://www.literacypowerline.com. Literacy Powerline is an organization that supports literacy coalitions around the country, and helps to build community literacy plans. Literacy Powerline's website have a lot of helpful information. Margaret Doughty's contact information is on the website. She has a wealth of ideas, tips and suggestions. This site also have information about the National Community Literacy Conferences.

Available from Lexicon Bilingual Resources

- *Words for Work Vocational ESL* in CD-ROM: a quick-start multimedia approach to job training and language skill development for Latinos whose limited English proficiency impedes their access to jobs or hinders their ability to succeed in their current positions.
- *Words for Work: English for Healthcare Jobs (Volumes I, II, and III)*

  Volume I: (1) Basic Computer Skills (in Spanish and English); (2) Understanding the American Workplace; (3) Job Search; and (4) Effective Communication

  Volume II: (1) Becoming a Successful Employee; and (2) The Worksite

  Volume III: (1) Customer Service and Tools of the Trade; and (2) Basic Math Skills

- *Words for Work: English for Construction Jobs (Volumes I, II, and III)*

  Volume I: (1) Basic Computer Skills (in Spanish and English); (2) Understanding the American Workplace; (3) Job Search; and (4) Effective Communication in Construction

  Volume II: *(1)* Becoming a Successful Employee in the Construction Trades; (2) The Worksite

  Volume III: (1) Customer Service and Tools of the Trade; (2) Basic Math Skills

- *Words for Work: Workplace Readiness for Latinos (Volumes I and II)*

  Volume I: (1) Basic Computer Skills (in Spanish and English); (2) Understanding the American Workplace; and (3) Job Search

  Volume II: (1) Effective Communication; (2) Becoming a Successful Employee; and (3) Basic Math Skills

Available from Delta Systems Publishing Company, Inc.

- *Chalk Talks:* gives teachers tips and ideas on how to use simple drawings to support language teaching. (Available online by contacting Delta: http://www.delta-systems.com.)

TEACHER RESOURCES

Available from the Utah State Office of Education, Adult Education:

- Tungmala, M., Ed. *Teaching Ideas for ESL Classes.* Jordan Adult ESL Program. To be used with *Sequential Structural Patterns*. Appropriate for ESOL Levels 1-6.
- Tungmala, M., Ed. *Sequential Structural Patterns*. Jordan Adult ESOL Program. To be used with *Teaching Ideas for ESL Classes*. Appropriate for ESOL Levels 1-6.

Available from Alta Books:

- Liebowitz, Dorothy Gabel. *Basic Vocabulary Builder: Blackline Masters.* The vocabulary builder has 32 photocopyable life skills-based picture pages. Each page has 16 black-and-white simple boxed drawings, with room underneath for students to write a caption. The masters lend themselves to a variety of classroom activities, such as: (1) Copying vocabulary words next to the correct picture; (2) cutting the picture cards and matching them with word cards; (3) choosing a few of the picture cards (e.g., from units such as "activities" or "families" or "seasons and whether") and eliciting a story from students about them; or (5) as a follow up to the previous activity, sequencing the picture cards from a story.
- Bassano, Sharon. *Sounds Easy! Phonics, Spelling, and Pronunciation.* Clearly illustrated photocopyable exercises for grades five through adult that help students identify patterns in spelling and pronunciation. It's easy to adapt the exercises to the varied needs of students and great for a multilevel class. For instance, an exercise emphasizing two consonants might be useful to literacy students in terms of establishing the should that goes with each letter. At the same time, students who can

already read and write would find value in the exercise of accurately producing and discriminating between two somewhat similar sounds.

Available from Barron's Educational Services:

- Beyer, Thomas R., Ph.D. *501 English Verbs*. ISBN 0-7641-0304-0.
- Bromberg, Murray, Julius Liebb, and Arthur Traiger. *504 Absolutely Essential Words, Fourth Edition* ISBN 0-8120-9530-8.
- Kendris, W. Christopher, Ph.D. *501 Spanish Verbs, Fourth Edition*. ISBN 0-8120-9282-1.

Available online at Center for Applied Linguists

- *Reading and Adult English Language Learners: A Review of the Research.*
- *How Should Adult ESL Reading Instruction Differ from ABE Reading Instructions?*

  http://www.cal.orf/caela/esl_resources/briefs/readingdif.html.

Available from National Centre for English Language Teaching and Research, Australia

- *Focus on Reading:* http://www.nceltr.mq.edu.au/publications/catalogue.pfkl**.**

Available from Delta Systems, Co., Inc. And Center for Applied Linguistics:

- Auerbach, Elsa Roberts. *Making Meaning, Making Change*. Center for Applied Linguistics (CAL). ISBN 0-93-7354-79-1.
- Crandall, JoAnn and Joy Kreeft Peyton, eds. *Approaches to Adult ESL Literacy Instruction*. Center for Applied Linguistics (CAL). ISBN 0-93-7354-82-1.
- Peyton, Joy Kreeft and Jana Staton, eds. *Writing Our Lives: Reflections on Dialogue Journal Writing with Adults Learning English*. ISBN 0-937354-71-6.

Available from NTC/Contemporary Publishing Company:

- Broukal, Milada. *Idioms for Everyday Use*. ISBN 0-8442-0748-9.
- Spears, Richard A., Ph.D. *Common American Phrases in Everyday Contexts*. ISBN 0-8442-5154-2.

Available from Oxford University Press:

- Freeman, Daniel B. *Speaking of Survival*.

  Book ISBN 0-19-503110-5

  Cassette ISBN 0-19-434105-4

  A good teacher resource book for all levels.

Available from Pearson/Longman Education Group:

- *Teacher's Resource & Activity Book*. ISBN 0-13-124264-4.
- *A Short Course in Reading Skills* by Beatrice Mikulecky.

Available from Prentice-Hall Regents:

- Azar, Betty Schrampher. *Basic English Grammar, Second Edition*. ISBN 0-13-368317-6.

  Volume A ISBN 0-13-368424-5

  Volume B ISBN 0-13-368358-3

  This manual, which comes in three parts, is appropriate for ESOL Levels 4-6.
- Azar, Betty Schrampfer. *Fundamentals of English Grammar, Second Edition.*

  ISBN 0-13-338278-8.

  Volume A ISBN 0-13-327552-3

  Volume B ISBN 0-13-347139-X
- Brown, H. Douglas. *Vistas: An Interactive Course in English*. ISBN 0-13-650326-8. Appropriate for ESOL Levels 1-2.

Available from Houghton Mifflin Company:

- Bazerman, Wiener. *Side by Side: A Multicultural Reader* ISBN 0-13-809848-4. Appropriate for ESOL Levels 5-6.

Available from Longman Publishing Group:

- Heyer, Sandra. *Easy True Stories: A Picture-Based Beginning Reader*. ISBN 0-201-34313-4. Appropriate for ESOL Levels 1-2.
- Heyer, Sandra. *Even More True Stories: An Intermediate Reader*. ISBN 0-8013-0625-6.
  Appropriate for ESOL Levels 3-4.
- Heyer, Sandra. *More True Stories: A High-Beginning Reader*. ISBN 0201-69516-2. Appropriate for ESOL Levels 1-2.

Available from Heinle & Heinle:

- McCloskey, Mary Lou and Lydia Stack. *Voices in Literature: Bronze*. ISBN: 0-8384-2283-7. Appropriate for ESOL Levels 1-2.
- McCloskey, Mary Lou and Lydia Stack. *Voices in Literature: Gold*. ISBN 0-8384-7035-1. Appropriate for ESOL Levels 5-6.
- McCloskey, Mary Lou and Lydia Stack. *Voices in Literature: Silver*. ISBN 0-8384-7019-X Appropriate for ESOL Levels 3-4.

Available from McGraw Hill Companies Inc.:

- Thrush, Emily Austin and Robert Baldwin. *Interactions Access: A Listening/Speaking Book.* ISBN 0-07-063340-1. Appropriate for ESOL Levels 1-2.

Available from Press Syndicate of the University of Cambridge:

- Michael Swan and Smith, Bernard. *Learner English: A Teacher's Guide to Interference and Other Problems.*

DICTIONARIES

Available from Oxford University Press:

- Hornby, A.S. and C.A. Ruse. *Oxford ESL Dictionary*. ISBN 0-19-431403-0. Appropriate for ESOL Levels 1-2.
- Hornby, A.S. and C.A. Ruse. *Oxford ESL Dictionary: For Students of American English*. ISBN 0-19-431403-0. Appropriate for ESOL Levels 3-4.
- Parnwell, E.C. *The New Oxford Picture Dictionary (Monolinguial).* ISBN 0-19-434199-2. Appropriate for ESOL Levels 1-5.
- Parnwell, E.C. *The New Oxford Picture Dictionary: English/Spanish*. ISBN 0-19-434355-3.
- Schimpff, Jill Wagner. *The New Oxford Picture Dictionary: Intermediate Workbook*. ISBN 0-19-434325-1. Appropriate for ESOL Levels 3-4.
- Schimpff, Jill Wagner. *Oxford Picture Dictionary of American English Workbook*. ISBN 0-19-502819-8. Appropriate for ESOL Levels 1-4.
- Shapiro, Norma and Jayme Adelson-Goldstein. *The Oxford Picture Dictionary: English/Spanish*, ISBN 0-19-435188-2. Appropriate for ESOL Levels 1-5.
- Zevin, Patricia E. *The New Oxford Picture Dictionary: Beginner's Workbook*. ISBN 0-19-434326-X,. Appropriate for ESOL Levels 1-3.

Available from Delta Systems Co., Inc. and Center for Applied Linguistics:

- Molinksky, Steven J and Bill Bliss. *The Word by Word Basic Picture Dictionary.*

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Teacher's Resource Book	ISBN 0-13-124264-4

Available from Prentice-Hall Regents:

- Molinsky, Steven J. and Bill Bliss. *Word by Word Basic: English/Spanish*. ISBN 0-13-278573-0. Appropriate for ESOL Levels 1-5. *Literacy Workbook*: ISBN 0-13-150939-X; *English/Spanish*: ISBN 0-13-125865-6; *Picture Dictionary:* ISBN 0-13-278235-9; appropriate for ESOL Levels 1-2.

WRITING AND GRAMMAR

Available from Steck-Vaughn Company:

- *Contemporary English Series*. This interactive, topic-based grammar series introduces grammar structure in meaningful contexts, integrating culture, life skills, graphic literacy preparation for work and SCAN skills. Appropriate for ESOL Levels 1-6.
- Beech, Linda Ward, et al. *Reading for Today: A Sequential Program for Adults, Series Books 1-5.* Book 1 – ISBN 0-8114-9214-1.
- Jack, Darcy. *Real Life English: A Competency-Based ESL Program for Adults Workbook (Series 1-6).* ISBN: 0-8114-2053-1. Appropriate for ESOL Levels 1-6.

Available from HEC Reading Horizons:

- Lockhart, Charlotte F. *Char-L: Adult Education Intensive Phonics: Workpack Activities.* ISBN 0-9605654-8-5.

Available from Heinle & Heinle:

- Adult/Community College Guide to Core Programs:
- Gati, Sally. *Literacy in Lifeskills, Books 1 and 2.* Appropriate for ESOL Level 1.
- Larimer, Ruth and Sherry Vaughn. *Real Conversations*. Appropriate for ESOL Levels 1-2.
- Magy, Ronna. *Working It Out*. Appropriate for high beginning to intermediate levels.
- Weinstein, Gail, et. Al. *Collaboration Literacy.* Appropriate for ESOL Level 1.
- Weinstein, Gail and Jann Huizenga. *Collaborations*. This series develops language skills and promotes problem-solving and thinking skills and is correlated to CASAS and SCANS. Appropriate for literacy level to high intermediate.

Available from Jamestown Publishers:

- Goodman, Burton. *English, Yes: Learning English Through Literature.* Appropriate for ESOL Level 6.

Available from McGraw-Hill Companies, Inc:

- Blass, Laurie and Meridith Pike-Baky. *Mosaic Two: A Content-Based Grammar*. ISBN: 0-07-069581-4. Appropriate for ESOL Levels 5-6.
- Kirn, Elaine and Darcy Jack. *Interactions One: A Communicative Grammar.* ISBN: 0-07-034916-9.

Available from National Institute for Literacy and National Center for Family Literacy:

- *Applying Research in Reading Instruction for Adults: First Steps for Teachers.*
- Werner, Patricia. *Mosaic One: A Content-Based Grammar.* ISBN 0-07-069603-9.
- Werner, Patricia and John Nelson. *Interactions Access: A communicative Grammar*. ISBN 0-07-069603-9.

Available from New Readers' Press:

- *Talk of the Block* series. This reading series is for adult ESOL beginning readers. More for emergent readers that are a step beyond true literacy level, the stories focus on life contexts and events (family, home, shopping, health) and build in phonetic instruction and reading practice.

Available from NTC/Contemporary Publishing Company:

- *Word Power: Spelling and Vocabulary in Context*. Series Components:

Introductory	0835-0
Intermediate 1	0836-9
Intermediate 2	0837-7
Advanced 1	0838-5
Advanced 2	0839-3

Available from the Utah State Office of Education, Adult Education:

- Talbot, Walter and Vaughn L. Hall. *Functional English as a Second Language for Adults.* This three-book series is appropriate for ESOL Levels 1-3.

Available from Prentice-Hall Regents:

- *Basic English for Adult Competency, Books 1 and 2.* Appropriate for ESOL Levels 4-5
- Foley, Barbara and Howard Pomann. *Lifelines, Books 1, 2, 3, and 4: Coping Skills in English, Second Edition.* Appropriate for ESOL Levels 3-6.

- Mosteller, Lee, Bobbi Paul, and Michelle Haight. *Survival English Books 1, 2, 3: English Through Conversations, Second Edition.* Appropriate for ESOL Levels 2-4.

Available from Press Syndicate of the University of Cambridge:

- *English Skills by Objectives: Book 3.* ISBN 0-8428-0215-0. This three-book series is from an instructional program created b the American Preparatory Institute.
- Richards, Jack C., Jonathan Hull, and Susan Proctor. *Interchange: English for International Communication.* Appropriate for ESOL Levels 2-5. Book series 1-3:

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Video One (SECAM)	ISBN 0-521-45634-7
Video One Activity Book	ISBN 0-521-44908-1
Video One Teacher's Guide	ISBN 0-521-44907-3

Available from Simon and Schuster:

- Carmen and Geoffrey McGuinness. *Reading Reflex*

  This is actually a book about teaching children to read, but it has a lot of individual activity ideas that an adult ESOL teacher could use to support foundational literacy skills development. While there are definitely strategies and theories in this book that are not appropriate fo useful for adult ESOL contexts, there are also a number of ready-made activities and resources that could be good additions to your instructional battery–as long as you familiarize yourself with the principles and strategies for adults learning to read in a language that is not their native language, and you are clear on what you are looking for in terms of activities that would further your students' needs and goals.

http://mlots.org. Available from The Media Library of Teaching Skills (MloTS) project, a free web-based library of short digital videos of adult education classrooms and tutorials; over 30 available, including those from:

- NCAL/ILI Professional Development Kit (ESOL and basic literacy tutoring).
- NCAL/ILI Captured Wisdom (integrating technology).
- OTAN Integrating technology.
- CLESE (an informal assessment to capture what low-literate ESOL learners can and cannot do with literacy).

http://www.caalusa.org. "Passing the Torch": A study of promising practices in adult ESOL at five community colleges, including professional development practices–ranging from those for new teachers to those for very experienced teachers. Some models included are peer coaching and mentoring, reflective teaching, and setting up a certificate program, as well as a variety of uses of program websites and resource centers.

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Easy Aides, Inc.
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CASAS: FREQUENTLY ASKED QUESTIONS

- **Q. Are the tests timed?**

  A. The pre- and post-tests are not timed, but students should generally complete these tests within an hour. The proctor may choose to allow a few extra minutes for students who are near completion. Listening tests are automatically timed because they follow an audio script. The test administration manuals for each appraisal explain time limit recommendations specific to particular appraisal test forms.

- **Q. Can I translate if a student doesn't understand something?**

  A. You may not translate a test item. Translation is permissible only before the test begins in order to explain test instructions or to collect demographic data.

- **Q. How can we keep all the test forms straight? We store our many, many CASAS tests on shelves and it's easy to get forms mixed up.**

  A. Are you aware of the hatch marks on the spines, as well as the color coding scheme? These features on the test covers help agencies organize and more easily manage the pre- and post-test booklets.

  The overall **color scheme** for all CASAS pre- and post-tests is:

  - A Level–**blue** color family (with the pre-test cover being a darker shade and post-test a lighter shade)
  - B Level–**green** color family
  - C Level–**brown** color family
  - D Level–**red** color family

  In addition to the specific color by level, there are also hatch marks on the left spine to help agencies keep the test booklets organized and to distinguish between pre- and post-tests within the same level (color family):

  - **Reading** hatch marks are in the **top** part of the spine.
  - **Math** hatch marks are in the **center** of the spine.
  - **Listening** hatch marks are in the **lower** part of the spine.

  Lay several levels together, and the hatch marks will become more apparent. For example, if you stack four of the Life and Work Reading tests on top of one another, you will see that:

  - A level pre-test = 1 hatch mark (darker shade of blue)
  - A level post-test = 2 hatch marks (lighter shade of blue)

- AX level pre-test = 3 hatch marks (darker and different shade of blue)
- AX level post-test = 4 hatch marks (lighter and different shade of blue)

IT is hoped that between the hatch marks, the color shadings, and the form numbers you will be able to more easily manage the myriad number of forms.

4. Q. How do I choose between the Life Skills, Life and Work, Employability (ECS) or the Workforce (WLS) test series?

A. Choose a series based on the curriculum that reflects students' goals. The Life Skills series covers a wide range of life skill content areas. The Life and Work series includes both employment and life skill-related content. The Employability series contains employment-related content. The Workforce series reflects the reading and math skills needed at the workplace.

5. Q. How many tests does CASAS have?

A. CASAS has more than 180 standardized and performance-based assessment instruments.

6. Q. I've heard that the Life Skills Reading tests are being phased out. Is this true? How will it affect my agency?

A. Life and Work Reading, Forms 81-188, replaced Life Skills Reading, Forms 31-38, July 1, 2006. Copies of reading test Forms 31-38 are available as supplies last. CASAS encourages agencies to begin the transition to Life and Work Reading with all future orders.

7. Q. When does Life and Work Reading replace Life Skills Reading?

A. Life and Work Reading, Forms 81-188, replaced Life Skills Reading, Forms 31-38, on July 1, 2006.

8. Q. Will agencies have to "throw out" all their Life Skills Reading test booklets?

A. No. Agencies can continue to use their Life Skills Reading test booklets. However, CASAS encourages agencies to order Life and Work Reading test booklets whenever they need to replace old, worn Life Skills Reading test booklets.

9. Q. How long will agencies be able to order Life Skills Reading test booklets?

A. Agencies can order Life Skills Reading Forms 31-38 as long as the supplies last. CASAS encourages agencies to begin the transition to Life and Work Reading with all future orders.

10. Q. What about Life Skills Math and Listening tests? Are they being replaced?

A. No. Only Life Skills Reading tests are being replaced. Life and Work Listening tests are under development and will be available by July 2008.

11. Q. Will TOPSpro software continue to score Life Skills Reading tests even after they are no longer available for order?

A. Yes. TOPSpro software will continue to score Life Skills Reading tests through June 30, 2009.

12. Q. Which math tests should agencies use when they switch to Life and Work Reading?

A. Agencies should use Life Skills Math, Forms 31-38, or ECS Math, forms 11-18.

13. Q. Which listening tests should agencies use when they switch to Life and Work Reading?

A. Agencies should use Life Skills Listening, Forms 51-56, or ECS Listening, Forms 63-66.

14. Q. Can agencies pre-test with Life Skills Reading and post-test with Life and Work Reading while transitioning from one test series to the other?

A. Yes.

15. Q. What are the CASAS guidelines for pre-and post-testing?

A. CASAS recommends establishing an assessment policy and procedures that accommodate both the instructional delivery system, the intensity and duration of instruction, and the student population served. The following are general guidelines for establishing an assessment policy that will provide meaningful data for determining the impact of instruction. Research indicates that the more time is allowed for instruction and learning between pre- and post-testing, the higher the probability of increased learning gains and other learning outcomes.

Pre-test: Students should be pre-tested as soon as is feasible upon entry into the program or before any substantial instructional intervention has occurred.

Post-tests: Agencies should administer post-tests, using alternate forms, at the end of approximately 60-100 hours of instruction.

16. Q. What are the three types of tests in the CASAS system? What is the main purpose of each type of test.

A. **Appraisal tests** are important for accurate placement into a program and into the appropriate pre-test.

Pre- and post-tests are designed to monitor progress within an instructional level. Pre-tests provide baseline data to determine student progress. They also give information about each student or about the class as a whole to help teachers plan appropriate lessons. Post-tests give valuable information about how much students have progressed as a result of instruction.

Level exit or certification tests indicate whether a student is ready to move to the next instructional level or to exit a program.

17. Q. What assessments do you have for students who have low literacy skills?

A. CASAS Beginning Literacy Assessment Forms 27 and 28 assess literacy level reading skills and are appropriate for use with native and non-native English speakers. The POWER standardized performance assessment measures basic skills of adults with developmental disabilities.

18. Q. What does the ESL appraisal do?

A. The ESL appraisal provides information on the learner's ability to apply basic listening and reading skills in a functional context. An optional short oral interview and two-sentence dictation exercise also are part of the ESL appraisal. These exercises help determine a person's ability to speak and understand basic conversational English.

19. Q. What is a CASAS Appraisal and what does it do?

A. Appraisal tests are the initial assessment instruments used in the CASAS system. They help identify students; skill levels to determine appropriate placement into a program or a level or classroom within a program. The Appraisal score also helps you determine which CASAS pre-test a student should take.

20. Q. What is the sequence of administering CASAS tests?

A. An appraisal is administered when a student enrolls in a program before instruction begins. Students should take a pre-test shortly after the appraisal or soon after instruction begins. A student should take a post-test after a period of instruction concludes (usually 60-100 hours). CASAS recommends that programs use multiple measures to assess progress of students.

21. Q. What is the CASAS Summer Institute?

A. The CASAS Summer Institute is a four-day training institute and conference held annually in San Diego, California. Each year, this conference draws more than 700 adult educators and education policy specialists from across the United States. Anyone in the field of adult education may attend this institute as a participant. This Institute provides training workshops and other forums that address key issues in developing and implementing accountability, assessment, and program evaluation systems linked to national and state program and performance standards. The Institute also highlights the use of data across states to inform instruction, improve programs, and report outcomes to stakeholders and policymakers. The Institute offers professional development training for program administrators and instructional staff. Workshops and panels address state and local program models for evaluating learner and program progress outcomes. Presenters will focus on national and state research studies in assessment, accountability, standards setting, certification, program evaluation, and other key topics.

22. Q. How does an agency keep CASAS tests secure?

A. Always keep tests in a locked cabinet. Do not throw away used answer sheets or old test booklets in school trash cans. (They can be sent to CASAS for shredding.) Count all test booklets before and after use. Students should not sit too closely together during a test. There should be at lest one proctor for every 25 students.

23. Q. I need more information about a CASAS product. Who should I contact?

A. Please contact CASAS staff at casas@casas.org. Your inquiry will be routed to the appropriate department.

24. Q. What does CASAS stand for?

A. CASAS stands for Comprehensive Adult Student Assessment Systems.

25. Q. How can Teachers use CASAS test results?

A. Teachers can use CASAS data:

- To refine student placement.
- To select appropriate classroom materials.
- To garget instruction.
- To measure individual student progress.
- To understand the relationship of the level and demographics of a class to the program as a whole.

26. Q. How do CASAS test scores relate to students' proficiency levels? What do the scaled scores mean?

A. CASAS has worked with adult literacy practitioners in the field to create descriptions of the skills and abilities of individuals scoring at various CASAS scaled score levels.

The CASAS Skill Level Descriptors are available for viewing in the Skill Level Descriptors section of the Web site.

27. Q. What happens if the training is full?

A. If you receive a message indicating that the training that you are trying to register for is closed, please select a different training session to attend. If there are no other trainings scheduled, contact CASAS prior to the training. Space and materials may be available on a first-come, first-served basis.

28. Q. Who do I contact if I have trouble registering for a training?

A. Contact the online Registration team at onlinereg@casas.org.

29. Q. Can I order CASAS products online?

A. No. CASAS products are not available for purchase online. We'll advise all subscribers when online purchasing is available.

30. Q. How do I purchase CASAS products?

A. You may find information on ordering CASAS products in the CASAS Resource Catalog. Please use the order form provided in the Catalog or on the Web site to submit your order in writing. To ensure accurate orders, we cannot accept phone orders. To prevent a delay in processing your order, it is important that you complete the "Training Verification" portion of the order form, including information on training requirements. Please contact the Training and Implementation team at training@casas.org. For more information on placing an order, please contact Customer Service at 1-800-255-1036.

31. Q. My agency hasn't received the materials we ordered. Whom should I contact?

A. Please contact Customer Services at 1-800-255-1036 if you have questions about an order.

32. Q. Where can I get the CASAS catalog?

A. The Catalog is posted on the CASAS Web site under "Products and Services." You may also request a hard copy of the Catalog by sending an e-mail to casas@casas.org.

33. Q. How do I train my staff to administer the use the test results?

A. Each agency is responsible for receiving training in the appropriate use of the CASAS system. CASAS certified trainers offer Implementation training on how to administer, score, interpret, and analyze CASAS test results.

BEST PLUS FREQUENTLY ASKED QUESTIONS

1. Q. What proficiency levels does *BEST Plus* assess?

A. *BEST Plus* measures performance over the full range of English proficiency levels represented in adult education programs: from Beginning ESL 1 to High Advanced in the National Reporting System (NRS) ESOL 6.

2. Q. What type of language is assessed?

A. Oral English language from personal, community, and occupational domains is assessed using real-life communication tasks such as providing personal information, describing situations, and giving and supporting an opinion.

3. Q. How are examinee responses scored?

A. Examinee responses are scored according to the *BEST Plus Scoring Rubric*, which is based on current research in second language oral proficiency assessment. Each response is scored on three sub-scales:

- Listening Comprehension: How well did the examinee understand the setup and question?
- Language Complexity: How did the examinee organize and elaborate the response (i.e., simple words and phrases to organized examples, explanations, descriptions, etc.)?
- Communication: How clearly did the examinee communicate meaning?

Scoring in detail is discussed during *BEST Plus* required administration training.

4. Q. How long does *BEST Plus* take to administer?

A. The computer-adaptive version takes from three to 20 minutes to administer, depending on the examinee's level or oral proficiency. Higher proficiency speakers (SPL 7-10) usually take longer than lower proficiency speakers do, because they are asked more questions and their responses tend to be longer and more complex. The print-based version takes five to 20 minutes to administer.

5. Q. My program has been using the *BEST* oral interview. Can we keep using this assessment?

A. The Center for Applied Linguistics (CAL) has discontinued distribution of materials for the *BEST* oral interview.

6. Q. How can I attend one fo the required *BEST Plus* training workshops?

A. Contact the USOE for a list of scheduled trainings.

7. Q. What does a training workshop include?

A. During the six-hour training workshop, you will learn about the background for *BEST Plus*, learn how to administer and score the test, and practice administering and scoring *BEST Plus.*

8. Q. Once I am trained, can I train others in my state or program to administer the test?

A. No. Only a certified trainer can train individuals to become *BEST Plus* test administrators. CAL does sponsor a trainer certification program. Once an individual successfully completes this program, he/she is authorized to train others in his/her state to administer *BEST Plus*. If you are interested in becoming a certified trainer, contact *BEST Plus* at bptraining@cal.org or call 1-866-845-2378.

9. Q. I am a recently trained test administrator, and I have used my 10 complimentary administrations credited to my program after my training. How do I get started actually using *BEST Plus*?

A. Follow these steps:

Step 1: Programs need to order *BEST Plus* computer-adaptive or print-based test administrations. Follow our online ordering guide to order online using your program's Customer Number (ex BPDC1234). Order forms can also be downloaded and faxed to CAL at 1-888-700-3629, or mailed to (sans scans in the address):

Center for Applied Linguistics

ATTN: BEST Plus

4646 40th St. NW

Washington, DC 20016-1859

Send all checks (payable to Center for Applied Linguistics) to:

BEST Plus

P.O. Box 630948

Baltimore, MD 21263-0948

Programs may call CAL directly Monday through Friday from 9 a.m. to 7 p.m. EST at 1-866-845-2378, option 1.

Step 2: After the order is placed, the *BEST Plus* staff will contact your program within one business day of receipt to confirm your order.

Step 3: Once CAL confirms receipt of your order, you need to obtain your five-letter "registration key" to start adding your pre-purchased tests to your computer. If you don't know how to get your "registration key," please contact CAL directly.

Once you have a "registration key," the unique corresponding five-digit Purchase Code, will be used by your program to unlock pre-purchased test administrations on your computers.

Alternatively, if you do not have online access, you may either:

- Send an e-mail to bpcode@cal.org with your "registration key," the name of the test administrator, the name of your program, and the number of administrations you wish to access. The subject should read "Purchase Code Request."
- Call the toll-free number 1-833-845-2378, option 2, for Purchase Code requests during our hours of operation.

Important: You MUST be using the computer you intend to use for testing. The Purchase Code provided is only valid on the computer you use to obtain the "registration key." If that computer has Internet access, you can press "Alt" and "Tab" at the same time to minimize *BEST Plus* to get your Purchase Code online.

Step 4: Type your Purchase Code into the red box. The tests unlock instantly, and you can begin testing!

Please note: Each time you add test administrations to a computer, you will have a new "registration key," so you will need to contact *BEST Plus* to obtain a new Purchase Code.

10. Q. What are the minimum system requirements for using *BEST Plus* on my computer?

A. *BEST Plus* will work with most Microsoft Windows operating systems, but relies on the proper system configuration to work smoothly. CAL recommend running *BEST Plus* on a Windows 2000 operating system or later (e.g., ME, XP, etc.). *BEST Plus* has, however, been successfully run on Windows 95 and 98.

BEST Plus is compatible with Microsoft Windows Vista. For information on how to set up *BEST Plus* with Vista, please contact us for information on how to do this.

If you are using a Mac, you will need to have the latest version of Virtual PC. Virtual PC is software that emulates the Windows operating system, allowing Macs to be able to run software written for Windows. Please consult with your local technical support staff to determine if your Mac is able to run such software.

11. Q. Who can purchase *BEST Plus*?

A. Programs with trained test administrators can purchase and activate *BEST Plus* test administrations.

12. Q. Will there be an additional cost for the Scoring Management Software if I purchase print-based test administrations?

A. No. The Score Management Software is included on the Test CD and Practice CD provided to each administrator at the initial training workshop. A complimentary computer administration is included in the price of each print-based test administration purchased. These are used to enter scores from the print-based version into the Score Management Software on the maroon CD and generate a final scale score.

Print-based scoring administrations are activated the same way as computer administrations.

13. Q. How do I activate my purchased administrations?

A. Please follow the instructions of the CD *Quick Reference Guide* on a tan or green piece of cardstock in your *Test Administrator Guide* or online.

14. Q. How many test administrations should I activate on my computer?

A. Tests can be activated in sets of 20, 50, 100, 300, or 500. It is recommended that you activate only as many test administrations as needed to test your students in the immediate future. Because test administrations are saved to the computer, it is recommended that fewer test administrations are added more often, so that if something happens to the computer (e.g., it crashes, the laptop is stolen, the hard drive is reformatted), fewer test administrations will be lost.

15. Q. Can I move the activated test administrations on my *Test CD* from one computer to another?

A. Yes. Activated test administrations are saved to the hard drive of the computer on which they were activated. Activations **cannot be saved** to the *BEST Plus Test CD* itself. If you must move test administrations from the computer you saved them to, please use the Test Transfer Program.

16. Q. Can I check to see how many activated test administrations remain to be used on a particular computer?

A. Yes. Under the "Buy More Administrations" tab in the *Score Management Software*, a user can view how many administrations they have used on that computer and how many they have remaining. Also, anytime *BEST Plus* is running, the user may press CTRL and T together to view the number of test administrations remaining.

To find out haw many administrations are left for your entire program, please contact *BEST Plus* Monday through Friday from 9 a.m. to 7 p.m. EST at 1-866-845-2378, option 1 or best-plus@cal.org.

17. Q. What if my Purchase Code doesn't work?

A. Make sure you are using the maroon *Test CD* and not the black *Practice CD.* You do not need to contact *BEST Plus* for the Purchase Code when using the *Practice CD*. The Purchase Code for the *Practice CD* is always "12345."

Make sure the green box is showing the same "registration key" as when you first requested the Purchase Code. If it is not, then you need to request a new Purchase Code for the new Registration Key, by contacting *BEST Plus* User Support at 1-866-845-2378, option 2 or BPCode@cal.org.

18. Q. Do I need a computer to administer the print-based version of *BEST Plus*?

A. No. A computer is not needed to administer the print-based test. However, all programs that use *BEST Plus* will need at least one computer for data-entry purposes. All print-based test scores MUST be entered into the *BEST Plus Score Management Software* using the number keys after administration to generate the full *BEST Plus* score report with a scale score. All print-based test purchases include a complimentary computer administration to allow this data entry. These administrations are credited to the program's total test pool by CAL when the print-based order is received. These administrations are activated in the same manner as the computer-adaptive test administrations.

19. Q. Is there a difference in the reliability of the computer-adaptive version and the print-based version of *BEST Plus*?

A. No. When used correctly, the computer and print versions are equally reliable. In practice, however, there may be a greater chance of error with the print-based version (e.g., scores added incorrectly on the locator leading to administering the wrong test level). However, there are no data that show that the print-based version is less reliable than the computer-adaptive version.

20. Q. Can I end the test myself if I think it has gone on long enough?

A. No. Premature ending would invalidate the test.

21. Q. When should a test question be skipped?

A. The option to skip a question should be used only in rare circumstances. For example, if a question causes a student extreme distress or is inappropriate for a specific student, the question can be skipped by not scoring and clicking on "Next Question." When the "Finish scoring" question comes up, click on, "Skip this question and go on the next one" and continue after the student has regained composure. Skipping a question will not affect the final score.

However, it is important to remember that there are no right answers to the questions and prompts. For example, students who do not drive should still be presented with items that pertain to driving. One of the questions may be, "Do you like driving in [Washington]?" The examinee can answer, "I don't drive" and still be scored. The next question may ask about driving conditions, which the examinee could answer based on his or her experience as a passenger.

22. Q. What do I use for a student's registration number? Do I have to use the same number for a student tested multiple times?

A. The registration number field on the student information page is designed to help identify students within a particular program. However, it is possible to assign a new registration number each time a test is administered, if that seems like a more helpful way of organizing data. Tests and students can be sorted by class, regardless of how you use the registration

number field. Registration numbers need to be short enough for the entire code to show up in the box; this size will be different on different computers, depending on screen resolution.

To find out more information about "Filters," please see Section II-3 of the *Score Management Software User Guide*.

PLEASE NOTE: Avoid using non-alphanumeric characters except for period (.), hyphen (-), apostrophe ('), or underscore (_) in any data field in *BEST Plus* (Student Name, Registration Number, Class, Test Administrator, Site). Standard A through Z alphabet use is recommended. Accented characters should be avoided. Spaces can be used, but also count as characters.

23. Q. What is online Purchase Code activation?

A. Online Purchase Code activation is a service that allows you to obtain a Purchase Code, view test administration balance, and see the most recent activation. This online system can be accessed at any time.

24. Q. Do I have to use the online activation system on the same computer on which I am running *BEST Plus*?

A. No. You can access the online activation system and obtain a Purchase Code from any computer. It does not have to be obtained from your designated testing computer(s).

However, if you can access the Internet from your testing computer, press the Alt and Tab keys at the same time to minimize *BEST Plus* and use the online activation service. Once you have received your Purchase Code, you can maximize *BEST Plus* by clicking on the program activation bar on the Windows task bar.

25. Q. What do I do if the Internet browser won't let me access the site?

A. If you are having trouble accessing the site, the browser's security settings may be set too high.

If you are using Microsoft Internet Explorer you can change the security settings by following the steps below:

1. From the Toolbar, go to TOOLS and select INTERNET OPTIONS from the pop-up menu.
2. Click on SECURITY tab.
3. Click TRUSTED SITES icon.
4. Click SITES button.
5. Be sure the box "require server verification" is UNCHECKED.
6. Begin typing name of web site into box (after first letters, matching site names will appear, and you can select: http://www.cal.org/bestplus/BPOnlneActivation/index.aspx.
7. Click the ADD button.

8. Click OK to close Trusted Sites dialogue box.
9. Click OK to close Internet Options dialogue box.

If you have any further difficulty, please contact your local technical support staff.

26. Q. Why does my user information not "match the database"?

A. There are several reasons why this might happen:

- Your correct email address may not be on file with CAL.
- If you were trained recently, it can take up to 10 business days for CAL to receive and enter your registration forms into their database.
- CAL may not have your name entered correctly in the database.
- You may not have registered for a password or your password is incorrect.
- You may not have the correct Customer Number.

To resolve any of the issues listed above, please contact User Support at 1-866-845-2378, option 1, or by e-mail at BPSupport@cal.org between 9 a.m. and 7 p.m. EST.

27. Q. How do I register for a password?

A. Below the sign-in form, click "If you do not have a password, please click here" link. Your five-character password will be sent to you within a few minutes from BPSupport@cal.org and will be in the form of Letter # Letter # (ex. A2A2A).

For further assistance, please see our *BEST Plus* Online Activation Guide.

28. Q. What should I do if I registered for a password, but I have not received it?

A. Check your spam or junk mail filter and make sure BPSupport@cal.org is not on your safe list.

29. Q. What does "server Error in '/BESTPlus/BPOnlneActvaton'Application" mean?

A. The software that runs the online Purchase Code activation capability does not recognize apostrophes, accent marks, or other special characters. Please try typing your name without them (e.g., O'Connor as OConner, José as Jose).

If you have any further difficulty please contact User Support at 1-866-845-2378. Option 1, or by e-mail at BPSupport@cal.org, between 9 a.m. and 7 p.m. EST.

30. Q. How do I change my password?

A. Below the sign-in boxes, click the "To change your password, please click here" link.

For further assistance, please see our *BEST Plus* Online Activation Guide.

31. Q. How can I retrieve my password if I forget it?

A. Below the sing-in boxes, click the "If you do not know your password, please click here" link. Your password will be sent to you within a few minutes from BPSupport@cal.org.

For further assistance, please see our *BEST Plus* Online Activation Guide.

32. Q. The screen says I have less than 20 administrations remaining. What do I need to do to activate more?

A. This means your balance is low and you must purchase additional test administrations. Download and send an order form to CAL my mail or fax (1-888-700-3629), or order online at the CAL Store.

Please allow one business day for processing. If you are paying by purchase order, please include a signed copy with your order.

33. Q. The amount of tests the screen says is different from what I want to activate. How do I change the amount of tests I want to activate?

A. Each "registration key" is only good for a specific quantity: 20, 50, 100, 300, or 500. Check your Activation Screen in *BEST Plus* to see how many tests your key will activate.

34. Q. I made a mistake and entered the wrong "registration key." How can I fix the test balance?

A. Once you have entered you "registration key" and click "activate," the key is recorded and the amount of test administrations activated is deducted from the program's balance.

If you feel you have made a mistake, please contact User Support at 1-866-845-2378, option 1, or by e-mail at BPSupport@cal.org between 9 a.m. and 7 p.m. EST.

35. Q. What information is included in the full *BEST Plus* score report?

A. In addition to the *BEST Plus* score and National Reporting System and Student Performance Levels, the score report contains the date and time of the test, the name of the test administrator, and general information about how the examinee has been scored on the three components of the scoring rubric: listening comprehension, language complexity, and communication. All score reports can be viewed through the *Score Management Software* on the *BEST Plus Test CD*.

36. Q. I want to move some of my score data to another computer. Should I use the "Export Scores" or "Export Student Record(s)"? What is the difference?

A. Which function you should use depends on what you intend to do with the data after the transfer.

If you wish to work with student data outside the *BEST Plus* program (e.g., to create a program-wide spreadsheet), the score reports must be exported using the "Export Scores" button. This will export the score reports in a format that can be opened as a text document, a spreadsheet file (such as Excel), or in your own data management program (such as Access).

If you are transferring student information from one *BEST Plus*-enabled computer to another so you can test, then you should use "Export Student Record(s)." Please note that the database file (*.mdb) created using the "Export Student Record(s)" button is a protected file and cannot be opened directly.

See the *Score Management Software User Guide*, Section II, pp. 9-12, for a more detailed explanation of "Export Student Records" versus "Export Scores." The *Guide* is located in the back pocket of the *Test Administrator Guide.*

37. Q. What information can be changed regarding a particular student within the *Score Management Software?*

A. Only unique information can be altered for an individual student. This includes the first name, last name, and registration number. Class and site names cannot be changed for an individual student; they can only be changed for EVERY record in the database. So if the name of the site was misspelled and entered as "school," it could be changed to "school," and correcting the spelling for every instance of the word. To change just one record, the data must be exported to another database or spreadsheet using the "Export Scores" button.

38. Q. Can I convert raw scores on the print-based version of the test to scale scores with a conversion table?

A. There is no conversion table to convert the print-based raw score to a scale score. To obtain a scale score (which is the only score that can be used for reporting purposes) you must enter the individual scores from each item on the print-based test into the *Score Management Software* program on the *Test CD*. Only by entering the scores for each item will you obtain an official score report and the scale score necessary for reporting purposes.

39. Q. How can I open the scores.mdb file? The file is password protected.

A. The scores.mdb file (or the MS Access file created when backing up data or using the "Export Record(s)" button) should not be opened under any circumstances. It is password protected ensuring the security of the information stored in it. Use the "Export Scores" function explained above to create a file containing your test data that can be opened outside of *BEST Plus*.

40. Q. If an examinee answers the question correctly in a language other than English, what score is given?

A. In order to standardize scoring procedures and be fair to all examinees, a score of 0 is to be given for an examinee response in a language other than English. Examinees can be prompted ONCE with "English, please," to remind them to respond in English. If they

respond in English, that response should be scored appropriately (disregarding the fact that they had responded in another language).

41. Q. What if the examinee doesn't know what is going on in a picture cue?

A. Score the student according to what they are able to produce. He/she doesn't have to be able to name the exact action occurring in the picture. Simple descriptions will suffice. The picture cue questions are designed only to elicit words, phases, and simple sentences. For example, if all the examinee says is, "I don't know what they are doing," then you would simply score that response appropriately and move on to the next question.

42. Q. What if the examinee doesn't understand the command "Tell me about this picture"? Can I say "What do you see in the picture"?

A. No. Remember, a question may be repeated once but is not to be rephrased in any way. If a student still does not understand the prompt after one repetition, score all areas "0" and move on to the next question.

43. Q. Can I get more help in fine-tuning my scoring?

A. Yes. *BEST Plus* staff have developed the *BEST Plus Scoring Refresher Toolkit* to be used by both groups and individual test administrators to practice and refine their scoring skills learned in the initial training workshop. Your program may purchase this tool as a state. All trained administrators are expected to participate in bi-annual recalibration training as required by the USOE.

44. Q. How can I get technical support?

A. Contact your program director first. If he/she is unable to answer you question, you can consult these FAQs.

For further support contact *BEST Plus* User Support by calling 1-866-845-2378, or e-mail them at: bpsupport@cal.org. They are available Monday through Friday from 9:00 a.m. to 7:00 p.m. EST.

45. Q. What do I do if my disk doesn't work or doesn't auto load?

A. Go to "Start" and click on "Run." Then type "D:\Best_Plus_Menu.exe" (D: is typically the default CD-ROM drive letter) and click "OK."

If that does not work, try the *BEST Plus* CD in another computer. If the CD works on another computer, the problem is probably with the original computer, and you will need to contact your program's local technical support staff. If the *BEST Plus* CD does not work on the second computer, and other CDs work on both computers, the *BEST Plus* CD might be the problem. You will need to contact *BEST Plus* User Support at 1-866-845-2378 or bpsupport@cal.org with information about the type of computer you are using and what exactly happened when you tried to use the CD.

If the CD works but gives you an error message about needing administrator rights, make sure you have administrator rights to the computer. If you do not know, contact your program director.

46. Q. How can I transfer the test administrations that I have on one PC to another PC?

A. The *BEST Plus* Test Transfer Program is included on the February 2005 version of the Test CD, with accompanying instructions in the February 2005 *Test Administrator Guide.* The Test Transfer Program can also be downloaded from the *BEST Plus* web site along with the instructions on how to install and use it.

Test administrations that are lost to such circumstance and that cannot to transferred using the *BEST Plus* Test Transfer Program may be reinstated one time for your program. To request a reinstatement of lost tests, write a short letter on program letterhead stating exactly what happened (why you lost the tests or why the computer is longer available) and how many test administrations were lost. Please include both your signature and that of your supervisor, if applicable. This letter may be faxed to *BEST Plus* User Support at 1-888-700-3629 or e-mailed to bpsupport@cal.org.

Once this letter is received and approved, *BEST Plus* will contact you and confirm that your program has been allotted the number of tests that were lost, rounded to the nearest ten. A new Purchase Code can be obtained at that time.

47. Q. What happens if the computer crashes while I am giving the test? Will I have to start the test over again?

A. Yes. Any test score data at the time will not be saved.

48. Q. What if the computer uses protection software such as Deep Freeze? Will that affect the *BEST Plus* software?

A. *BEST Plus* cannot be used while protection software programs are running. These programs prevent the *BEST Plus* test program from saving student records or test administrations to the hard drive. It is recommended that you work with your program director and your technical support staff contact the makers of the protection software you are using to find out how you may be able to save to the hard drive while the protection software is running.

49. Q. Whit if the computer screen is too large or too small?

A. Consult your local technical support staff before you make any changes to the display settings on your computer.

To change the display settings:

1. Click on “Start,” select “Settings,” then select “Control Panel.”
2. Double-click on “Display.”
3. Click on the “Settings” tab and check to make sure the screen size is set to 800 x 600 pixels. If it is not, change it and click “OK.”

50. Q. Why do I get an "authorware runtime" error message when trying to run the *BEST Plus Test CD*?

A. You probably did not have administrative rights for the computer when you ran *BEST Plus* for the first time. Be sure you are logged in as "administrator" or as a "power user," for the computer and re-run the setup file (located at CD-ROM:\Program Files\DAO\DAO_Setup.exe) by double-clicking on it. If you are not sure whether you had administrative rights, check with your local computer support staff.

51. Q. Can I run *BEST Plus* initially as the administrator in Windows 2000/XP. How can I re-run the setup?

A. No. You must run *BEST Plus* using an account with at least power-user privileges.

52. Q. I did not install *BEST Plus* initially as the administrator in Windows 2000/XP. How can I re-run the setup?

A. Insert the *BEST Plus Test CD* into your computer and re-run the setup file (located at CD-ROM:\Program Files\DAO\DAO_Setup.exe).

53. Q. Why can't my computer "read data from the database"? The DAO database says I "cannot open any more tables."

A. This is most likely caused by a limitation in a previous version of the software. Try exporting 10 students at a time. If that doesn't work, contact *BEST Plus* User Support at bpsupport@cal.org or 1-866-845-2378 to order the current version of the *BEST Plus Test CD*.

54. Q. Why am I getting a runtime error when entering print-based scores?

A. You are probably using the mouse instead of the number keys to enter the scores. **The scores must be entered using the number keys on the keyboard.** Please see the *Test Administrator Guide*, Section II, pp. 14-16, for more information on using the print-based version of *BEST Plus*.

55. Q. I tested a new student but when I went to score the test, I got an error reading "Could not save data to database (C:\BEST_Plus\scores.mdb)." What is the cause of this error?

A. This error is due to special characters being used in either the name or registration number fields in the student's information. The special characters to avoid are " $ % ^ * ( ) < > ? / : |. These characters are not permitted by Windows to appear in file names when saving any data. When you score a test, the *BEST Plus* software used the registration number and name fields to create a file name. Thus, when you use a special character in either field, the document will not be able to be saved when scoring the test.

56. Q. Why do spaces seem to appear between names on my student list? When I go to click on a student below a space, the wrong name comes up.

A. This is due to too many characters appearing in the "registration number" field. Run the *Score Management Software* and from the Manage Student tab select the student's name from the list, click on Edit Student Info, and change the Registration number so that it is less than 13 characters long (spaces count as characters).

NOTE: Always backup your data using the Backup tab of the *Score Management Software* before you delete any files.

57. Q. How can I get *BEST Plus* to work with Windows Vista?

A. *BEST Plus* can be run on Windows Vista by following the steps below:

1. Ensure that the Vista user account is set up with Administrator Rights.
2. Insert the maroon *BEST Plus CD*.
3. Go to My Computer or Windows Explorer and browse the CD.
4. Right click on the CD and select "Explore" to see all the files on the CD. (Some computers may show "Expand" instead.)
5. Open the "Program_Files" folder and right click on "BEST_Plus.exe" application.
6. From the menu, select "Create Shortcut" and save it to the desktop.
7. Exit My Computer and go to your desktop.
8. Right click on the *BEST Plus* shortcut and select "Properties" and then "Compatibility."
9. In the section that says "Run this program in compatibility more for:" select Windows XP (preferred), Windows 2000, Windows 98/Me, or Windows 95.
10. Click "Apply" and then "OK."
11. Click on the *BEST Plus* shortcut on your desktop and the test will run.

You will need to repeat this process to run the *Score Management Software* (BEST_Plus_sms.exe), the Test Transfer Program (available on the February 2005 CD– CD_ROM:\Transfer\BEST_Plus_Test_Transfer_Utility.exe, and the same files on the black Administrator Practice CD if you plan to use it.

BEST Literacy Information and Frequently Asked Questions

1. Q. What is *BEST Literacy*?

A. *BEST Literacy* is the updated version of the literacy skills section of the *Basic English Skills Test (BEST)*. The updated print-based assessment features contemporary information, graphics, and photographs, making the assessment more relevant to today's English language learners.

BEST Literacy tests reading and writing skills in authentic situations specifically geared for adult English language learners in the United States. *BEST Literacy* can be administered individually or to groups of examinees in one hour or less.

Reading tasks include reading dates on a calendar, labels on food and clothing, bulletin announcements, and newspaper want ads.

Writing tasks include addressing an envelope, writing a rent check, filling out a personal background form, and writing personal notes.

BEST Literacy is available in three parallel forms (B, C, and D) for pre- and post-testing. The *BEST Literacy Test* Manual is designed to provide test administrators and scorers with all the information needed to give and score the test, including a rubric with clear benchmarks for scoring the note-writing tasks as well as many student samples.

Components: The complete *BEST Literacy* consists of the following:

BEST Literacy Test Manual

BEST Literacy Examinee Test Booklets (Forms, B, C, and D)

BEST Literacy Examinee Score Sheets for each test form (B, C, and D)

BEST Literacy Technical Report (To be released in Summer 2007; however technical information can also be found in the *BEST Literacy Test Manual*, Section 5.)

Training: *BEST Literacy* can be administered after reading the *BEST Literacy Test Manual.* Training to administer the test is minimal and is part of the BEST Plus required training.

Scoring: *BEST Literacy* scorers must use the conversion tables, writing samples, and writing rubric found in the 2006 *BEST Literacy Test Manual* published in 2006.

2. Q. If all the *BEST Literacy* forms are parallel, why can't I just use the raw scores to measure a student's progress or level?

A. Scores attained on one form can be compared to scores attained on a different form only after the raw scores are converted to scale scores. For example, a raw score of 24 on *BEST Literacy* Form D does not mean that the student displays the same proficiency as a student who scores a raw score of 24 on Form C. Therefore, for the purpose of recording and tracking students' developing literacy proficiency, raw scores must be converted to scale scores. Scale scores, not raw scores, are the true representation of students' proficiency and are the only way that scores can be compared and progress accurately measured.

3. Q. Does *BEST Literacy* give a score that says a student it ready to take *BEST Plus*?

A. No, there is no relationship between scores on *BEST Literacy* and scores on *BEST Plus*. *BEST Literacy* is a reading and writing proficiency assessment and *BEST Plus* is an oral proficiency (speaking and listening) assessment. Administering both *BEST Literacy* and *BEST Plus* provides a more complete picture of an examinee's English language abilities.

EQUIPPED FOR THE FUTURE (EFF) WORK READINESS PROFILE: WHAT NEW WORKERS IN ENTRY-LEVEL JOBS NEED TO BE ABLE TO DO

New workers need to be able to use these EFF skills well enough to successfully carry out these critical entry level tasks:

Communication Skills:

- Speak so others can understand
- Listen actively
- Read with understanding
- Observe critically

Interpersonal Skills:

- Cooperate with others
- Resolve conflict and negotiates

Decision-Making Skills:

- Use math to solve problems and communicate
- Solve problems and make decisions

Lifelong Learning Skills:

- Take responsibility for learning
- Use information and communication technology

Acquire and Use Information:

- Acquire, use, and share information accurately and in a timely manner in order to:
  - Get work done
  - Identify appropriate procedures
  - Respond to requests from internal and external customers
- Read and understand information presented in written form well enough to get the job done
- Communicate in spoken English well enough to get the job done
- Ask for clarification help from supervisor or appropriate others when needed

Use Technology:

- ❖ Learn how to use appropriate computer-based technology to get the job done most efficiently.
- ❖ Be able to use a telephone, pager, radio, or other device to handle and process communication
- ❖ Make sure that all equipment is in safe working order
- ❖ Use equipment properly to minimize damage to equipment or injury to oneself or others

Use Systems:

- ❖ Understand systems
  - ○ Understand how one's own performance can impact the success of the organization.
  - ○ Comply with organizational policies and procedures in a consistent manner
  - ○ Pay attention to company guidelines regarding:
    - Personal and professional interactions
    - Appropriate dress
    - Health and safety
  - ○ Follow established procedures for handling urgent situations or emergencies
  - ○ Keep informed about quality and health standards set by external sources, including unions, OSHA, and others natural and international organizations
  - ○ Go to the appropriate person/source when approval is needed for work-related activities
- ❖ Monitor and Correct Performance
  - ○ Monitor quality of own work
  - ○ Accept and use constructive criticism for continuous improvement of job performance
  - ○ Keep track of changes within the organization and adapt to them

Work With Others:

- ❖ Diversity
  - ○ Work as part of a team to develop and achieve mutual goals and objectives
  - ○ Develop and maintain good working relations with coworkers, supervisors, and other throughout the organization, regardless of background or position:
    - Be respectful and open to the thoughts, opinions, and contributions of others
    - Avoid the use of language or comments that stereotype others.
    -

- Negotiate
  - Constructively work through conflict
- Serve Clients
  - Address customer comments, questions, concerns and objections with direct, accurate, and timely responses
  - Verify customer identification to validate forms, provide services, or carry out procedure

Know How to Learn:

- Accept help from supervisors and coworkers
- Learn new/additional skills related to your job
- Learn about the products/services of the organization

Show Responsibility:

- Demonstrate willingness to work
- Take responsibility for completing one's own work assignments:
  - Accurately
  - On time
  - To a high standard of quality
  - Even when the work is physically or mentally challenging
  - As efficiently as possible, to minimize costs, rework, and production time
- Show initiative in carrying out work assignments

Show Integrity

- Demonstrate integrity
- Maintain confidentiality, as appropriate, about matters encountered in the work setting

Self-Management:

- Display responsible behaviors at work:
  - Avoid absenteeism
  - Demonstrate promptness
  - Maintain appropriate grooming and hygiene
  - Do not attend to personal business when on the job, except in emergencies
  - Effectively manage stressful situations

Allocate Resources

- Use basic math well enough to get the job done
- Manage time effectively to:
  - Prioritize tasks
  - Get the work done on schedule
  - Make sure that urgent tasks are completed on time
- Make sure that materials, tools, and equipment are available to do the job directly

Solve Problems:

- Cope with a work situation or tasks that change frequently:
  - Demonstrate flexibility
  - Accept new or changed work responsibilities with a positive attitude
  - Make sure that urgent tasks are completed on time
- Identify actual or potential problems related to one's own work:
  - Report them in a timely manner, according to company policy
  - Help to fix them

(All tasks are organized according to SCANS categories.)

Intermediate-Level Descriptions for Use With Virginia's REEP–The Arlington Education and Employment Program Curriculum

For those of you interested in using Virginia's REEP online program with lesson plans, notes, online resources, etc. (http://www.apsva.us/15401081182015517/site/default.asp?), the following intermediate level descriptions outline the speaking, listening, reading, and writing skills that students should exhibit within a particular instructional level at the beginning of the cycle and are used with Virginia's REEP program. The goals of these descriptions are to:

1. Assist you in understanding how the Virginia levels are designed to be used.
2. Assist in appropriate placement of students.
3. Measure a student's progress in English within an instructional cycle and from one instructional cycle to the next.
4. Assist teachers in assessing a student's readiness to transition from level to level and from one educational program to another.

General Intermediate Level Descriptions

Low Beginning: Has minimal oral and literacy skills, if any. A native English speaker used to dealing with limited English proficient speakers can rarely communicate with a person at this level, except through gestures.

Low NRS Level 1

SPL 0, I, II; BEST Short Form Placement Scores 0-12;

Writing: CASAS Level A

Reading: CASAS Level B

SPEAKING

Oral Interaction

- Has limited communicative ability
- May function in situations related to basic needs in a limited way
- Expresses a few basic survival needs using isolated words, simple learned phrases, simple learned sentences and gestures
- Speech includes frequent long pauses and echoing of others' words
- May switch to primary language to communicate message

Elaboration and Explanation

- Almost no elaboration
- May attempt to elaborate by saying another word that expresses the same idea or use gestures
- May repeat words to confirm meaning
- Unable to offer further explanation to statements already given except by using gestures or primary language
- Given a very familiar question, may respond with isolated words or gestures; in some cases, may answer with a complete simple sentence

Grammar

- Has little control of basic grammatical forms and structures
- May use one simple sentence pattern such as "I go work," "I go school"
- Communication consists mostly of isolated nouns or action verbs and learned phrases such as "My name is. . . ," "wake up," "go out"

LISTENING

Oral Interaction

- May understand a few isolated words or very simple learned phrases (e.g.,"What's your name?")
- When spoken slowly and with repetition

Elaboration and Explanation

- May understand some letters of the alphabet and some numbers
- Needs to have all routine tasks demonstrated

Grammar

- Needs context, concrete examples, and nonverbal cues to understand most oral information

WRITING

Oral Interaction

- May copy letters of the alphabet, numbers, and personally meaningful material
- May need assistance
- May copy sentences patterns and insert own personal information

Elaboration and Explanation

- May write letters of the alphabet and numbers from memory
- May need assistance
- May attempt to write simple sentences on very familiar topics

Grammar

- May be able to write very basic personal information and complete a simplified form
- May need assistance
- Has little or no control of grammar

READING

Oral Interaction

- May recognize most or all letters of the alphabet, but may not recognize correct order
- May be able to read short sentences
- Has a lot of difficulty reading very short, simplified narrative paragraphs

Elaboration and Explanation

- May recognize single digit numbers and some higher numbers
- Has difficulty consulting text to locate information

Grammar

- May recognize a few very common sight words (e.g.,name, address, stop)

Beginning: Can satisfy limited oral and literacy survival needs. A native speaker used to dealing with limited English proficient speakers will have difficulty communicating with a person at this level.

Mid-NRS Level 1

SPL I, II, III; BEST Short Form Placement Scores 0-18

Writing: CASAS Level A

Reading: CASAS Level B

SPEAKING

Oral Interaction

- Expresses basic needs in simple learned phrases, simple sentences and gestures
- Speaks with much hesitation and pauses

- May switch to primary language in order to communicate message
- Can say the letters of the alphabet and numbers

Elaboration and Explanation

- Almost no elaboration
- Given open-ended questions on very familiar topics; will not elaborate beyond an immediate, brief response
- May use gestures
- Explanations are minimal, using one-word or simple phrases
- May attempt explanations by quoting speaker: "Oh, I sick"
- Given specific questions on very familiar topics, may respond using simple sentences
- Has difficulty understanding "wh-" questions
- Answers to questions are usually 2-4 words in length

Grammar

- Has a little control of very basic grammatical forms and structures
- Attempts subject/verb/complement sentences
- Attempts to use simple present
- Makes frequent errors
- Basic modifiers (some pronouns and articles used but inconsistently)
- Numerous one-syllable action verbs are present; attempts to use basic modals (would, can, could, maybe)

LISTENING

Oral Interaction

- Understands a number of simple learned phrases
- May need slow speech and frequent repetition

Elaboration and Explanation

- May need context, concrete examples, and nonverbal cues to understand oral information

Grammar

- May understand letters of the alphabet and numbers

READING

Oral Interaction

- Recognizes upper- and lower-case letters of the alphabet
- Interprets isolated words and simple phrases in familiar context (e.g., traffic signs, personal identification forms)
- Can identify sequence of a simple narrative

Elaboration and Explanation

- Relates phonological sounds to initial consonants
- Given pre-reading assistance, can read short, simplified narrative paragraphs on similar topics containing familiar vocabulary
- May have some misinterpretations
- May use bilingual dictionary
- Has difficulty locating the correct entry

Grammar

- Recognizes numbers 1-100
- Can answer simple factual questions (e.g., yes/no, true/false, fill-in) based on readings and simple "wh-" questions

WRITING

Oral Interaction

- Can write the letters of the alphabet and numbers 1-100 independently

Elaboration and Explanation

- Copies materials that are personally meaningful
- May need assistance

Grammar

- Completes simplified forms which require personal information
- May need assistance

Content and Vocabulary

- Given a model on a familiar topic, may be able to write a series of simple sentences
- Little comprehensible information
- May not address question

- Limited word choice, repetitious

Organization and Development

- Weak, incoherent
- May have unrelated sentences

Structure

- Serious and frequent grammatical errors
- Mostly fragments (incomplete sentences)
- 2-3 phrases/simple patterned sentences

Mechanics

- Lack of mechanics
- Handwriting and/or spelling obscure meaning

Voice

- Not evident

High Beginning Oral/Beginning Literacy: Can orally satisfy basic survival needs and very routine social demands, but has very limited literacy skills. A native speaker used to dealing with limited English proficient speakers will have some difficulty communicating with a person at this level.

Low NRS Level 2

SPL III, IV; BEST Short Form Placement Scores 16-24,

Writing: CASAS Level A

Reading: CASAS Level B

SPEAKING

Oral Interaction

- Expresses basic survival needs
- Participates in simple conversations in routine social situations using learned phrases and simple sentences
- Still uses gestures, but does not rely on them
- Begins to show signs of spontaneity, but generally does not go beyond the given subject
- May attempt to participate in conversations in non-routine social situations

- Speaks with hesitation and frequent pauses
- May switch to primary language
- States simple personal information on the telephone, but with difficulty

Elaboration and Explanation

- Elaborates ideas a little on familiar subjects
- May elaborate by saying words and phrases of similar meaning that express the original idea
- Explanations usually consist of a series of simple sentences
- Asks and responds to questions on familiar topics, with learned phrases and simple sentences
- Given familiar subjects, will usually respond to questions with a short simple sentence, sometimes two sentences together

Grammar

- Has inconsistent control of basic grammatical forms and structures
- Makes frequent errors
- Sentences generally consist of subject + verb + complement
- May attempt compound sentences with "and"
- Uses some basic modifiers (articles, possessive pronouns, adjectives) but is inconsistent and makes frequent errors
- Greater variety of verbs emerging
- Generally uses present tense forms
- Attempts other tenses, but they are often incorrect

LISTENING

Oral Interaction

- Understands learned phrases and simple new phrases containing familiar vocabulary
- May need slow speech and repetition
- Has very limited ability to understand in non-contact situations (e.g., telephone)

Elaboration and Explanation

- Can generally understand the main idea of conversations on familiar topics and contexts

Grammar

- ❖ May be able to understand conversations on familiar topics when spoken slowly and with repetition

READING

Oral Interaction

- ❖ May have difficulty alphabetizing
- ❖ Given pre-reading assistance, can read short, simplified narrative paragraphs on familiar topics containing familiar vocabulary
- ❖ May have some misinterpretations
- ❖ Uses bilingual dictionary, but may have difficulty locating correct entries

Elaboration and Explanation

- ❖ Interprets sentences using vocabulary and structures previously learned orally
- ❖ May need assistance
- ❖ Can answer simple factual questions (e.g., yes/no) and some "wh-" questions, but has difficulty consulting text to locate information

Grammar

- ❖ Interprets isolated words and simple phrases in familiar contexts (e.g., traffic signs, personal identification forms)
- ❖ Can identify sequence of simple narrative

WRITING

Oral Interaction

- ❖ Can write letters of the alphabet and numbers 1-100 independently

Elaboration and Explanation

- ❖ Copies materials that are personally meaningful
- ❖ May need assistance

Grammar

- ❖ Completes simplified forms which require personal information
- ❖ May need assistance

Content and Vocabulary

- ❖ Little comprehensible information

- May not address question
- Limited word choice, repetitious

Organization and Development

- Weak
- Incoherent

Structure

- Serous and frequent grammatical errors
- Mostly fragments
- 2-3 phrases/simple patterned sentences

Mechanics

- Lack of mechanics
- Handwriting and/or spelling obscure meaning

Voice

- Not evident

High Beginning: Can satisfy some oral and written survival needs and very routine social demands. A native speaker used to dealing with limited English proficient speakers will have some difficulty communicating with a person at this level.

Mid-NRS Level 2

SPL III, IV; BEST Short Form Placement Scores 16-24,

Writing: CASAS Level A

Reading: CASAS Level B

SPEAKING

Oral Interaction

- Expresses basic survival needs
- Participates in conversations in routine social situations using learned phrases and simple sentences
- Still uses gestures, but does not rely on them

- Begins to show signs of spontaneity, but generally does not go beyond the given subject
- Attempts to participate in conversations in non-routine social situations
- Speaks with hesitation and pauses searching for vocabulary, and/or translating directly from primary language
- May switch to primary language
- State simple personal information on the telephone, but with difficulty

Elaboration and Explanation

- Elaborates ideas a little on familiar subjects
- May elaborate by saying other words or phrases of similar meaning that express the original idea
- Explains ideas using learned phrases or very simple sentences
- Answers questions with isolated words or simple sentences
- Has difficulty comprehending "wh-" questions that are not on very familiar topics
- Given familiar subjects, will usually respond with a short simple sentence, or sometimes two sentences together
- Sentences are often 4-8 words in length

Grammar

- Has inconsistent control of basic grammatical forms and structures
- Makes frequent errors
- Short subject/verb/compliment sentences are common
- May attempt compound sentences with 'and'
- Uses some basic modifiers (articles, possessive pronouns, adjectives) but is inconsistent and makes frequent errors
- Greater variety of verbs emerging, mostly using the present tense forms
- Attempts other tenses, but mostly incorrect

LISTENING

Oral Interaction

- Understands learned phrases and simple new phrases containing familiar vocabulary
- May need slow speech and repetition
- Has very limited ability to understand in non-contact situations (e.g., telephone)

Elaboration and Explanation

- Can generally understand the main idea of conversations on familiar topics and contexts

Grammar

- ❖ May be able to understand conversations on familiar topics when spoken slowly and with repetition

READING

Oral Interaction

- ❖ Can arrange lists in alphabetical order
- ❖ Can read some passages with unfamiliar vocabulary
- ❖ Uses strategies such as predicting and phonics decoding to interpret new vocabulary in familiar contexts

Elaboration and Explanation

- ❖ Scans specific information in simplified, life skills materials related to immediate needs
- ❖ Can answer simple factual questions relating to short passages (e.g., yes/no, true/false, fill-in, "wh-" questions) without assistance

Grammar

- ❖ Reads simplified narratives on familiar and some unfamiliar topics with some misinterpretations
- ❖ Can locate correct entries in a bilingual dictionary

WRITING

Oral Interaction–Elaboration and Explanation–Grammar

- ❖ Independently completes simplified forms which require personal information

Content and Vocabulary

- ❖ Addresses part of the task (some but little substance) or copies from the model
- ❖ Irrelevant information
- ❖ Frequent vocabulary errors of function, choice, and usage with meaning obscured

Organization and Development

- ❖ Thought pattern can be difficult to follow; ideas not connected, not logical

Structure

- Frequent grammatical errors
- Meaning obscured
- Sentence structure repetitive (or copies from model)
-

Mechanics

- Frequent errors
- Inconsistent use of punctuation
- Spelling may distract from meaning
- Invented spelling

Voice

- Addresses audience

High Intermediate Oral/High Beginning Literacy: Can orally satisfy survival, social, and work demands, but has limited literacy skills. A native speaker NOT used to dealing with limited English proficient speakers will have some difficulty communicating with a person at this level.

NRS Level 3

SPL IV, V; BEST Short Form Placement Scores 23-29,

Writing: CASAS Level B

Reading: CASAS Level B

SPEAKING

Oral Interaction

- Functions independently in most everyday situations
- Can participate in conversations that go beyond the familiar topics and basic needs
- Speaks fluently
- Will use hesitation and pauses when searching for vocabulary or language structures
- Will express ideas with some confidence and occasionally be spontaneous when speaking on familiar or personal subjects
- Will seek clarification by repetition, rephrasing and asking questions
- Communicates on phone in routine situations
- May ask for repetition

Elaboration and Explanation

- May attempt elaboration by expanding ideas and may use anecdotes or personal stories
- Gives simple explanations
- May attempt more detailed explanations if asked
- Generally answers open-ended questions using 3-5 sentences

Grammar

- Has control of basic grammatical forms and structures
- May use more complex forms, but with limited control
- Uses compound sentences with "and," and "but"
- Can have problems with word order especially when attempting complex sentences
- Uses modifiers such as articles, possessive pronouns and predicate adjectives
- Mostly uses present tense forms but attempts past, future, and perfect tenses

LISTENING

Oral Interaction

- Understands conversations on everyday topics at normal speed in contact situations
- Understands simple oral instructions

Elaboration and Explanation

- Has some ability to understand in non-contact situations (e.g., telephone)

Grammar

- Can retell conversations to demonstrate comprehension, but may not be able to separate main idea from details

READING

Oral Interaction

- May have difficulty alphabetizing lists to the second or third letter
- Given pre-reading assistance, can read short, simplified narratives on familiar and some unfamiliar topics containing familiar vocabulary and structures
- May need several readings and may have some misinterpretations

Elaboration and Explanation

- Can interpret abbreviations for words previously learned in the context of specific topics (e.g., housing, employment)

- Demonstrates comprehension by orally answering questions (e.g., yes/no, true/false, "wh-" questions), but may have difficulty answering questions in writing
- May personalize text and have difficulty reading objectively

Grammar

- Generally reads word by word and decodes unfamiliar words by sound, not by context

WRITING

Oral Interaction–Elaboration and Explanation–Grammar

- Copies personally relevant information
- Can generally complete a variety of simplified forms

Content and Vocabulary

- Addresses part of the task (some but little substance) or copies from the model
- Irrelevant information
- Frequent vocabulary errors of function, choice, and usage with meaning obscured
- Given personal writing, borrows familiar words, phrases, and high frequency expressions from speaking

Organization and Development

- Thought pattern can be difficult to follow; ideas not connected, not logical
- May use unrelated sentences

Structure

- Frequent grammatical errors
- Meaning obscured
- Sentence structure repetitive or copied from model

Mechanics

- Frequent errors
- Inconsistent use of punctuation
- Spelling may distract from meaning
- Invented spelling
- Tends to spell phonetically

Voice

- Addresses audience

Intermediate: Can satisfy most oral and literacy survival needs and some social and work demands. A native speaker used to dealing with limited English proficient speakers will be able to communicate with a person at this level on familiar topics with little difficulty and effort.

NRS Level 4

SPL IV, V; BEST Short Form Placement Scores 23-29,

Writing: CASAS Level B

Reading: CASAS Level B

SPEAKING

Oral Interaction

- Functions independently in most fac-to-face routine social and work situations
- Can participate in simple conversations that go beyond basic needs
- May attempt spontaneity
- Still speaks with hesitation, fragments and phrases as speaker struggles with vocabulary, forms and structures
- Occasionally clarifies meaning by rewording
- Asks and responds to questions on familiar and some unfamiliar subjects
- Can occasionally clarify general meaning by rewording
- Communicates on phone in survival situations, but usually needs to repeat

Elaboration and Explanation

- Attempts elaboration if ideas especially when asked
- Attempts at explanations are limited unless directly asked
- On familiar, open-ended questions, usually will answer with 3-6 sentences
- On questions calling for specific responses, will answer with 1-2 sentences
- May elaborate more

Grammar

- Has increasing but inconsistent control of basic grammatical forms and structures
- May use more complex structures but with limited control
- Compound sentences are evident but also occasionally missing subjects and direct objects
- Generally uses present tense forms

- Uses past tense with occasional errors

LISTENING

Oral Interaction

- Understands conversations on familiar topics when spoken slowly and/or with repetition
- Understands simple oral instructions
- May need repetition

Elaboration and Explanation

- Can identify main topic of conversation and some supporting details on familiar material related to everyday topics

Grammar

- Has limited ability to understand in non-contact situations (e.g., telephone)

READING

Oral Interaction

- Can interpret abbreviations for words previously learned in the context of specific topics (e.g., housing, employment)
- May have some ability to guess vocabulary in context

Elaboration and Explanation

- Can read short, simplified materials on familiar and unfamiliar topics if visuals or other aids are included
- Can demonstrate understanding by answering factual questions, orally and in writing (e.g., true/false, "wh-" questions)

Grammar

- Can relate titles to simple texts
- Given clues (e.g., first, next), can identify the sequence of a simple narrative passage

WRITING

Oral Interaction–Elaboration and Explanation–Grammar

- Completes a variety of simplified forms

Content and Vocabulary

- Addresses at least part of the task with some substance
- Limited vocabulary choice
- Errors of vocabulary function and usage, but meaning is generally not obscured

Organization and Development

- Limited in appropriate details–insufficient amount of detail or irrelevant information
- Has trouble sequencing
- May indicate paragraphing
- May not have a main idea or stay on topic
- Attempts to elaborate

Structure

- Restricted to basic structural patterns (simple present, subject-verb); has some errors
- Writes complete simple sentences using correct word order
- Correct usage of adverbials (because clause) and conjunctions (and/or/but)
- Goes beyond the model

Mechanics

- Some punctuation and capitalization through frequent errors
- Occasional spelling errors that distract from meaning

Voice

- Emerging voice
- Some engagement
- Some personalization

High Intermediate to Advanced Oral/Low Intermediate Literacy: Can satisfy most oral survival, social, and work demands; can satisfy most literacy survival needs, but has difficulty with social and work demands. A native speaker NOT used to dealing with limited English proficient speakers will be able to communicate with a person at this level on familiar topics, but with some difficulty and effort.

Low NRS Level 5

SPL VI, VII; BEST Short Form Placement Scores: 29+,

Writing: CASAS Level B

Reading: CASAS Level B

SPEAKING

Oral Interaction

- Functions independently in most work situations and social situations
- Speaks fluently, but may have some hesitation when searching for vocabulary or language structures
- Expresses ideas with some confidence and willingness to be spontaneous
- May clarify general meaning by rewording in familiar contexts
- Asks and responds to questions on a variety of subjects
- Communicates on the telephone on familiar topics
- May need to repeat to be understood

Elaboration and Explanation

- Elaborates with some details and some anecdotes from personal experience
- Can extend a conversation somewhat by asking questions and expressing ideas and feelings
- May explain answers with simple responses and tell stories
- On familiar, open-ended questions, with answer with 3-5 sentences

Grammar

- Has control of basic grammatical forms and structures and may attempt more difficult forms and structures but with limited control
- Uses compound sentences
- Complex sentences used with occasional errors
- A variety of indefinite pronouns (some, other, somebody, etc.) and adverbs (too, also, never, etc.) are emerging
- Past tense often used correctly
- Occasionally the present tense is still mixed in
- Present perfect is attempted

LISTENING

Oral Interaction

- Understands conversations containing some unfamiliar vocabulary in familiar contexts
- May need repetition, rewording, or slower speech
- Can understand and give simple telephone messages

Elaboration and Explanation

- Understands most conversations of familiar topics in contact situations
- Understands simple oral instructions, but may need repetition

Grammar

- Has some ability to understand in non-contact situations (e.g., telephone)

READING

Oral Interaction

- Can interpret abbreviations for words previously learned in the context of specific topics (e.g., housing, employment)
- May have some ability to guess vocabulary in context

Elaboration and Explanation

- Can read short, simplified materials on familiar and unfamiliar topics if visuals or other aids are included
- Can demonstrate understanding by answering factual questions, orally and in writing (e.g., true/false, "wh-" questions)

Grammar

- Can relate titles to texts
- Given clues (e.g., first, next), can identify the sequence of a narrative passage

WRITING

Oral Interaction–Elaboration and Explanation–Grammar

- Completes a variety of simplified forms

Content and Vocabulary

- Addresses at least part of the task with some substance
- Limited vocabulary choice
- Errors of vocabulary function and usage, but meaning is generally not obscured

Organization and Development

- Limited in appropriate details–insufficient amount of detail or irrelevant information
- Trouble sequencing
- May indicate paragraphing

Structure

- Restricted to basic structural patterns (simple present, subject-verb), has some errors
- Correct usage of adverbials (because clause) and conjunctions (and/or/but)
- Goes beyond the model

Mechanics

- Some punctuation and capitalization through frequent errors
- Occasional spelling errors that distract from meaning

Voice

- Emerging voice
- Some engagement
- Some personalization

High Intermediate: Can satisfy most oral and literacy survival needs and a majority of social and work demands. A native speaker NOT used to dealing with limited English proficient speakers will be able to communicate with a person at this level on familiar topics, but with some difficulty and effort.

Mid-NRS Level 5

SPL VI, VII; BEST Short Form Placement Scores: 29-33,

Writing: CASAS Level B

Reading: CASAS Level C

SPEAKING

Oral Interaction

- Functions independently in most work and in routine social situations
- Speaks fluently, but may have some hesitation when searching for vocabulary or language structures
- Expresses ideas with some confidence and willingness to be spontaneous
- May clarify general meaning by rewording in familiar contexts
- Asks and responds to questions on a variety of subjects
- Communicates on the telephone on familiar topics
- May need to repeat to be understood

Elaboration and Explanation

- Elaborates with some details and some anecdotes from personal experience
- Can extend a conversation somewhat by asking questions and expressing ideas and feelings
- May explain answers with simple responses and tell stories
- On familiar open-ended questions, will answer with 3-5 sentences

Grammar

- Has control of basic grammatical forms and structures and may attempt more difficult forms and structures, but with limited control
- Uses compound sentences
- Complex sentences used with occasional errors
- A variety of indefinite pronouns (some, other, somebody, etc.) and adverbs (too, also, never, etc.) are emerging
- Past tense often used correctly
- Occasionally the present tense is still mixed in
- Present perfect is attempted

LISTENING

Oral Interaction

- Understands conversations containing some unfamiliar vocabulary in familiar contexts
- May need repetition, rewording, or slower speech
- Can understand and give simple telephone messages

Elaboration and Explanation

- Understands most conversations on familiar topics in contact situations
- Understands simple oral instructions, but may need repetition

Grammar

- Has some ability to understand in non-contact situations (e.g., telephone)

READING

Oral Interactions

- Reads and understands non-simplified materials on familiar topics
- Finds tasks more manageable when visuals are included
- Can usually identify and sometimes paraphrase the main ideas in simplified reading

Elaboration and Explanation

- Can demonstrate comprehension by text by answering basic comprehension questions and some evaluative questions
- Is usually able to orally retell short reading passages, but may need assistance
- May be able to identify the topic sentence in a paragraph

Grammar

- Has some ability to guess vocabulary in context
- Needs assistance with some non-simplified materials (e.g., utility bills)

WRITING

Oral Interactions–Elaboration and Explanation–Grammar

- Completes a variety of non-simplified forms with assistance
- Performs basic writing tasks on familiar topics, including short personal notes and letters

Content and Vocabulary

- Addresses the task at some length
- Begins to vary vocabulary choice
- Occasional vocabulary errors, but meaning not obscured

Organization and Development

- Uses details for support of illustration (reasons, contrasts), but development if idea is inconsistent
- Some ideas may be well developed while others are weak
- Indicates paragraphs

Structure

- Has some control of basic structures (simple present/simple past)
- Attempts compound sentences (e.g., and, or, but, so)
- Some complex sentences (e.g., when, after, before, while, because, if)
- Errors occasionally distract from meaning

Mechanics

- Uses periods and capitals with some errors
- May use commas with compound and complex clauses with some errors

- Mostly conventional spelling

Voice

- Shows some sense of purpose
- Some engagement
- More personalized
- May provide opinions and explanations

Advanced: Has effective oral and literacy skills in survival and social situations and familiar and unfamiliar work situations. A native speaker NOT used to dealing with limited English proficient speakers can communicate with a person at this level on most topics.

NRS Level 6

SPL VI, VII; BEST Short Form Placement Scores 31-37,

Writing: CASAS Level C

Reading: CASAS Level C

READING

Oral Interaction

- Functions independently nearly all social and work situations
- Speaks fluently and can sustain a conversation on familiar topics
- Expresses ideas with confidence using a wide range of language
- Has ability to use language for humor, play on words, and sarcasm
- A personal, expressive style (voice) is emerging at this level
- Can reword to get ideas across
- Communicates on phone on familiar subjects

Elaboration and Explanation

- Capable of extensive elaboration with details and examples
- May use anecdotes and personal stories
- Expresses complicated ideas with some success
- Explanations are generally fully developed with details

- Usually responds with short speeches 5-6 sentences in length
- In some cases, will tell long stories with up to 20 sentences that provide a coherent, complete narration

Grammar

- Controls basic grammatical forms and structures
- Occasionally makes errors with complex structures
- Uses a variety of sentence structures including the impersonal "you" as subject
- Uses modifiers (articles, possessive pronouns, single word adverbs, adjectives and prepositional phrases) but errors may occur
- Uses an increasing variety of verbs, modals, and tenses
- There may still be more mixing of the present when expressing the past

LISTENING

Oral Interaction

- Understands conversations on everyday topics a normal speed in contact situations
- May need general clarification and repetition

Elaboration and Explanation

- Understands most non-contact communication on familiar topics and some communication on unfamiliar topics

Grammar

- May have some difficulty following conversation between native speakers

READING

Oral Interaction

- Can demonstrate comprehension of a variety of non-simplified passages (e.g., academic, fiction, etc.) by answering oral and written comprehension questions, including opinion and some inference questions
- Reads using multiple context clues

Elaboration and Explanation

- Can orally retell most reading passages
- Can generally identify and paraphrase the main idea

Grammar

- Demonstrates some strategies for guessing vocabulary in context, including surrounding words and word order
- Can generally recognize difference between fact and opinion

WRITING

Content and Vocabulary

- Effectively addresses the task
- Extensive amount of information
- Varied vocabulary choice and usage, although may have some errors

Organization and Development

- Can write a paragraph with main idea and supporting details
- Attempts more than one paragraph and may exhibit rudimentary essay structure (introduction, body, conclusion)

Structure

- Attempts a variety of structural patterns
- Some errors
- Uses correct verb tenses
- Makes errors in complex structures (passive, conditional, present perfect)

Mechanics

- Uses periods, commas, and capitals
- Most conventional spelling

Voice

- Persuasive, interesting
- Emerging personal style

Exit/Program Exit: Can participate effectively in most situations. A native English speaker NOT used to dealing with limited English proficient speakers can generally communicate easily with a person at this level.

SPL VIII+: BEST Sort Form Placement Scores: 38-40,

Writing: CASAS Level D

Speaking: CASAS Level D

SPEAKING/LISTENING EXIT

- Can deliver and self-evaluate an effective short oral presentation with few organization problems and few language problems that interfere with communication
- Speaks fluently with little or no hesitation
- Functions independently in social and work situations
- Understands and generally utilizes appropriate social registers
- Can expand, support, clarify, restate, or paraphrase ideas
- Communicates effectively by telephone on familiar topics
- Can summarize reading passages
- Has control over complex grammar, but makes mistakes
- Can take basic lecture notes on familiar topics
- Given contact situations and familiar topics, understands conversations at normal speed
- Given non-contact situations, understands most communication on familiar topics and some communication on unfamiliar topics
- Understands complex oral instruction
- Can interpret oral test instructions

READING EXIT

- Can demonstrate comprehension of a variety of non-simplified materials (e.g., fiction, non-fiction, academic) by answering oral and written comprehension questions (e.g., factual, inference, and opinion) and by retelling/summarizing
- Uses dictionaries, reference materials, and libraries to obtain information
- Can identify topic and support sentences
- Can explain or paraphrase the main idea of passages
- Can recognize difference between fact and opinion
- Demonstrates strategies for learning and remembering new vocabulary
- Can interpret written test questions

WRITING EXIT

- Can edit and revise writing, with assistance
- Can summarize reading passages
- Given timed essay test questions, can communicate ideas, but with some structural and organizational problems

Content and Vocabulary

- Effectively addresses task

- Substantive amount of information
- Varied and effective vocabulary choice and usage

Organization and Development

- Multi-paragraph with introduction, development of ideas, and conclusions
- Ideas are connected–sequentially and logically
- Appropriate supporting details

Structure

- Syntactic variety
- Well-formed sentences
- Few or no grammatical errors (verb tense markers, comparative and/or superlative

Mechanics

- Appropriate mechanic and spelling conventions

Voice

- Authoritative
- Strongly reflects the writer's intellectual involvement
- Personal style is evident