ABSTRACT

Designed especially for the inexperienced teacher or volunteer, the 35-page manual intends to help the teacher identify appropriate methods and materials for use with adults to whom English is a new language, particularly those who are preparing for citizenship. Prepared by professionally trained, experienced teachers, the resource manual places emphasis on vocabulary and language patterns. An attempt is made to describe in nontechnical terms the specific needs of the student, to clarify the goals of the teacher with respect to such needs, and to suggest some practical techniques for organizing lessons. A 23-page bibliography selectivity lists available material in several categories: (1) principles and methodology, (2) selected American immigration and citizenship conference publications, (3) readings on immigration, integration, and ethnic backgrounds, (4) bibliographies, (5) textbooks for beginners, (6) textbooks for intermediates, and (7) textbooks for advanced students. A 46-page appendix offers drill techniques, a sample placement test, and drill activities. (MW)
Resource Manual
for
Teachers of Non-English Speaking ADULTS

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509 Madison Avenue, New York, N.Y.10022

Fourth edition - April 1974
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IN MEMORIAM

This book is dedicated to the memory of Robert H. Coates, under whose effective guidance the first three editions were prepared. Mr. Coates, director of Adult Education of the Philadelphia's Board of Education and a past president of the National Association of Public School Adult Educators, was Chairman of the AICC Committee on Education for Citizenship, served on AICC's Executive Committee and Board of Directors since the inception of the organization. He gave leadership to a variety of significant projects in behalf of facilitating the way to citizenship of the foreign-born, most notably as Chairman of the group that was appointed by the U.S. Immigration and Naturalization Service to revise the Federal Textbooks on Citizenship.

****

The American Immigration and Citizenship Conference coordinates national interest in United States immigration and citizenship policy. Regarding the newcomer as a valuable asset, it devotes itself to the furthering of action, both public and private, to enable him to achieve the maximum development of his potentialities as an individual and as a new citizen. The Conference's interest extends to the immigrants of yesterday and today, and to the problems of refugees. Through its membership of major civic, religious, educational, labor and social welfare agencies, A.I.C.C. involves the American community in significant local, national and international activities affecting the resettlement of immigrants and their contribution to American life.

****

The Committee on Education of the American Immigration and Citizenship Conference serves as a clearing house for information on educational and orientation programs for the newcomer to the continental U.S.A. Through its representative national membership, it is also able to coordinate efforts being made locally in program design for the adult whose native language is not English.

****

This fourth edition of Resource Materials for Teachers of Non-English Speaking Adults was published with the cooperation of Dr. Eleanor L. Sandstrom, Director of Foreign Languages, School District of Philadelphia.
INTRODUCTION

This booklet is intended to help teachers identify appropriate methods and materials for use with adults to whom English is a new language, particularly those who are preparing for citizenship. The suggestions contained here have been made by professionally trained teachers with a wealth of experience in teaching non-English speaking adults. The tips and techniques included here are designed especially for the inexperienced teacher or the volunteer.

It is based on the theory that effective teaching must be functional, placing emphasis on the vocabulary and language patterns needed by newcomers who are parents, workers and residents of urban communities. Obviously such a small booklet cannot begin to include all that one needs in order to cope with is complex task. But it can help the person who lacks a knowledge of teaching techniques, who is not familiar with new materials, and who needs to know the most effective way to use them in order to foster student learning.

In the sections that follow, an attempt will be made to describe the specific needs of the student, to clarify the goals of the teacher with respect to such needs, to suggest some practical techniques for organizing lessons, and to list available material in several categories. Throughout, it acquaints teacher-helpers with a linguistic approach to the teaching of English without reference to the technical language of this methodology.
I ADULT STUDENTS

Their Needs

Adult newcomers have many general needs arising out of adjustment to the new community. Their primary language need is for the English that will be useful in the practical life situations they encounter in their new environment and in their new jobs. They must make themselves understood as they shop, travel, and seek housing and employment, as they use community and public services, facilities; at the same time, they want to understand their new neighbors' customs, traditions, and life styles.

Content Areas for Lessons Arising from Student Needs

From these general needs, the following content areas for lessons emerge:

1. Family Living

For Example: Family relationships; housing; clothing; food; health; meals; home furnishings; school; relations to neighbors; entertaining; religious customs.

2. Community Living

For Example: Education; customs and culture; registration and attendance; other services; police; fire; sanitation; transit; entertainment; sports.

3. Health

For Example: Medical and dental services; appointments and fees; clinics; hospitals; community health services.

4. World of Work

For Example: Jobs; job training programs; social security;
unemployment insurance; workmen's compensation
getting along with co-workers.

5. **Citizenship**

For Example: Participation in government; school meetings;
voting; working on community projects.

Some adults have special needs that must be considered in building good
relationships between teacher and student. Among your students there may
be adults with professional background, persons who must learn English
so that they will be employable in related jobs here.

You will want to find out as much as you can about such job requirements
and then look for special ways to help students prepare for them. In
addition, there may be older men and women who are concerned about their
ability to learn at all. Others may have family or health problems,
which interfere with efficient learning. Where possible, make referral
to appropriate professional services and, by words as well as by your
own attitude, indicate your interest and your confidence in each student.
Specifically, praise even small accomplishments and show your appreciation
of all efforts to progress.

**How Adults Learn**

Studies of adult learning have indicated that motivation is a very
important -- perhaps the most important -- factor in learning. Some
psychologists have suggested that wanting to learn compensates for many
other disabilities, even those associated with age. With older adults
where the peak of learning ability may have passed, there is a definite
decline in the ability to remember unrelated facts. However, their
judgment and reasoning ability may be at a high point and they will be
able to learn meaningful material. Although the speed of perception
declines, experience and persistence may be greater. In fact, we sometimes attribute to age things that have nothing to do with age.

In general, some of the psychological factors of aging that teachers must consider are:

--decline in vision and hearing
--fatigue
--slowing of tempo

If you find these conditions present among your students, you can offset them by:

--avoiding pressures of speed
--being attentive to comfort
--encouraging students about their progress
--providing good lighting - using large writing on chalkboard
--removing extraneous material from the board when teaching
--speaking clearly, distinctly and at a normal speed
--facing your students at all times
--familiarizing them with the hand signals for individual and choric responses
--keeping classroom door closed during the lesson
--permitting students to pace themselves
--beginning and ending the lesson on time
--alternating rapid drills and dialogues

Implications for Teachers

Whether you teach a new language or any other subject, there are certain principles of learning that you must understand and apply. They include providing a connection with previous learnings, building on motivation, providing variety, appropriate practice and drill, and encouraging application.
Providing a Connection

The learning principle -- always proceed from the known to the unknown -- is particularly important in learning a new language. It is obviously equally important that students see a reason -- a connection with their own lives -- for learning something new.

For practical purposes, this means that in a drill activity students should be familiar with the standard pattern before changes are introduced. For example, students should be thoroughly familiar with:

There's a pencil on my desk.

(If the pattern is presented in this way) before having them change to

There's a cigarette on my desk.

box
pen
cup
etc.
Building on Motivation - Students who must speak English in order to get along are generally highly motivated. But since learning a language may be a slow process, it is important to keep students from becoming discouraged.

This can be done in the following manner:

- respond to cues that students give you
- don’t press concepts that are difficult for the majority of the class
- help students keep records of new words and patterns learned and exercises done
- vary the pace and methodology
- occasionally substitute a lesson based on something current for what you had planned or provide a "lets talk" session weekly
- have students bring in small items like food containers, dishes and utensils for language practice; let the "providers" feel important about their participation
- use pictures frequently; draw your own stick figures

Providing Repetition - In learning a language it is obvious that such repetition is necessary; if not reviewed constantly, words and structures learned one day may be forgotten the next. It is indeed a problem to provide the needed drill without making it monotonous. Practice dialogues can help. The booklet, Teaching Dialogues listed in the section under materials for teachers, is a helpful guide in this area. Follow this pattern in developing your own dialogues for review:

Asking Directions: Where is the nearest restaurant?
(Supermarket? Drug store? etc.)
Where is the post office? the school?
Can you tell me how to get to ________?
(Subway and bus stop)
Getting Around: How much is the fare? Does this bus (train) go to ________?

(Use names of streets in community)

Registering in School: Where is the nearest school?

When do I register my children?

Is there an evening school for me?

Getting an Apartment: How much is the rent? What is the service (cooperative condominiums) charge? How many rooms are there? Are gas and electric included? How long a lease must I sign? Will you paint the apartment? When can I move in?

Looking for Work: Where is the employment office?

Do you have any openings for a ________?

What is the salary?

Do I get a vacation?

Are there any health benefits?

Students should be encouraged to apply their new skills. They cannot do this if the language skills are not related to the need for language in their own lives. A teacher who uses textbook materials without adapting them to the needs of the student sitting in front of her is neglecting this important aspect of learning.

Holding your Students _______Do you have Dropouts?

All too frequently there are adults who register, come to class once or even twice and then quietly disappear never to return. Why does this happen? Can we do anything about it? Some students may leave/drop out of class because of circumstances beyond their control—home situations, illness, etc. However, more frequently dropouts occur for some of the following reasons:
1. Ineffective, irrelevant, time-wasting lessons.

2. Teacher's lack of interest in the group and in each student.

3. Group too large for individualized attention.

4. Student's needs not met.

5. Student has not been made to feel that he can learn and can make progress.

6. Poor equipment and facilities.

7. Loss of interest by the student--lack of ability--skill.

8. Class conflicts with working hours of students (these may change from time to time, job to job).

9. Lack of motivation to learn.

10. Subject matter not pertinent to students' needs.

Thus, dropout can be prevented by observing the following:

1. Begin and end class on time.

2. Plan each lesson carefully.

3. Make sure each student leaves with a feeling of personal accomplishment.

4. Make sure each student participates several times during each session.

5. Provide short snappy units of work; vary the drill activities during each session; make them fun.

6. Involve students in the promotion of class activities (visits to libraries, recruitment of new students, serving as buddies to newcomers, etc.).

7. Plan occasional "offbeat" activities--parties, class "sings", concerts, visits to centers like International House, etc.).

8. Encourage the development of Student Councils.

9. Evaluate progress of each student as frequently as possible.

10. Discuss goals and motivation with each student individually.

If Dropout Still Occurs: Get in touch with absentee after two sessions - express interest in student - arrange individual conference on goals at which you listen, carefully and thoughtfully for hints.

You'll be a happier teacher!
Identifying the English Fluency of Students

Correct initial placement of students in class or in a group within a class is essential to the success of the program.

This can be done very simply by administering the Individual Placement Test for Non-English Speakers by Alice Perlman of the Board of Education Staff Development Team (Title III). Mrs. Perlman's test appears in the Appendix. It may be duplicated.

A brief description of how students function at each of the levels described in the sample lessons was prepared by Joseph Brain on the basis of observation of students in a volunteer program of ESL.

Beginning Level

The students have a minimum amount of ability to communicate orally and have difficulty understanding identification, questions and directions. Their total English spoken vocabulary is no more than 100 words. They can do some reading of words but are very poor in reading comprehension. They need many repetitive drills.

Intermediate Level

The student's speech is hesitant. They frequently confuse English vocabulary with words in their mother tongue which sound similar. On the other hand, they also now rely upon the similarity of numerous English words which sound and spell like words in their mother tongue and almost mean the same. The pronunciation of these students is still generally poor except in the most commonly used words. The students want to speak rapidly but flounder. Their spoken structure patterns are still poor and show poor word-order development. The students are very anxious to demonstrate that they understand when frequently they don't.
Advanced Level
The students can now communicate in idiomatic English expressions. Their reading comprehension has improved and their pronunciation has taken a giant step forward. They are now able to pronounce new words with a minimum amount of assistance. They still need help in intonation. This frequently leads them to embarrassment. Reading is now done primarily silently. Their reading, spelling and written work has improved. The advanced students are very proud of their ability to speak English and be understood. The middle of the term begins to see them on firm English language grounds.
Keeping Student Records

Attendance

Keeping an accurate attendance record is of utmost importance, particularly for the student. The attendance record is a quasi-legal record. There are times when an immigration authority may want to have proof of the student's attendance in a class. In addition, a court of justice may require proof of where a student was at a particular day and hour. Frequently a school may want to know about a student's progress and hourly attendance in your classes so as to aid them in proper placement.

Below is a sample of an attendance record.

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Name: Mr., Mrs., Miss

Class

Room

Address

Phone

Teachers (M)  (W)  Time

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(a=absent)  (/=present)

Comments:

Languages spoken:

Date of Registration

Total number of sessions absent

Total number of sessions present
Progress

Evaluating student progress

A student's progress should be evaluated at least once a year or whenever a teacher or class change is made. By studying the information given on a form (as below) the new teacher of a particular student will have a good idea of what he or she can do.

TEACHER'S STUDENT EVALUATION FORM

19 - 19

Instructions to teacher: This form is to aid the student's future teacher in knowing the student's strengths and weaknesses early in the school year, so that she may begin to help him immediately. This should be kept in mind while you complete this form and all pertinent information on the student should be included.

STUDENT'S NAME:

TEACHER'S NAME:

PRESENT GRADE LEVEL: Beginning Intermediate Advanced Special Advanced

GENERAL ATTITUDE: (Include such things as willingness to learn, to cooperate, to take directions; contributing to the class; decorum; completion of homework; any other)

ATTENDANCE: (Indicate promptness, attendance record, and any extenuating circumstances contributing to poor attendance.)
STUDENT PERFORMANCE IN PHASES OF CURRICULUM: (Indicate progress, any special areas of difficulty, suggestions for future teacher, special idiosyncrasies, general evaluation. Please answer as completely as possible.)

CONVERSATION: (Planned, unplanned, responses, questions, etc.)

WORD STUDY: (usage, extent of vocabulary, etc.)

STRUCTURE: (grammar, word order, etc.)

PRONUNCIATION: (intonation, etc.)

READING: (comprehension, skills, etc.)

WRITTEN WORK: (spelling, forming of letters, forming sentences, etc.)

Can the student still benefit from our classes? Explain

Use this space for any additional information that may be helpful:
**RECOMMENDED LEVEL FOR NEXT YEAR:** (Circle)

- **Beginning:**
  - Lower
  - Upper

- **Intermediate:**
  - Lower
  - Upper

- **Advanced:**
  - Lower
  - Upper
II TEACHER PREPARATION

The science of linguistics has made a significant contribution to the body of information on methods and materials in the teaching of non-English speaking adults. But how much technical information is essential to the new teacher whose goal is to help her students learn the new language as quickly and efficiently as possible? Experienced teachers agree on the following fundamental points:

1. Instruction should lead to a mastery of the structure and the sound of English.
2. Language control is achieved by repetition and drill of sequentially organized patterns.
3. A knowledge of contrasting structure and sound patterns of the student's native language is helpful in diagnosing areas of difficulty.

The NYC Board of Education bulletin, "Teaching English as a New Language to Adults," listed here under materials for teachers, provides helpful suggestions in this area.

While on the subject of materials of instruction, do not be overly concerned if the books that are available to you are not the ones we have recommended in the selected bibliography. Even the most traditional "English" texts can be adapted; cumulative practice drills can be tailored from the patterns suggested here; structure items can be selected for additional drill. And don't worry if you don't have tape recorders to use for practice dialogues; it would be fun to include them occasionally. But you don't actually need such supplementary materials in order to present effective oral lessons.

You probably have available to you a chalkboard and some chalk. If so, use them to draw stick figures, to concretize structure patterns, to illustrate objects not found in the room, to draw students into more active participation, and in many other ways. But even without a chalkboard -- and without funds to buy this equipment -- don't despair! You can plan meaningful drills for your students; you can be creative in finding ways for your students to achieve those skills we have consistently emphasized here, in order of importance, LISTENING, READING, SPEAKING, WRITING.
In fact--

YOU DON'T NEED A CHALKBOARD TO:

1. Develop the ability to listen.
2. Develop the ability for comprehension (on a more advanced level—to listen critically).
3. Use intonation that will help to clarify meaning.
4. Develop ability to distinguish between hearing and listening.
5. Find the main idea of what is being said even though your students don't understand every word.
6. Develop ability to participate in group discussion.
7. Develop ability to use printed materials, newspapers, applications, appointment cards, clinic cards, etc., (they carry these with them most of the time).
8. Develop ability to use the telephone as a means of communication.
9. Develop ability to interpret and describe personal experiences, for information and enjoyment and for self-preservation.
10. Develop ability to follow directions.
11. Develop ability to locate information quickly, ex. the telephone directory.
12. To become familiar with community services.
13. Develop the ability to recognize the value of safety rules and regulations.
14. Develop the ability to understand symbols and signs the students see each day, (ex., maps, symbols concerning safety, the cross for emergency first aid, traffic signs, etc.).
15. Develop ability to fill out forms, job applications, s.s. forms, medicare applications, welfare forms, rental applications, sick leave request, clinic applications, registration forms for school, etc.
16. Develop ability to seek assistance in an emergency.

17. Develop ability to "give all the facts" when making an emergency call.

18. Develop the ability to recognize detail through oral listening experiences.

19. Develop the ability to use correct word order.

20. Develop the ability to speak clearly, using good pronunciation and volume.

21. Develop the ability to maintain poise before a group of people with reference to rate of speaking, appropriate dress, importance of eye contact.

22. Develop the ability to sense emotions and moods through use of words and type of delivery.

23. Develop the ability to realize that as an individual improves in the ability to observe, listen, and speak, he expands his participation in social and educational activities.

24. To raise the level of self-worth.

BUT YOU DO NEED TO LOOK at your self objectively.

YOU DO NEED TO PLAN GRADED lessons around a logical sequence of structure patterns. (see page 20)

AND YOU DO NEED to know how to use drills (see page 22)
A Self-Analysis Checklist for the Teacher

The resourceful teachers periodically asks herself the following questions:

How Do I Manage My Classroom?

- Do I arrive in my classroom regularly on time!? Is my attendance regular?

- Do I keep my records carefully? Is my attendance record complete? Am I systematic?

- Do I have my plans for the sessions' work? Do plans show definite aims and progress?

- Do I begin teaching promptly at time set for opening? Are my materials ready for the pupils?

- Are my students' notebooks well kept? Is the material in them worthwhile for them to keep?

- Is the atmosphere of my room when class is in session active and alive? Is there cordiality, friendliness, and cheerfulness? Is it suitable for adults? Is my classroom well ventilated and cool?

How Do I Relate to Others?

- Do I cooperate with my co-workers?

- Do I have a professional attitude towards adult education?

- Do I appear well before my class? Is my appearance attractive and colorful? Or is it drab and dreary? Do I create an informal, relaxed atmosphere?

- Am I sympathetic and understanding, gracious, cheerful, vivacious, adaptable, well-poised? Have I a sense of humor?

- Am I physically and mentally alert?

- Is my teaching forceful, definite, stimulating, active, well-balanced in the phases of the session's program?

- Do I understand individual pupil's limits? Do I encourage slow pupils?

How Do I Communicate With My Students?

- Have I thought of new methods and materials?

- Do I vary my teaching techniques and change the pace of my class readily to keep my students interested and alert?

- Do I have definite aims of accomplishment for each student?
. Do I stop to evaluate the strong and weak points of my lessons?
. Do I leave sufficient time for drill and review?
. Have I used pertinent illustrative material?
. Is my lesson relevant to the students' needs?
A Suggested Sequence of Lexical and Structural Items to be Taught

1. This is (with objects in the classroom) That is (mark items around rc)
   
   Mr. __________________ Mrs. __________________

2. Statements with parts of verb "to be"  I'm a __________
   
   I'm a teacher       You're a student       He's a doctor

Reverse order questions with forms of "to be" yes/no

3. Polite Forms

   Greetings          Hello, Mr. Rivera, etc.
   Please            Good Morning      Name
   Thank you         Good Afternoon   &
                      Good Night      Address

4. Ordinal Numbers – Plural forms.
   These are pencils
   These are books etc.

5. "What" questions

6. Possessive adjectives – my, your, his, her, our, their

   That's my book etc.
   This is my name - This is my address - This is my telephone number
   other adjectives – eg. First – Last
   This is my first name.       This is my last name.
   adjectives of color

7. Telling Time – What time is it?

   A quarter after ___  A quarter to ___  Half Past ___

8. Other Questions – Questions with "how"

   How are you?  I'm fine, thanks.
   How much is that?  It's a dime - quarter - dollar

9. Days of the week

   It's Monday, etc.

10. Prepositions – on – in – at "where" question

11. Predicate adjectives – The room is hot

12. Intensifiers – very – too
13. Helping verbs - tag answers

- Do you want coffee? Yes, I do. etc.

14. Articles - difference between *a* and *the*

- Indefinite article - *a* and *an* (use with occupations)
  - I'm a teacher.
  - You're a dentist.
  - He's an engineer.

- Definite article - *the* - the only one
  - I'm the teacher. This is the class. That is the wall.

15. Object pronouns - with or without prepositions

16. Adverbial modifiers - frequency words.

17. Mass and count nouns use of *any* in questions and with negatives

- Do you have any cigarettes
  - tea
  - books
  - sugar
  - money

- I don't have any coffee
  - butter
  - milk
  - etc.
Suggestions for Drill Activities - In the Appendix you will find some sample lessons providing situations and drills on patterns which non-English speaking adults find difficult. Obviously such drills are essential, but they should not be limited to single sentences repeated over and over. They should be varied, goal-directed, and executed with verve and at a snappy tempo. Here are three generalizations that may help you in using drills:

(new and review)

1. Use real situations with learned language structures. **DO NOT** INTRODUCE into the drill anything that has not been taught.
   For example, it may be quite natural for you to say, "How do I get to the subway?" However, with beginners, who are not familiar with "How do I --- etc.?" the drill would probably be based on the "Where is the_____?" form.

2. Teach those structures that are really needed by adults i.e., those actually used by native English-speaking persons in the same circumstances as your students. For example, we say,

   I'm going to watch the Late Show tonight.
   NOT
   I shall watch the Late Show tonight.

3. Alternate unison and individual responses. Use hand signals to indicate to the students when they are to respond or to repeat.
   Have students ask each other to respond also.

Some basic signals are:
- Hold out both arms to ask for full class response.
- Paint to a student to ask for an individual response.
- Shake head for "No"
- Nod head for "Yes"
- Finger on lips - listen, don't speak. Upward arm movement for rising intonation.
- Downward arm movement for falling intonation.
- Snap fingers - Stop
In the lesson materials there are examples of your main types of grammar exercises (drills). So that you may develop your own appropriate exercises for these patterns, they are described below:

1. Repetition Drills
   Students repeat sentences after teacher - in unison and individually.
   Teacher: I'm learning English.
   Student: I'm learning English.
   Then teacher uses other words - eg. - I'm learning Spanish.
   I'm learning history.

2. Substitution Drills
   Teacher presents model - I want a job. Students repeat.
   Then teacher cues in what is to be substituted, "he"
   eg. I want a job. He

   He wants a job.
   Students say: I want a job. He wants a job. etc.

3. Transformation Drill
   Teacher gives sentence and indicates changes. eg. change to negative.
   I drink coffee.
   Students say - I don't drink coffee or change to question
   Teacher: I'm late
   Students: Am I late? etc.

4. Directed Action Drills
   Teacher points to individual and says:
   Teacher: Ask Mr. Rivera if he wants coffee?
   Mr. Rivera: Yes I do.
   Teacher: Ask Mrs. Loo if she takes cream and sugar? etc.
With advanced students, include:

EXTENDED CONVERSATION PRACTICE

Students are presented with a situation to which they are asked to respond. For example:

One traveling teacher reports: Two people are getting on the bus - the bus driver says that one did not pay.

Students take the part of these three people.

What do the people say?

Vocabulary must be reviewed and students are expected to utilize structure already taught.
In general, avoid rules. We have found two that students remember and find helpful are:

- NOT is never the second word in a sentence
- You can never use two of the following words next to each other in a sentence:
  - the
  - a - an
  - this - that
  - one
  - each
  - my
  - your
  - our
  - his - her
  - their

Remembering these, students are helped to avoid errors like:
- We not have the books.
- That is the my book.

**Teaching Pronunciation and Intonation**

Practice in the pronunciation of the sounds of English must be provided on a regular basis. It is advisable to begin with those sounds that present the greatest difficulty to non-English speaking students. Use one-syllable words with the long vowel sounds to begin:
- may
- say
- be
- he
- she
- we
- no
- go
- so
- use
- etc.
- I
- my

Present difficult sounds in pairs.

**Example:** hat and hot

Use each in context.

Ask students: Do you hear the difference?
Snow how each sound is produced.

Have students use in context.

Encourage students to bring hand mirrors to class so that they can see themselves as they speak.

Intonation and stress should be taught from the beginning.

Your patterns of speech should serve as models of normal speech.

Use the contour marks that appear in the texts for each lesson that is presented.

**Reading** - This should be oral reading after the aural-oral practice in order to reinforce the structures and pronunciation patterns introduced. It must be tested for comprehension, orally at the beginning level.

**Writing** - Students should keep notebooks in which they write material that has been covered orally. In addition, opportunity should be provided for guided writing practice of applications, forms, reports, checks, etc., when appropriate to the lesson.
Planning the Lesson

Every meeting with the class should be carefully planned. Daily plans should be kept in a special notebook and should include the following essentials:

GOAL
What do I expect students to be able to do at the completion of this lesson?

CONTENT
Development - Dialogue, etc.

NEW STRUCTURE DRILL

MATERIALS USED

TIME ALLOTMENT

FOLLOW-UP

The first step in lesson planning begins with a diagnosis of the needs of the particular group. In the front of your lesson plan notebook, list the basic communication and literacy skill which your class needs to work on.

Here are some suggestions:

1. Oral Communication (understanding and answering in English)
   - Basic expressions and greetings
   - English names of common objects
   - English verb structures, especially the past tense
   - Simple sentences, the position of adjectives, pronouns
   - Pronunciation, intonation
   - Asking and answering English questions:
     - where?, what?, who?, etc.: do?, did?
   - Simple conversations, dramatizations, group discussion

2. Reading
   - A basic sight vocabulary of common words
   - Simple sentences
   - Categorising names of objects under collective nouns, word recognition and word attack skills; (whole words)
   - Phonetic, syllabification, book words, prefixes, context word families
   - Alphabetizing
   - Reading paragraphs, reading for the answer, comprehension, reading textbooks, magazines, newspapers, books.
3. Writing

Letters, words, numbers, improving bad writing, filling in missing words, completing sentences, capitalizing, punctuation, writing answers, paragraphs, letters, creative writing, etc.

4. Numbers

Counting, counting in English, pronouncing English numbers, (14 or 40) Reading numbers and money names Tens, concept of number places Addition, carrying + 0 Subtraction, borrowing, - 0, 0 - Multiplication, X0, XI, division, remainders Understanding problems in English Measurement Fractions, percentages, etc.

A kit of materials is an essential for many language drill activities. It may simply consist of a paper bag containing, for example, a pin, a pen, a match, a cigarette, a card, an envelope with a stamp on it. Such a kit may be used to practice "What is it?" and "Where is it?"

A well-planned lesson begins and ends on time but is not so rigid that individual conferences are not possible before or after class.
Sample Lesson

1. FOR A BEGINNING GROUP - See Appendix for Additional Sample Lessons

Specific Aims

1. To **review** question "Do you have?"

2. To **teach** negative of verb "to do" in simple present tense for first person singular and first, second, third persons plural:

   | 1 ) | don't have
   | We |
   | you |
   | they |

3. To **follow-up** with various verbs:

   | 1 ) | need teach go etc.
   | We | don't read speak like etc.
   | you | see take eat
   | they |

4. To **reinforce** newly learned pattern.

5. To **teach** pronunciation of "a" -
   as in "back" - Say "egg" - then throw the head back for position of short a sound, as in hat, have, has, back
   as in "ache" - Say e as in met
   Say e as in need
   Say them together for long a sound as in ache, take, say, may, etc.

6. To **teach** vocabulary related to Clinic visits.

7. To **culminate** with meaningful drill.
Sample Lesson - Intermediate Class

Specific Aims

1. To reinforce use of the future tense.
2. To develop comprehension of the written form.
3. To develop meaningful discussion.

Material Pictures of Columbus, the Columbus Day parade, etc.

Map of the world

Vocabulary

<table>
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<th>holiday</th>
<th>sales</th>
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<tr>
<td>today</td>
<td>tomorrow</td>
</tr>
<tr>
<td>celebrate</td>
<td>sailor</td>
</tr>
</tbody>
</table>

Words to designate the future:

tomorrow
next week, month or year
later
afterwards

Procedure Elicit from class:

1. Today's date
2. Tomorrow's date
3. Name of tomorrow's holiday

Pattern

Today is October 11, 1967
Tomorrow will be October 12, 1967
Tomorrow will be Columbus Day

Dialogue Have class repeat after you.

a. Who was Christopher Columbus?
b. He was an explorer.
   a. What did he discover?
b. He discovered the New World.
a. How do we celebrate his birthday?
b. We have a parade on Columbus Day.
a. How else do we celebrate his birthday?
b. The schools are closed on Columbus Day.
a. How else do we celebrate his birthday?
b. The banks are closed on Columbus Day.
a. How did Christopher Columbus come to the New World?
b. He came on a ship.
Have class pick out sentences that answer the following questions and have volunteers read the sentences aloud:

1. When is Columbus Day?
2. Are the schools open on Columbus Day?
3. Are the banks open on Columbus Day?
4. Are the stores open on Columbus Day?
5. Why do we celebrate Columbus Day?
6. What country did Columbus come from?

Map:
Point out on map where Columbus landed, where he came from, etc.
Locate on map areas where the students came from.

Extended Activities

Elicit from class some common signs they see each day.

- Exit
- Keep Out
- Walk
- Push
- Closed
- Entrance
- No Admittance
- Do Not Walk
- Pull
- Open

Bring in oaktag signs.
Have class read these aloud.
Have individuals read aloud.
Have volunteers act out these signs.

Lead a class discussion on communication with signs - e.g. gestures, shapes, color, etc.
Have volunteers demonstrate.

Culminating Activities

1. Report on the Columbus Day parade by a student. (oral)
2. Have class bring in newspaper and magazine pictures and articles about the holiday.
3. Have class bring in pictures of signs.
Working with Groups

The chances of an adult class being homogeneous are very slim. And since it is necessary for every person to feel that he has accomplished something every day, it is important to plan both individualized and group work daily. The first task is to diagnose the differences in the students with respect to the following criteria:

- previous educational background
- reading level in English
- vocational goals

This assessment may be made informally by personal reaction; on the basis of needs indicated it is advisable to keep a permanent file on each student, showing progress toward these goals.

Some techniques for working with heterogeneous classes are presented here. The creative teacher will find some that may be adapted to her special needs.

1. Establishing a system for individualized work
   a. Establish an atmosphere for learning based on the acceptance of individual differences in abilities, needs and learning rates, and the fact that each can learn from and teach someone else.
   b. Establish an atmosphere of responsibility for helping each other and accepting help and correction.
   c. Assign ongoing individual tasks to help the classroom run smoothly and involve each student through participation (and as a learning experience.)
Suggestions:

absentee chart
date and weather chart
consumer information
welfare needs information
check receipts
a class diary
trip planning
displaying good work
Library books
the closet
the blackboard
collecting coffee money
making coffee
current events

d. Let individuals choose trip assignments, plan for, take
notes, gather facts, and report on special areas after the
trip.
e. Develop a series of classroom projects for small
groups or
individuals involving learning, drilling and utilizing
needed skills.
f. Collect materials, especially realia, prepare materials
like flash cards, question sheets, fill-in forms, models,
instruction sheets.
g. Mimeograph if possible.

Keep everything for future use.
h. Make a daily program sheet to include names of all students.

SAMPLE LESSON FOR HETEROGENEOUSLY ORGANIZED CLASS

This lesson has an underlying theme, "Buying Clothes", because it
is a common problem and the culminating activity was a trip to a
Thrift Shop, with practical results. Other themes might be used
relating to the basic areas:

1. Consumer education
2. Family living and child development
3. Health and nutrition
4. Practical government
Specific learning activities involved:

1. Matching clothes and flash cards.
2. Using names of clothes and relevant materials.
3. Writing names of clothes on pictures of clothes.
4. Categorizing names of clothes under headings: winter, summer clothes, underwear and a pair of.
5. Making a written list of their clothing:
   I need ____________________________ for ____________________________.
6. Writing a letter to their caseworker.
   (from a model or filling in a form, asking for clothing grants)
7. Dramatizing a conversation on a toy telephone, asking their social worker for clothing.
8. Reading, discussing and answering questions in a small group on a pamphlet on buying children's clothes or a textbook unit.
9. Reading the newspaper for specials on clothing.
10. Reading a subway map and map of 3d Ave. Thrift Shops.
11. Reading from the class library: simple books on dressmaking, fashion magazines, a catalog, etc...
12. Counting objects, reading numbers and amounts of money.
13. Addition and subtraction practice:

   adding shopping lists, subtracting for change.
14. Multiplying to get total cost of purchases and other problems, dividing money between individuals, etc.
15. Using measurements.

Conclusion:

"What did you learn today that you can use, Mrs.X?" Students should find what they learn in class can be used to solve immediate problems. They should go home each day feeling that they have been successful in some area and that they have started to overcome their individual deficiencies and cope better with their environment language.

Division of Lesson Time

a. First 1/2 hour - ongoing individual tasks, activities; writing practice

   1. Informal English conversation on news, weather, absences activities, coming events.
   2. Review.
   3. Oral drill.

b. 1 hour group work at assignments as individuals or in small group. Teacher circulates, conducts oral group, teaches basic concepts. Listens, corrects, selects leaders of groups or helpers.

d. 45 minutes - change of activities - 2nd assignment - those who finish have extra work reviewing, making a chart, helping someone, dramatizing a conversation, creative writing, translating newspaper headlines, planning, spelling, etc.

e. Last 1/2 hour - culminating activity - sharing of what each learned, reporting group conclusions. Plans using learning in oral communications, suggestions for future lessons.
MATERIALS FOR TEACHERS

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The material in this bibliography is not meant to be exhaustive. It has been selected and prepared with a primary purpose of helping those who are interested in the field and may, or may not, be professional teachers of English for foreign-born adults.
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<td>Readers Digest</td>
<td>Secrets of Successful Living Book III</td>
<td>Readers Digest, Pleasantville, N.Y.</td>
<td>Similar to Skill Builders, work timed, vocabulary helpful stories interesting.</td>
</tr>
<tr>
<td>Sheffer, Harry</td>
<td>Six Minutes a Day to Perfect Spelling</td>
<td>Pocket Books, New York, N.Y.</td>
<td>Good for use with high intermediates.</td>
</tr>
<tr>
<td>Smith, Harley A. King, Ida Lee</td>
<td>Learning and Writing English Veteran Reader</td>
<td>Steck Co., Austin, Texas</td>
<td>Vocabulary geared to adult learning</td>
</tr>
<tr>
<td>Spevak, Earl W.</td>
<td>Helping People Learn English</td>
<td>Abingdon Press, New York</td>
<td>For teaching English as a second language. Material for elementary, intermediate and advanced levels.</td>
</tr>
<tr>
<td>Trager, Edith C. Henderson, Sara C.</td>
<td>Pronunciation Drills for Learners of English</td>
<td>English Language Services, 1956</td>
<td>Drills in proper pronunciation and intonation.</td>
</tr>
<tr>
<td>AUTHOR</td>
<td>TITLE</td>
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<td>Wright, Audrey L.</td>
<td>Practice Your English</td>
<td>American Book Co. New York 1957</td>
<td>English examples in the text and vocabulary lists are furnished with Spanish glossary.</td>
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<tr>
<td>AUTHOR</td>
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<td>Alger, Ralph K.</td>
<td>The Road to Better English Book I</td>
<td>Cambridge</td>
<td>Grammar review text. H. S. level.</td>
</tr>
<tr>
<td>Bigelow, Gordon E.</td>
<td>The U.S. of America Readings in English as a Second Language</td>
<td>Holt, Rinehart &amp; Winston Inc.</td>
<td>Readings and poems from a variety of contemporary authors. Covers American life, history and literature. Vocabulary and reading exercises accompany each selection.</td>
</tr>
<tr>
<td>Harris, David P.</td>
<td>Blue Book of Grammar and Composition</td>
<td>Regents</td>
<td>Advances 5th Year, too technical for general use, a grammatical approach.</td>
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<tr>
<td>Blackstone, Bernard</td>
<td>A Manual of Advanced English for Foreign Students</td>
<td>Longmans Greens</td>
<td>A useful structure review. Simplified as to be useful for Intermediate and Advanced Level. Composition section offers a good review for Advanced Level.</td>
</tr>
<tr>
<td>Brain, Joseph J.</td>
<td>Blue Book of Poetry and Prose</td>
<td>Regents</td>
<td>A wide selection of poems, speeches, anecdotes, fables, letters, songs, etc. No editing done. Contains introductory material for each item. Some contemporary poets. Series of questions at the end of each piece.</td>
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<td></td>
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<td>New York</td>
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<td>Chapman, K. L.</td>
<td>U.S.A. Men and Machines</td>
<td>Regents</td>
<td>This is another book in the Regents U.S.A. Series. It is more advanced than the others. It contains original material about the economic development of the U.S. Controlled vocabulary.</td>
</tr>
<tr>
<td>Dixson, Robert J.</td>
<td>American Classics</td>
<td>Regents Pub.</td>
<td>Adaptation of various famous classics in simplified form</td>
</tr>
<tr>
<td>Hall, Margaret E.</td>
<td>How to Become a Citizen of the U.S.A.</td>
<td>American Council For Nationalities Service New York</td>
<td>Detailed information on each step of Naturalization process—specimen questions and answers.</td>
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<td>AUTHOR</td>
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<td>Nilsen, Don L. F. and Nilsen, Alleen Pace</td>
<td>&quot;Pronunciation Contrasts in English&quot;</td>
<td>Regents Pub. New York 1973</td>
<td>Contains a large number of minimal pairs and pronunciation exercises. It deals with sounds that are difficult for the non-native student of English to distinguish and produce.</td>
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<td>Shibsby, Marian Lewis, head</td>
<td>Short Cuts to effective English</td>
<td>Packet Books New York 1955</td>
<td>Styles of presentation tend to become too confusing.</td>
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<td>AUTHOR</td>
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<td>Wright, Audrey</td>
<td>Practice Your English</td>
<td>American Book Co. New York</td>
<td>Emphasizes word study, vocabulary building and structure. Some reading.</td>
</tr>
</tbody>
</table>
APPENDIX

1. TECHNIQUES FOR DRILLS

I. Review

Repetition drill - Pure choral response

Teacher models - then class repeats

Review of question

Teacher

Do you have a clinic card?
Do you have a backache?
Do you have a headache?
Do you have an earache?
Do you have a stomachache?

Class

repeats

Expansion drill -

Teacher

card
clinic card
a clinic card
have a clinic card
you have a clinic card
Do you have a clinic card?

Class

repeats

Substitution

Teacher

a clinic card
a backache
a headache

Class

Do you have a clinic card?
Do you have a backache?
Do you have a headache? etc.

II. New Structure

Repetition drill: I don't have
Teacher
I don't have a clinic card
I don't have a headache
I don't have a backache
I don't have a toothache
I don't have an earache
I don't have a stomachache, etc.

Substitution drill:

Teacher
I don't have a clinic card, etc.

Class
I don't have a clinic card, etc.

Repetition drill: - Same as above for: we, they, you.

Teacher
We don't have a clinic card
We don't have a headache
We don't have a backache, etc.

Substitution drill:

Teacher
We, they, you - Same as above

Class
I don't have

Response drill - I don't have

Teacher
Do you have a headache? etc.

Class
I don't have a headache.

Same for you, we they

Cue Response. I don't have

Teacher
Points to head

Class
I don't have a headache

Points to back

I don't have a backache

Points to ear

I don't have an earache, etc.

(Various students may come and take the part of the teacher and point to indicate the cue.)
Multi-slot substitution drill

**Teacher**

headache

backache

we

**Class**

I don't have a headache

I don't have a backache

We don't have a backache, etc.

III. Follow-up with various verbs

**Transformation drill:** "I have" to "I don't have"

**Teacher**

I have a backache

May be done from positive to negative

singular to plural

present to past, etc.,

depending on level of class

Ex. I don't have to

We don't have

Drill may include other verbs to make it meaningful.

know

goto

speak

buy

need

read

take

like

etc.

**Teacher**

I don't know a doctor

I don't go to the clinic

I don't speak English

I don't need a doctor

**Class**

We don't know a doctor

We don't go to the clinic

We don't speak English

We don't need a doctor, etc.

IV. Reinforcement

**Chain drill**

Student A to Student B

Do you have a headache?

Student B to Student B

No, I don't have a headache

Student B to Student C

62
Do you have a headache?

Student C

No, I don't have a headache.

NOTE: These drills are altered at any time to fit the immediate needs of class according to what language deficiencies are apparent. (Class learned "had." After they learned to say "I have", they wanted to speak about yesterday or last night, last week, Saturday, etc. So they learned "I had", "he had", "she had", etc.)

Transformation drill

Review past to present of to have, first person singular.

Teacher

I had a headache

yesterday, etc.

Class

I have a headache every day

V. Pronunciation exercises:

<table>
<thead>
<tr>
<th>a</th>
<th>vs</th>
<th>a</th>
</tr>
</thead>
<tbody>
<tr>
<td>ache</td>
<td>:</td>
<td>at</td>
</tr>
<tr>
<td>ate</td>
<td>:</td>
<td>back</td>
</tr>
<tr>
<td>bake</td>
<td>:</td>
<td>tack</td>
</tr>
<tr>
<td>take</td>
<td>:</td>
<td>mat</td>
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<td>mate</td>
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<td>mat</td>
</tr>
<tr>
<td>rate</td>
<td>:</td>
<td>rat</td>
</tr>
</tbody>
</table>

First teacher - then students

I take aspirin.
The man ate at the table.
Anna had a backache.
I have a backache.

VI. Vocabulary

Review "Do you have?", "had"
A clinic card
A doctor had

New Words
a headache
a backache
a toothache

Structure Pattern in Frames

<table>
<thead>
<tr>
<th>Do you have a headache?</th>
<th>Do you have a backache?</th>
<th>Do you have a toothache?</th>
</tr>
</thead>
<tbody>
<tr>
<td>No, I don't have.</td>
<td>No, you don't have.</td>
<td>No, they don't have.</td>
</tr>
<tr>
<td>I have an appointment</td>
<td>I have an appointment</td>
<td>I have an appointment</td>
</tr>
</tbody>
</table>

VII. Culmination with meaningful drill

Materials

Students' clinic cards that they carry with them
Clinic appointment cards with their own appointments
Reading of clinic appointment cards with students' own appointments or students' Medicaid cards

Teacher asks

"Do you have an appointment today?"

Students say

"I don't have an appointment today."

"I have an appointment for (tell when)."

(They have to look at real card to "tell when."

They have to learn to read it and say it.)
2. SUGGESTIONS FOR TEACHING PRONUNCIATION AND INTONATION.

I. PRONUNCIATION:

Here are some suggestions for drills on difficult sounds:

**oo** as in wood: have students place the tip of the pencil in the mouth to show the small opening of the rounded lips.

**ng** as contrasted with **n** put pencil or finger in the mouth when saying **sing**. This can't be done when you say **sin**.

To teach aspirated sounds — **p, b, t, d, g, k, h** — students can hold a piece of paper in front of them and watch the corner of the paper blow if they make the sound correctly, or they can hold up a lighted match and try to blow it out.

**s, z, s, z**, contrast. Students hold their hands over their ears and say **s, z, s, z, s, z, s, z, z**. They will notice the buzzing when they say the **z** or voiced sound. This same technique can be used for all voiced sounds — **B, D, G, J, L, M, N, NG, TH** as in **this, V, initial W and Y, Z, and ZH** as in vision.

**V** or **F** — Have students hold the upper lip out of the way in producing these sounds.

Vowels — show the rise and fall of the jaw when pronouncing vowels in words like **meat, map, mop**. Small mirrors are useful in helping students see what they are doing.

b. It is important that students practice both recognition and production of sounds. Each reinforces the other. Remember that production must become automatic. A tremendous amount of drill is necessary to put new habits into the muscles of the jaw.

c. Minimal pairs such as **bit/beat** are important and useful. It is also helpful, after working with pairs for a time, to work with three sounds as this requires more discrimination on the part of the student, e.g., **beat/bit/bet**. Have students imitate you in both directions — **bet/bit/beat** and **beat/bit/bet**.
d. Some examples of exercises for recognition:

1. Students identify pairs as same or different -  

   beat/beat - the same  
   beat/bit - different

2. Students identify number:

   (1)  
   beat

   (2)  
   bit

3. You can use pictures or objects (pin, pan, pen, etc.)
   Student can come up and point to the picture or object
   which the teacher has named.

NOTE: Let the student know immediately whether his response is
   correct or not.

e. Some examples of recognition/production exercises

1. beat/bit - Teacher says one word, student says the other.
   Student "A" says one word, student "B" the other; student "B"
   says one word, student "C" the other, etc.

2. With pictures or real objects teacher (or student) asks,
   "Is this a pen?" Class answers, "No, it isn't. It isn't a
   pen. It's a pan," etc.

3. Let students act as teacher for the recognition exercises.

f. Some examples of production exercises

1. Simple repetition in imitation of teacher (single repetition).
   Simple double repetition - first, the student imitates the
   teacher; second, he imitates himself. (double repetition).

2. Teacher has pictures; for example, for drill on a as in cat,
   pictures of an apple, some candy, some bananas, a cat, etc.
   First, drill the students, showing the pictures: Is it a cat?
   Is it a banana? etc. Teacher selects a picture secretly.
   Students ask questions, guessing which one it is. Winner
   becomes the teacher.

3. Teacher asks students to contribute words with the sound that
   is being studied.

4. Prepare a dialog using the sounds - Recite chain fashion -
   A to B, B to C, etc. A may be either an individual or a
   group.
g. Homework: Students find objects in their house, in a store, etc. with a particular sound in them, or they can find pictures. If you can furnish students with magazines, it would be helpful.

h. Sounds must be drilled in all the positions in which they occur—initially, medially finally, and in clusters.

i. A teacher should have a file of pronunciation lessons at hand which fit the problems of his students. Difficult sounds must be drilled again and again. It is a good idea to use a pronunciation lesson of a difficult sound at the end of a period when there are only five or ten minutes left and teacher does not want to start a new structure.

j. If a student makes a mistake, have the entire class repeat after you several times. Then ask the student to repeat again. In a chain dialog or drill, the teacher can insert himself at any point in order to reestablish the model.

k. Testing - A quick test to use with minimal pairs is as follows: ask the students to number from 1 to 10 down the middle of a page. If, for example, your minimal pair is beat/bit, ask the students to put an X to the left of the number if they hear beat and to the right of the number if they hear bit. At the end of the test, a student's paper might look like this:

```
beat
  1. X
  2. X
  3. X
  4. X
  5. X
  6. X
  7. X
  8. X
  9. X
 10. X
```

bit

The teacher can very quickly number from 1 to 10 on the blackboard and put the X's in the proper places so that the students can check their answers immediately.

RULE: Make drill as meaningful as possible. While some mechanical drill is necessary, don't stop there. Always move from mechanical to more creative types of drills.
3. ADDITIONAL LESSONS

I. What's --- Where's ---

Conversation
What's your name? My name is ___________________
What's your address? My address is ___________________

Use objects in the classroom - ask the question
What is it? Give the answer and have pupils repeat
What is it? It's a book.
It's a window.
It's a door.
It's a table.
It's a desk.

Have students ask the question with other students answering.

Teach - IN and ON - with reference to the same objects.
Now ask the question - Where is it? Give the answer and have pupils repeat.

Where is it? It's in the room.
It's on the desk.
It's on the table.

Structure It's a book. Is it a book?
It's a pencil. Is it a pencil?

Teach this form and the reverse order question only.

Review Say each sentence before writing on the blackboard.
My name is ___________________
My address is ___________________
I am a student. I am in school. You are a teacher. You are in school. He is a student. He is in school. We are students.
We are in school. They are students. They are in school.

Have students read in unison and individually.
Erase verb in sentences. Have students fill in.
Spelling and dictation

name
address
(name of street where school is)
city
school

My name is ___________________.
My address is ___________________.

I'm in school.
Where's the school?
It's on ______________ Street.

Word game

What is it? Have students pick up various objects and ask the question.

Where is it? Have students put pencil, paper, book, etc. in various places and ask the question.
2. **HELLO! HOW'RE YOU?**

Aim - to teach common courteous expressions used in every day speech

**CONVERSATION:** Hello, John.

Hi, Mrs. Lynn.

How're you today?

Fine, thanks.

How's your mother?

She's fine, thank you!

Have pupils repeat each line after you. Then have one pupil do the entire thing with you. Then ask two pupils to take part. Use unison responses alternated with individual responses.

Teach other expressions that are used in everyday speech, i.e.,

- Good morning
- Good afternoon
- Good evening
- Good night
- So long
- I'll be seeing you

**REVIEW**

What's your name? My name is __________________

What's your address? My address is __________________

**TEACH**

What's your telephone number? My telephone number is ____________

Have pupils ask and answer these questions in rapid drill. Stress normal conversation patterns.

**NEW LESSON**

Say each sentence before putting on blackboard:

Mrs. Lynn is on her way to school. She sees a boy. His name is John. She says, "Hello, John."

John is on his way home. He says, "Hi, Mrs. Lynn."

I'm in school. You're in school. She's in school.

We're in school. They're in school.

**STRUCTURE**

| I see John.       | You see John
|-------------------|-------------------|
| You               | You
| He sees John.     | He
| She sees John.    | She
| We see John.      | We
| You see John.     | You
| They see John.    | They

I say "Hello"

(Have students follow pattern and fill in).

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I see a boy. He's on his way home.

His name is John.

His mother's at home.

How're you? Fine, thank you!

DRILL Use flash cards with the following words on them:

MEN
WOMEN
LADIES

Have pupils hold up cards for class to repeat.
3. **Telling about things and people**

**ORAL DRILL**

Point to objects in the classroom. Say:

- The table is large. The windows are high.
- The desk is small. The desks are low.
- The book is large. The walls are green.
- The room is large. The shades are yellow.

Point to persons in the classroom. Say:

- Mr. _______ is tall. Mr. and Mrs. Rivera are Spanish
- Mrs. _______ is short. Some students are French.

Review - **is** used with one person or thing - **are** used with more than one

Write on blackboard:

- He ______ tall (He's) ______
- She ______ short (She's) ______
- They ______ Spanish. (They're) ______

Have students fill in the correct form.

**NEW LESSON**

Develop with class before writing on b. b. - look at the calendar.

Today is September 15th. It's warm. It's cloudy. We're in school.
The room is large. Many people are in the room today.

Here's a calendar:

```
S M T W Th F S
1 2 3 4 5 6
7 8 9 10 11 12 13
14 15 16 17 18 19 20
21 22 23 24 25 26 27
28 29 30
```

The days of the week are Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday.

- What day is today? Today is Monday.
- What date is it? It's September 15th.

Repeat the numbers - one two three four five six seven eight nine ten eleven twelve thirteen fourteen fifteen sixteen seventeen
eighteen nineteen twenty twenty-one
twenty-two twenty-three twenty-four
twenty-five twenty-six twenty-seven
twenty-eight twenty-nine thirty.

Have pupils say the numbers in unison and individually.

Then write the numerical symbols on the blackboard and have pupils volunteer to give the numbers.

SPELLING

today September
warm The days of the week
cloudy

Today is Monday.
It's September 15th.
It's warm and cloudy.

DRILL

**Telling about things in the room.**

Have one pupil point to an object and another pupil describe it. Be sure that they have learned *is* and *are* correctly.

The window is high.
The windows are high.
4. **Numbers (Continued) - Telling Time**

Begin by having students count up to **thirty**. Make this a rapid oral drill (one student calls one, the next two, etc.) Write on b.b. face of clock showing 6:30.

**CONVERSATION**

What time is it?

It's six thirty.

Thank you.

You're welcome.

Change time. Have students participate in this conversation drill, using normal intonation patterns.

<table>
<thead>
<tr>
<th>LESSON</th>
<th>A.M.</th>
<th>P.M.</th>
<th>Say and repeat - 5 o'clock 6 o'clock 7 o'clock</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5:15</td>
<td>5:20</td>
<td>(With the hour we use <strong>o'clock</strong>)</td>
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<td></td>
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<td>A quarter after six</td>
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<td></td>
<td></td>
<td>Six thirty</td>
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<td></td>
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<td></td>
<td>A quarter to seven (or six forty-five)</td>
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<td></td>
<td></td>
<td></td>
<td>Mrs. Lynn is late. She has no watch. She asks,</td>
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<td></td>
<td></td>
<td></td>
<td>&quot;What time is it?&quot; Yes, I have a watch, but my watch is</td>
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<td></td>
<td></td>
<td></td>
<td>slow. His watch is fast.</td>
</tr>
</tbody>
</table>

**LANGUAGE**

Teach use of contraction **it's** with reference to time.

It's six o'clock

six thirty

seven o'clock

Other contractions

I'm for I am

You're for you are

He's for he is

She's for she is

We're for we are

They're for they are

Use each of these in a sentence
SPELLING

time          watch          clock
hour          fast           o'clock
minute        slow

I have no watch.
There's a clock on the wall.
What time is it?
It's ten o'clock
The clock is slow.
His watch is fast.
The clock is ten minutes slow.
The watch is one hour fast.

DRILL

Use a clock with movable hands or draw a clock on the blackboard.
Have one student change the time and ask another student "What time is it?" Alternate asking and answering.
5. Reviewing Numbers


CONVERSATION *

Good morning. May I help you?
Yes, I want a dictionary.
We've many kinds of dictionaries. They're over there.
How much is this one? I need a small dictionary.
It's two twenty-five ($2.25)

REVIEW

How many pupils are there in the class?
There are twenty-five pupils in the class.

How many women are there in the class?
There are fifteen women in the class.

How many men are there in the class?
There are ten men in the class.

Count from one to twenty-five - Write numbers on b.b. Have pupils say them in unison and individually.

TEACH "How much is this?" Use objects in the classroom. Hold them up and call out imaginary prices. Have students ask and answer.

Teach cents.

How much is the book? It's fifty cents.
How much is the pencil? It's ten cents.
How much is the pen? It's twenty-five cents. It's a quarter.

LANGUAGE want need

I want
You want
He wants
She wants a newspaper
We want
They want
I need
You need
He needs
She needs a small dictionary.
We need
They need

Practice - In the store - give examples

I want a cup of coffee
a coca cola
a cup of tea
LESSON

Develop with class before beginning to write on the blackboard:

Mrs. Linn goes to evening school. She needs a dictionary. Book stores sell dictionaries. Where's the book store? It's on the corner of Main Street and State Street. Here's the book store:

MARIBORD BOOKS - Books Magazines Cards

Inside the store a man asks her what she wants. She tells him that she wants a dictionary. He shows her many dictionaries. She says "I need a small dictionary." She finds one and asks, "How much is this one?"

SPELLING

want
need
there
much
many

DICTATION

How many pupils are there in the class?

There are 15 women and 10 men.

How much is the book?

The book is 25c.

I want a book.

I need a small book.

ORAL REVIEW

Have students volunteer to play the parts of a storekeeper and customer.
VI. THE YEAR - Months and Seasons

Review -s ending when we talk about more than one by having rapid oral drill answering questions like -

How many pupils are there in the room?
How many books are there on the desk?
How many windows are there in the room?

Elicit from a student that when we talk about more than one we usually add -s to the word.

LESSON

Then say, "Let's talk about the calendar again tonight."

Develop with class and write on blackboard:

There are twelve months in the year. The names of the months are January, February, March, April, May, June, July, August, September, October, November, December.

What month is this? It's October. What date is this?
Let's write the date __________.

There are four seasons in the year. The names of the seasons are Spring, Summer, Fall and Winter. Another name for Fall is Autumn.

What season is this? It's Fall.

LANGUAGE

There are (used with plural forms)

Fill in the following sentences:

There _______ seven day_ in a week.
There _______ twelve month_ in a year.
There _______ four season_ in a year.

ORAL DRILL Have students ask and answer questions:

1. What's this year?
2. What's the date?
3. On what days do we come to school?
4. What day is today?
5. What month is it?
6. What season is it?
7. What are the other seasons?
8. What are the months of the year?

**WRITING**
the date - Show the class that the month is written first, then the day, then the year. Have students dictate dates to other students who write them on the blackboard. BE SURE TO BEGIN WITH A CAPITAL LETTER.

**SPELLING**

<table>
<thead>
<tr>
<th>year</th>
<th>(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>twelve</td>
<td></td>
</tr>
<tr>
<td>month</td>
<td>(s)</td>
</tr>
<tr>
<td>season</td>
<td>(s)</td>
</tr>
<tr>
<td>first</td>
<td></td>
</tr>
<tr>
<td>last</td>
<td></td>
</tr>
</tbody>
</table>

**Dictation**

There are twelve months in a year. The first month is January. The last month is December. This month is October. The date is __________. There are four seasons in a year.

**CONVERSATION GAME**

Tell students that most women do not like to tell their ages. "We will ask the question How old are you? and we will give imaginary answers."

How old are you? I'm a hundred years old.

How old is she? She's a hundred years old.

How old are you? I'm twelve years old.

How old is she? She's twelve years old.

Now have students ask and answer.
VII. MONEY

ORAL PRACTICE

Some conversation patterns that we use in connection with money:

How much is the magazine? It's 35¢.

May I have change of a dollar? Sorry, I have no change.

May I have change of five dollars? I'm sorry. I have no change.

I want to cash a check. How much is the check? It's ten dollars. All right. Sign your name on the back of the check.

LANGUAGE

Use of MAY

In the store, the clerk says:

May I help you.

In school, we say:

May I have the book.
May I have the pencil.

We say:

May I have change of a quarter.

LESSON - Develop with class before writing on blackboard:

Mrs. Lynn is going shopping. She is driving her car. She wants to park the car. Here's a parking meter! She needs ten cents for the parking meter. When she looks in her bag, she sees a nickel, a quarter and a penny. She has no dime.

What a problem! She wants to go shopping but she cannot park the car unless she puts a dime in the parking meter.

She goes into a store and asks, "May I have change of a quarter?" The man gives her two dimes and a nickel.

MONEY

There are five cents in a nickel.
There are two nickels in a dime.
There are fifty cents in a half dollar.

There are twenty-five cents in a quarter.
There are two quarters in a half dollar.
SPELLING

change
cash
check
shop - shopping
drive - driving

DICTATION

May I have change of a dollar?
-I want to cash a check.
Do you drive a car?
I'm going shopping.
I'm driving to school.

WORD DRILL

There are _______ cents in a 'nickel.

" " _______ " " dime.

" " _______ " " quarter.

" " _______ " " half dollar.

Have students say these in rapid drill until all can pronounce correctly.
VIII. ON TIME

Review expressions used with telling time. Have students repeat this exercise.

CONVERSATION

What time is it please?
*It's seven twenty-five.

Oh, I'm late!

*Draw clock on blackboard or use clock with movable hands to change time. Have students give time shown. Review expressions like, "My watch is slow. My watch is fast," etc.

NEW WORDS

Develop other expressions used in connection with keeping appointments:

I'm on time.
I'm late.
I'm early.

LANGUAGE

Talking about yesterday. The verb "to be"

<table>
<thead>
<tr>
<th>Now</th>
<th>Yesterday</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am in school.</td>
<td>I was in school.</td>
</tr>
<tr>
<td>You are in school.</td>
<td>You were in school.</td>
</tr>
<tr>
<td>He is in school.</td>
<td>He was in school.</td>
</tr>
<tr>
<td>She is in school.</td>
<td>She was in school.</td>
</tr>
<tr>
<td>We are in school.</td>
<td>We were in school.</td>
</tr>
<tr>
<td>You are in school.</td>
<td>You were in school.</td>
</tr>
<tr>
<td>They are in school.</td>
<td>They were in school.</td>
</tr>
</tbody>
</table>

Put chart for past time on blackboard. Then erase underlined words. Have students fill in blanks.
Teach the past form of MAKE HAVE SAY GO SEE

LESSON

Develop orally before writing on blackboard.

Last night Mrs. Lynn had an appointment with her friend for the movies. The appointment was for seven o'clock. Mrs. Lynn was late. She looked for her friend in the entrance. Then she went inside. She saw her friend.

What did she say when she saw her friend?

Have students suggest several answers. Then write on the blackboard something like this:

I'm sorry I was late. My husband came home late tonight. or
I'm sorry I was late. My watch was slow.
SPELLING

yesterday
was        last
were        night
movies
entrance     ENTRANCE

WRITING

I was not in school yesterday.
Were you in school yesterday?
I went to the movies last night.
I met my friend at the movies.
We met in the entrance.

ORAL PRACTICE

Have students ask the question:

   Where were you yesterday?

   with other students giving the answer.
IX. WEATHER

CONVERSATION

How's the weather?
It's raining.
Is it cold or warm?
It's very cold.

Other expressions used in connection with the weather are:
- cloudy
- It's snowing.
- windy
- It's going to rain.
- fair
- It's clearing.
- cool
- The humidity is high.

Develop on blackboard with class. Then have pupils substitute other answers to the question "HOW'S THE WEATHER TODAY?"

LANGUAGE - Use of simple past.

Adding -ed to present form:
- rain - rained

Adding -d to present form:
- like - liked

Learn - past of verb "to be"

LESSON - Develop with class before writing on blackboard:

It rained very hard last night. I took my umbrella when I went to night school. I also wore my raincoat. It was also very cold. It was a very bad night.

How do you like this weather? I like the warm weather better than the cold weather. The summer is so pleasant. I like the warm, sunny days of the summer. Spring is pleasant, too, but it often rains in the Spring.

EXERCISE - Change the following sentences so that they tell about yesterday:

1. I take my umbrella.
2. I wear my raincoat.
3. It's cold.
4. I like summer.
5. It rains in Spring.

ORAL PRACTICE

Read aloud. Change the following sentences so that they tell about yesterday:

I'm in school.
You're in school.
He's in school.
She's in school.
A friendly letter

Dear Rose,

I'm writing to tell you that I feel much better now. Thank you for your card and your good wishes.

The weather is very bad. It's raining today and it's very cold. I am waiting for the pleasant Spring weather.

I hope that you can visit me when the weather gets better.

Sincerely,

Your name
X. USING THE TELEPHONE

For this lesson bring in two toy telephones and a directory or use the teletrainer equipment available through the local Telephone Company office. Practice dialing and answering.

CONVERSATION

Hello.
Hello. Is this Mrs. Lynn?
Yes, this is Mrs. Lynn.
This is the Arrow Window Cleaning Company. We're going to work in your neighborhood next week. If you're interested in our service, I will call at your home tomorrow. I'll tell you about our rates.
No, thank you, I'm not interested.
Good-by.
Good-by.

LANGUAGE - Ways of talking about tomorrow. We say the following:

I will see you tomorrow.
You will see me tomorrow.
He will be here tomorrow.
She will be here tomorrow.
We will study tomorrow.
They will study tomorrow.

OR

We shorten the form to

I'll see you tomorrow.
You'll see me tomorrow.
He'll tomorrow.
She'll tomorrow.
We'll tomorrow.
They'll tomorrow.

Sometimes we use the words "going to" with part of the verb "to be" to express future time:

I am going to be in your neighborhood tomorrow.
You are going to call me.
He is going to call me.
She is going to visit me.
You are going to be here.
They are going to study hard.

OR

We shorten this form to

I'm going to be in your neighborhood tomorrow.
You're going to call me.
He's going to call me.
She's going to call me.

Give many examples of these forms. Have students complete the following:

I'll tomorrow.
I'm tomorrow.
You will tomorrow.
He'll tomorrow.
We will tomorrow.
They're tomorrow.
LESSON

Mrs. Lynn is at home when the phone rings. She says, "Hello!" It's a man from the Arrow Window Cleaning Company. His company will be working in her neighborhood next week. He will visit her if she wants her windows cleaned. He'll tell her the rates. Mrs. Lynn is not interested.

Telephone Courtesy: When we answer we say "Hello" If we dial the wrong number, we say, "I'm sorry!" We say, "No, thank you," if we are not interested in the service. We say, "good-by," at the end of the call.

SPELLING

call called
neighbor
neighborhood
interested
company
service

1. A man called Mrs. Lynn.
2. Mrs. Lynn is not interested.
3. The company has a window cleaning service.
4. The man will be in the neighborhood next week.
5. I have many neighbors.

ORAL DRILL

Have students practice the following:

Hello.
Hello. Is Mrs. Lynn there.
There is no Mrs. Lynn here. You must have the wrong number.
I'm sorry. I'll dial again.
Good-by.

Have students talk about the telephone. "This is the telephone." This is the dial.
This is the receiver.
This is a telephone book." etc.
XI. ILLNESS

CONVERSATION - A telephone call

Hello, Dr. Stern's office.
Hello, is the doctor in?
No, I'm sorry. He isn't here just now. May I take a message for him?
Yes, please ask him to call Mrs. Lynn.
What is your number?
AL 1-3478.
Thank you, I'll give the doctor your message.
Thank you.

LANGUAGE - Idiomatic expressions used in connection with illness

What's the matter?
I feel sick. I feel tired. I feel run-down.
I have a cold. I have a cough. I have a fever. I have a headache
My throat hurts. My leg hurts. My head aches.

USE OF POSSESSIVE ADJECTIVE

My
Your
His
Her
Our
Their

(supply various nouns, hat, husband, son,
daughter, book, pencil, etc.)

Fill in:
I have ______ book.
You have _______ pencil.
He has ______ notebook.
She has ______ pen.
We have _______ desks.
You have _______ papers.
They have _______ papers.

LESSON

Mrs. Lynn calls the doctor. Her daughter Ann is sick. When she calls Dr. Stern, he's not in. His nurse answers the phone. She asks Mrs. Lynn for her telephone number. She says that the doctor will call later.

What's the matter with Ann? She has a ______

Develop vocabulary, i.e.
cold  cough  fever
sore throat  stomach-ache

Give students practice in saying -
She has a ______ etc.
SPELLING

doctor
Dr. Stern
nurse
cold
cough
hurt
ache

1. Where is the doctor?
2. Dr. Stern is out, but the nurse is in the office.
3. The nurse takes a message for the doctor.
4. A woman calls the doctor because her daughter is sick.
5. Her daughter has a cough and a fever.

ORAL WORK

Review telephone courtesy.

Have students take turns making imaginary calls to the doctor.
XII. MEALS

CONVERSATION  Develop with class - many students eat lunch in a luncheonette or at a drug store counter.

- May I help you?
- I'll have a hamburger and a cup of coffee.
- How do you want your hamburger?
- Well done (medium, rare).
- With onions?
- Yes, please.

Have students substitute the following sandwiches:

- ham on rye
- cheese on toast
- lettuce and tomato

LANGUAGE  Use of simple present when we talk about every day (as contrasted with present continuous when we talk about now) On blackboard:

Every day I eat three meals.
"I eat breakfast, lunch and dinner.
I eat breakfast at 7:30. I eat breakfast at home.
I eat lunch at 12. I eat lunch in a luncheonette.
I eat dinner at 6:30. I eat dinner at home.

Have students take turns asking and answering the following questions:

When do you eat breakfast?
When do you eat dinner?
Where do you eat lunch?
Where do you eat dinner?

LESSON - Develop with class before putting on blackboard:

The first meal of the day is breakfast. Most people eat breakfast at home before they go to work or to school. For breakfast we have:

- orange juice
- cereal or toast
- eggs
- coffee

The second meal of the day is lunch. Many people eat lunch in a restaurant, cafeteria or luncheonette. For lunch we have,

- a sandwich or soup
- coffee
- dessert

The third meal of the day is dinner. Some people eat dinner at home, but some people eat dinner in a restaurant. For dinner we have:

- an appetizer
- meat or fish
- vegetables
- coffee
Some people have bread and butter with their meals; other people do not.

When we eat, we use the following:

- knives (1 knife)
- forks (1 fork)
- spoons (1 spoon)
- Plates (1 plate)
- cups (1 cup)
- saucers (1 saucer)
- Napkins (1 napkin)

**PRACTICE**

1. What are the three meals of the day?
2. What's the first meal?
3. Where do you eat the first meal?
4. What do you eat for breakfast?
5. What's the second meal?
6. Do you eat it at home or in a restaurant?
7. What do you eat for lunch?
8. What's the third meal?
9. Do you eat it at home or in a restaurant?
10. What do you eat for dinner?

**WRITTEN WORK**

- lunch  dinner  breakfast
- some  many  most  people

1. Where do most people eat breakfast?
2. Most people eat breakfast at home.
3. Do you eat lunch at home?
4. Where do many people eat lunch?
5. Where do most people eat dinner?

**WORD**

Put on flash cards names of foods, asking pupils to hold them up and "order" them. For example, the sign says "ham sandwich"; the pupil says

**DRILL** "I'll have a ham sandwich."
XIII. STORES

CONVERSATION PRACTICE

May I help you?
Yes, I want a half pound of butter.
Anything else?
A container of milk. That's all.
That will be 65c.

Practice the above with students. Show flashcards representing kinds of stores, i.e., SUPERMARKET, GROCERY, DAIRY, MEAT MARKET, BUTCHER, FRUITS AND VEGETABLES, DRUG STORE

What kind of store is represented by the above exercise? Change the pattern to reflect what would be said in a meat market.

NEW LESSON

Do you shop for food for your family? Where do you shop for food?
I shop in the supermarket. There I buy groceries, fruit and vegetables, meat and baked goods. Sometimes, I go to the dairy on the corner for butter, eggs, and milk. In the supermarket I sometimes ask these questions:

Where's the bread?
Where are the frozen foods?
Can you cash this check?

Since all the prices are marked, I don't ask these questions:

How much is the meat? How much are the oranges?

LEARN TO SAY

Names of foods

FRUIT: apples, oranges, grapefruit, pears, strawberries, melons.
VEGETABLES: carrots, lettuce, tomatoes, cabbage, beets, corn.
MEATS: steak, chopped meat, chops, liver, chicken, turkey.
BAKED GOODS: bread, rolls, cake, pie, cookies.

WE SAY: Do you have any lettuce? (substitute other foods)
Please give me some lettuce. (substitute other foods)

LANGUAGE

Questions beginning with "do"

go to school?
shop for food?
DO YOU smoke?
like to read?
speak Spanish?

When we talk about another person, we use "does"

John
he
DOES Mrs. Lynn speak Spanish? (give other examples)
she
your friend
SPELLING

Writing a shopping list:

<table>
<thead>
<tr>
<th>Names of foods</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>steak</td>
<td>pound (lb.)</td>
</tr>
<tr>
<td>potatoes</td>
<td>bunch</td>
</tr>
<tr>
<td>carrots</td>
<td>dozen</td>
</tr>
<tr>
<td>lettuce</td>
<td></td>
</tr>
<tr>
<td>oranges</td>
<td></td>
</tr>
</tbody>
</table>

Here's a shopping list:

- one steak about 3 pounds
- 5 pounds of potatoes
- 1 bunch of carrots
- 1 dozen oranges

ORAL DRILL

QUESTIONS: Have students take turns asking and answering:

1. What does the butcher sell?
2. Where do you buy bread?
3. Where do you buy carrots?
4. Where do you buy lettuce?
5. Where do you buy oranges?

ASKING FOR:

- oranges
- steak
- bread
- carrots
- lettuce
- tomatoes
- frozen foods
XIV TRAVELING

CONVERSATION - At the railroad station or bus terminal

How much is a ticket to Lakewood?
One way or round trip?
One way.
That will be $3.80 plus tax, total $4.18.
May I have one, please (or all right)

LESSON - Develop with class before writing on b.b.

Friday is a holiday. Mrs. Lynn is going away for the weekend. She made reservations at a hotel for Friday, Saturday and Sunday. She decided to go by bus. On Wednesday at lunch time we went to the railroad station to find out about the price of the ticket. On Thursday she went to the bus terminal. In both places she asked, “How much is a ticket to Lakewood?” She learned that it was cheaper to go by bus.

Review - calendar - weekend
Teach reservations
railroad station
bus terminal (sometimes we see this sign BUS DEPOT)
to travel by bus, by plane, by train

LANGUAGE - Comparing things

This ticket costs $4.18. That ticket costs $5.30. This ticket is cheaper.

Look at these books. This book is larger than that book. That book is smaller than this book.

When we compare two things, we usually use -er and the word than

Look around the class. Use these sentences:
Mr. A. is taller than Mr. B.
Mr. B. is shorter than Mr. A.
The ceilings in school are higher than at home.
The windows in school are larger than at home.

When we compare longer words, we use the word "more"
We say "This book is more interesting than that one."
"This hat is more expensive than that one."

EXERCISE - Here are two books. This is _______ _______ that one. (small)

Here are two pencils. This is _______ _______ that one. (short)

Here are two coats. This is _______ _______ that one. (expensive)
A letter to a hotel requesting a hotel reservation

Stress Form of letter
Addressing of envelope

Your address
Brooklyn 15, New York, Zip Code
February 9, 19

The Pine Tree Hotel
Lakewood, New Jersey, Zip Code

Gentlemen:

Please reserve a room with bath for me for the weekend of February 22nd.

I will arrive on Friday, February 21st by the 12 o'clock bus.

Please send me a confirmation as soon as possible.

Yours truly,

Name
XV. BUYING CLOTHES

CONVERSATION: May I help you?
Yes, I'm looking for a sweater.
For yourself?
Yes. Size 38.
The women's department is at the next counter.
We have only junior sizes here.
Thank you.

LANGUAGE: Sizes of clothing - I WANT A SWEATER, SIZE 38.
I WANT A SUIT, SIZE 40.

Men's sizes - Suits - 36, 38, 40, 42, 44 Long, Regular, Short, Stout

Women's sizes - Dresses Blouses Sweaters
10 32
12 34
14 36
16 38
18 40

LESSON: Mrs. Lynn is in the department store. She's buying a sweater and skirt for her trip. She wants a blue sweater and a tweed skirt. She can wear them to the office when she returns from her trip.

At the sweater counter, she finds that they don't have her size. She wears size 38. She goes to the women's department to get the sweater.

NEW WORDS Colors - blue, red, green, yellow, black, white
Fit - tight, loose, small, large
Articles of clothing - suits, dresses, sweaters, coats, blouses, shirts

(Demonstrate with pupils in the class.)

(Emphasize position of adjective modifier in sentence.)

a white dress
a blue sweater
a black suit
a white blouse

Use of "very" and "too"

This is very tight.
This sweater is too tight. I can't button it.
The skirt is very short.
This skirt is too short. I can't wear it.
SPELLING

department
next
size
coat, suit, dress

WRITING

She's in the department store.
She's buying a coat.
She's trying on a coat now.
The coat is too small.
Now she's trying on another coat.

ORAL DRILL

Have students practice saying,
Where are the sweaters? etc.
I want a suit
What size? 38
What color? blue

LANGUAGE

Use of possessive
women's sizes
men's clothing
Mrs. Lynn's sweater

Write sentences.
CONVERSATION

The Shoe Department

May I help you?
Yes, I'd like a pair of comfortable shoes.
Do you see any style that you like in the window?
Yes, I like Number 258 or 259.
They come in black and beige.
I prefer beige.

How do they fit?
They're too tight.
Do you like these?
Yes, how much are they?
$8.95.
All right, I'll take them.

LESSON

Mrs. Lynn wants a pair of shoes for her trip. She needs comfortable shoes. She goes to the department store. In the window she sees a pair of good-looking shoes. After she tries them on, she finds that they're not comfortable. They're too tight. She tries on a larger size. These are very comfortable. She buys them.

NEW WORDS

a pair of shoes
comfortable
prefer
beige
style
sizes of women's shoes
width - A, B, C, D

LANGUAGE - do not (don't)

Put this chart on the blackboard.

<table>
<thead>
<tr>
<th>The shoes</th>
<th>DO NOT (don't)</th>
<th>fit.</th>
</tr>
</thead>
</table>

Have students substitute other words to go in boxes 1 and 3, for example

My friends come to school
My children smoke.
They speak English.

Now have them read the entire sentence, i.e.,
"My friends do not come to school."

Provide adequate drill on this form before going to does not. (doesn't)
SPELLING - Note changes in words ending in -y (preceded by a consonant)

try - tries
Can you give other words that change in this way?
cry - cries is another example
wear shoes
fit
pair
comfortable
I wear comfortable shoes.

How much are those shoes?
These shoes do not fit.
They're too tight.
I want a pair of comfortable shoes.

WORD GAME

Have students take part of clerk and customer - buying shoes - emphasize the following:

What size do you wear? I don't know
What color do you want? I want black (brown, white, beige).
Do you like this style? Yes, I like the style, but I prefer another color.
How do these fit? They're too tight.
AN APARTMENT CONVERSATION

Are you the superintendent?
Yes, I am.
I would like to see the apartment that was advertised.
It's on the fourth floor.
I'd like to see it.
Come this way, please.

LANGUAGE

I would like fused in connection with shopping, too
(I'd like may be substituted for this)
In question form - we say
"Would you like to see the apartment?"

LESSON

Mrs. Lynn needs a larger apartment. There's one advertised in the newspaper. This is the ad:

APT. UNFURN.
4 large rooms. $85. gas incl.
Apply Supt. 10 Maple Street.

When she went to the building, she saw the superintendent. He showed her the apartment. It was on the fourth floor. There was no elevator. The rooms were large. The building seemed clean and quiet. She decided to take the apartment. She paid a deposit and signed a lease. She will move in on the first of next month.

What do we mean? (Bring in sample ads from the newspaper)

Furnished - Unfurnished
Gas & elec. (g&e)
reasonable
airy
kitchen privileges

The Apartment

NEW WORDS

Rooms - kitchen
bathroom
living room
bedroom
dinette

Other parts - foyer
hallway
elevator
stairs
incinerator

Signs
Vacancy
Furn. Apt.
Supt.
Exit

Use pictures to show furnishings of an apartment
Use newspaper "ads" (to be read aloud by students) to give practice in the pronunciation of these words
Duplicate typical "ads" on supplementary reading sheets or on the blackboard.
SPELLING

apartment  
clean  
quiet  
neighborhood

WRITING

A friendly letter - show correct form

address
City, State, Zip Code
Date

Dear Rose,

This is just a short note to tell you that I am going to move at the end of this month.

After October 1st, my address will be

15 State Street

I was lucky to get a larger apartment. Now I'll have room to entertain my friends. As soon as I'm settled, I'll get in touch with you so that you can see my new apartment.

The neighborhood is very nice and the apartment is just what I wanted.

Sincerely,

ORAL PRACTICE

Have students dramatize - looking for an apartment. Use some of the following expressions:

I would like to see the vacant apartment.

How much is the rent?

Are gas and electricity included?

Is there an elevator?
CONVERSATION

May I help you?
I would like to open a bank account.
Have a seat. Someone will help you.
Thank you.

LESSON

Develop with class by bringing in an "ad" descriptive of bank services or one which shows interest paid.

Mrs. Lynn would like to open a bank account. She saw an ad in the newspaper, like this:

MAKE YOUR MONEY WORK FOR YOU!
5% Interest Paid.
Save Regularly. Open a savings account today at the City Bank.

When she went to the bank, she saw a sign NEW ACCOUNTS HERE. A clerk helped her to fill out a card. She deposited $10. When she got her bankbook, it showed the date and the deposit on the first line.

LANGUAGE

Use of would - Repeat the following sentences with like - I would like to open an account.
What would you like to do?
Would you like to go to the movies?
Mrs. Lynn would like to save money.

Put in the correct form:

I would ________ to speak better.
You ____________ to save money.
John ____________ to play the piano.

VOCABULARY

Review words that appear on form needed to open a bank account:

Name ______________________ (last) ______________________ (first)
Address _____________________________________________
Date of Birth __________________________________________
Place of Birth __________________________________________
Employer _____________________________________________
(If married woman, husband's employer)
References____________________________________________
Signature _____________________________________________
NEW WORDS:

savings account  checking account  references  deposit  identification  withdraw

Expressions  to open an account  a deposit slip  a withdrawal slip  to deposit some money

WRITING

I would like to cash a check.

I would like to open a savings account.

Fill out this form.

I would like to deposit some money.

I would like to deposit this check.

Here's my identification.
INDIVIDUAL PLACEMENT TEST FOR NON-ENGLISH SPEAKERS

Oral Reception and Production

CONCEIVED AND WRITTEN BY
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Instructions to the tester: Prepare in duplicate; place the original in student's
individual record folder. Administer test in room alone with student; no interpret-
er and no helpful gestures should be used. Student should answer in English. If
he can't he may answer in his native tongue. Questions must be asked in natural
speech. Question may be repeated once. After scoring, you may explain the
meaning of the question. Remember to practice good human relations by being
courteous and interested in what the student tells you. Be sure to check level
on bottom of page.

Student's Name ________________________________ Date ____________

Student's Address ______________________________ Hub School ________

Level I: This is a test of the student's aural comprehension, that is how well
he receives and interprets spoken English. Listen very carefully.

Questions:                              Correct Answer      Incorrect Answer
                                          English         Native Tongue
1. Hello, What's your name?             __________        __________
2. What's your address?                 __________        __________
3. Do you have an apartment?            __________        __________
4. Are you working now?                 __________        __________
5. What day is today?                   __________        __________

Please write your name here: ______________

If all questions are answered correctly without hesitation, go on to the next level.

Level II: This is a more sophisticated test of aural comprehension combined with a
test of oral production. Good English means structurally correct, not
pronunciation.

Questions:                              Correct Answer      Incorrect Answer
                                          Good English      Poor English
1. Where were you born?                 __________        __________
2. Did you ever study English before?   __________        __________
3. How many years did you go to school? __________        __________
4. If it rains on a school day/night,   __________        __________
   what will you do?
5. What kind of work would you like to do?

If all questions are answered correctly and if 3 out of 5 correct answers are
given in good English, go on to the next level.

Level III: This is a test of free oral production. Encourage student to answer
in at least three sentences. If he speaks freely and can compose a
sequence of fairly correct sentences, he may be placed in Level IV.
Otherwise, assign to Level III.

1. What do you like about New York? (or city where student lives).
   2. How do you think your studies here will help you?
LINGUISTIC CONTRASTS

The emphasis on language contrasts is a key to the linguistic approach to the study of English as a Second Language. Teaching pronunciation should therefore, when possible, concentrate on dissimilarities between English and the mother tongue. Ethnic-related tendencies assuredly affect the pronunciation and intonation. The result frequently is characteristic substitutions, omissions or faulty production of English vowel and consonant sounds; in equally typical failure to blend words or syllables (the Spanish insertion of the gratuitous e before an initial g); and in intonation patterns that may be completely foreign and often unintelligible to the native listener.

Methodology, beginning with the presentation of the model by the teacher, usually involves listening for the difference. This may mean helping the student to distinguish between the long ē as in "seat" and the short i as in "sift"; between the ed pronounced as a separate syllable, as in "needed", or as an integral part of the verb, as in "worked". Drill, both in identifying the difference and in imitating the teacher, is in the form of intralingual contrasts (feel-fill, rented-hoped).

Mastery of English speech patterns represents a major language learning problem for most of our students. The following chart of speech patterns analyzes several of the ethnic tendencies that may be anticipated from speakers of Spanish, Italian, German, and Polish (or any other Slavic tongues).
### Spanish
1. Need to be taught to eliminate the sound of 1 before a final s.
2. Need to differentiate between: v and b, s and th, d and th, z and z.
3. All vowels in Spanish are usually strong.
4. Almost every syllable in Spanish has equal emphasis.
5. Spanish speakers must be taught strong and weak forms and correct intonation patterns.

### Italian
1. Have difficulty in pronunciation of h.
2. Cannot distinguish between long and short vowels.
3. Cannot distinguish between: th, t or d.
4. Trilling of r should be corrected.
5. Often add gratuitous vowel sounds to final consonants or medial consonants: apple vs. appela.

### Germanic
Chiefly a problem of differentiation between: v and w, p and b, t and d, d and th, s and z, f and v.

### Polish and Other Slavic Tongues
1. Like Spanish, Polish and other Slavic tongues are unstressed languages and every syllable is pronounced and all vowels are strong.
2. They frequently substitute: d or t for th, v for w, y for i.
3. Have strong trill for r.