Frank, Gloria; And Others

Instructional Objectives and Content Outline, English for Speakers of Other Languages (ESOL). Bulletin No. 275.

Montgomery County Public Schools, Rockville, Md.

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*Audiolingual Methods; *Course Content; Cultural Awareness; *Curriculum Guides; *Educational Objectives; *English (Second Language); Grammar; Language Instruction; Language Skills; Second Language Learning; Speech Skills; Vocabulary Development

This booklet consists of a list of instructional objectives and a content outline for the beginning and intermediate levels of the Montgomery County (Maryland) public ESL program. The publication was prepared to identify performance objectives and to provide guidelines for teachers and administrators, both for teaching and for forming realistic expectations of the students. Objectives for both levels include mastery of the four language skills through the audiolingual approach. For the beginning level, course content is centered on situations and topics which the student will encounter in the United States. These topics include classroom and school procedures, food, social formulas, numbers and measurements, health and safety, weather, shopping, family and occupations, home and community, recreation, and transportation. Grammar and vocabulary relevant to the given topic are introduced in each unit. The intermediate level is organized into structural units, each one dealing with a specific issue of grammar. Vocabulary and situations for practice are left to the discretion of the teacher. (CLK)
INSTRUCTIONAL OBJECTIVES

and

CONTENT OUTLINE

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES

(ESOL)

Bulletin No. 275

Montgomery County Public Schools
Rockville, Maryland
Homer O. Elseroad
Superintendent of Schools
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Rockville, Maryland
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INTRODUCTION

This document consists of (1) a listing of instructional objectives and (2) the content outline for the Montgomery County Public Schools program of English for Speakers of Other Languages (ESOL) at the Beginning and Intermediate Levels.

It has been developed to:

1. Identify the instructional objectives that most ESOL students will master as beginning and intermediate students of ESOL.

2. Provide ESOL teachers, classroom teachers, aides, and volunteers with sequential guidelines for teaching ESOL students.

3. Provide teachers, counselors, and school administrators with realistic guidelines for expectations of the ESOL student.

Students placed in the Beginning Level usually are those who have little or no knowledge of English. They receive instruction in the four language skills: listening, speaking, reading, and writing. The structures and vocabulary to be studied in the Beginning Level have been incorporated into eleven situations which ESOL students will encounter in the United States.

Intermediate Level students usually have had instruction in English either in their native country or in classes in the United States. They study more advanced structure and more difficult materials with more attention devoted to reading and writing. Situations have been suggested for use at this level, leaving it up to the teachers to choose the situations and vocabulary that would best meet the needs of their ESOL students as they master the structures of English outlined for this level.
Placement in ESOL classes is based on a broad profile of study. Standardized tests are being developed to assist ESOL and classroom teachers and administrators in student's original placement in ESOL classes and exit from ESOL classes.

The units accompanying the Beginning Level objectives should not be considered as one lesson to be covered in one or two days. In most cases, many weeks of study will be necessary to complete a unit. Moreover, while it is not necessary that the situations (classroom, foods, social formulas, etc.) be studied in the order indicated, it is suggested that the structures be taught in the sequence outlined.

Packets of materials are being developed to accompany the units to be studied at the Beginning Level of ESOL. These may be used in conjunction with the approved texts and instructional materials.

Because language learning is sequential, the simple structures must be mastered before those more complex can be learned. Therefore, the instructional objectives are the same for elementary school and secondary school ESOL students. However, the focus may be different. The time spent and the emphasis put on the four language skills (listening, speaking, reading, and writing) will depend on the age, maturity, and grade level of the students. For example, young elementary school students will need less drill to master the pronunciation and intonation patterns of the English language than the older students. On the other hand, the secondary students will need to master the reading and writing skills sooner and in more depth.

At no time should levels of achievement be equated with the amount of time the student has been an ESOL student. Advancement from the Beginning Level to the Intermediate Level depends on mastery of material rather than length of time in the program, and it differs with each student.
INSTRUCTIONAL OBJECTIVES – ESOL
BEGINNING LEVEL

GOAL

The goal of the ESOL program is to provide adequate instruction so that each ESOL student will be able to function linguistically and culturally in his school. The audio-lingual approach which stresses the four language skills – listening, speaking, reading, and writing – is used.

At the conclusion of the Beginning Level of ESOL the student will perform in the following areas in a manner appropriate to his age, maturity, and grade level in the four skills: listening, speaking, reading, and writing.

1. Classroom and school procedures
2. Foods
3. Social formulas (greetings, introductions, courtesy expressions)
4. Numbers in connection with mathematics, phone numbers, addresses, times, dates, and measurement
5. Health and safety
6. Weather, seasons, and climate
7. Shopping for food and clothing
8. Family and occupations
9. Community buildings and services
10. Recreational pastimes
11. Transportation

OBJECTIVES

1. Listening

A. Student listens to and understands the following structures:

1. Affirmative, negative, and interrogative utterances, including tag questions, contractions, and both long and short answers

2. Determiners: a, an, the, this, that, these, those, some, any, many, much

3. Singular and plural nouns and pronouns

4. Regular verbs and those irregular verbs which appear below in the present, present and continuous, past, future, and present perfect tenses

<table>
<thead>
<tr>
<th>to be</th>
<th>to have</th>
<th>to drink</th>
<th>to eat</th>
<th>to buy</th>
<th>to bring</th>
<th>to go</th>
<th>to come</th>
<th>to run</th>
<th>to drive</th>
<th>to tell</th>
<th>to do</th>
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<tr>
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<td>to throw</td>
<td>to sell</td>
<td>to fall</td>
<td>to wear</td>
<td>to put</td>
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<table>
<thead>
<tr>
<th>to feel</th>
<th>to know</th>
<th>to begin</th>
<th>to take</th>
<th>to ride</th>
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</thead>
<tbody>
<tr>
<td>to feel</td>
<td>to know</td>
<td>to begin</td>
<td>to take</td>
<td>to ride</td>
</tr>
</tbody>
</table>
5. Auxiliary Verbs

6. Imperatives

7. Interrogative words: who, what, where, when, how

8. Possessives of nouns, pronouns, and adjectives

9. Common prepositions:

```
to          up
from        down
in          over
out         under
on          between
off         among
above       before
into        after
beside      next to
at          in front of
toward      in back of
by          across
```

10. English sentence patterns:

```
N + V          He’s running.
N + V + DO     He sees Mary.
N + V + C      I am the student.
                I’m going to the cafeteria.
                I am tall.
N + V + IO + DO  He gave me the book.
Phrase
```
11. English intonation patterns:

2, 3, 1 (basic declarative sentence)
   e.g., He sees Mary.
2, 3, 3 (yes, no questions)
   e.g., Are you going?
2, 3, 1 (question)
   e.g., Where's he going?
3, 2, 1 (imperative)
   e.g., Go to your room!

12. Introducers

   Here is ..... There is ..... 
   Here are ..... There are ..... 

13. Common adjectives including those of size, color, and nationality

14. Comparative and superlative of adjectives

15. Indefinite pronouns:

   somebody          nobody
   someone           anyone
   anybody           no one

16. Common adverbs of time, place, manner, and frequency

17. Multiple subjects and verbs

B. The student listens and responds to the sounds, stress, rhythm, and intonation patterns of English.
C. The student listens to and responds in the following situations:

1. Student identifies subject of a simple exchange of dialogue.
2. Student identifies the proper oral rejoinders to simple oral questions or statements.
3. Student understands routine classroom directions.
4. Student understands recombination of familiar material after several hearings.

II. Speaking

The student mimics utterances with good rhythm, intonation, and pronunciation and produces original utterances well enough to be understood.

A. Repetition

1. Student imitates the sounds of English accurately.
2. Student imitates the dialogue sentences and structures practiced at this level.
3. Student learns alphabet by repetition.

B. Controlled (teacher-motivated responses)

1. Student answers simple questions on subjects which he understands aurally, correctly manipulating the pronoun and verb in the present, present continuous, past, future, and present perfect tenses. (See verbs listed in C.2.)
2. Student answers simple questions containing interrogative words on subjects which he understands aurally.

3. Student answers simple questions, using the negative form of the verb in the present, present continuous, past, future, and present perfect tenses.

4. Student responds to simple questions involving the following:
   a) Classroom and school procedures
   b) Foods
   c) Social formulas (greetings, introductions, courtesy expressions)
   d) Numbers, shapes, and measurements
   e) Health and safety
   f) Weather, seasons, and climate
   g) Shopping for food and clothing
   h) Family and occupations
   i) Home and community
   j) Recreation
   k) Transportation

5. Student uses cardinal numbers 1-1000 and ordinal numbers 1st-31st, and the fractions 1/4, 1/2, 3/4.
6. Student uses the names of common colors.

C. Original (creative expression)

1. Student spells orally using the English alphabet.

2. Student uses the following verbs in the present, present continuous, past, future, and present perfect tenses:

   to be  to swim
   to have to throw
   to drink to sell
   to eat to fall
   to buy to wear
   to eat to put
   to go to see
   to come to write
   to run to hear
   to drive to leave
   to tell to speak
   to do to know
   to give to take
   to feel to ride
   to begin modals
   to make (helping verbs)

3. Student uses singular and plural forms of nouns and pronouns.

4. Student uses pronoun direct objects.

5. Student uses possessive nouns, pronouns, and adjectives.

6. Student uses determiners.
7. Student uses regular adjectives in the comparative and superlative.

8. Student uses the following sentence patterns:

   N + V           He's running.
   N + V + DO      He sees Mary.
   N + V + IO + DO He gave me the book.
   N + V + C       I am the student.
                   I'm going to the cafeteria.
                   I am tall.

Phrase

9. Student uses basic intonation patterns.

10. Student uses appropriate introducers.

11. Student uses indefinite pronouns.

12. Student uses adverbs of time, place, manner, and frequency.

III. Reading

The vocabulary and language structures which serve for reading are those which have been previously mastered aurally-orally in the student's development of the listening-speaking skills.

A. Teacher-guided reading

1. Student reads basic dialogues and other materials based on vocabulary and structures previously mastered aurally-orally.

2. Student reads questions and answers.
3. Student reads aloud, following model of native speaker, or reads silently a variety of conversations and recombinations of both vocabulary and language structures.

4. Student uses word attack skills to read vocabulary and structures previously mastered orally.

B. Teacher motivated reading

Not to be expected until Intermediate Level

C. Independent reading

Not to be expected until Intermediate Level

IV. Writing

All written work is based on vocabulary and structures which the student has first learned orally.

A. Dictated Composition

1. The student writes the Roman alphabet.

2. The student copies material which he has learned orally.

3. The student spells as dictated sentences and words that he has learned orally for this purpose.

B. Controlled Composition

1. The student writes answers to questions based on dialogues, conversations, or stories after having answered them orally.
2. The student writes a paragraph based on questions from dialogues, conversations, and stories.

C. Free composition

Not to be attempted at this time
INSTRUCTIONAL OBJECTIVES – ESOL
INTERMEDIATE LEVEL

The student will have the vocabulary and structures necessary to understand more complex versions of situations studied at the Beginning Level and situations such as the following appropriate to his age, maturity, and grade level.

1. Travel matters (routes, hotels, tickets, reservations, passports, field trips, maps, camps)

2. Government (local, state, and national governments; political parties)

3. Major sports

4. Current events

5. Job hunting

6. Plans after graduation (secondary students only)

I. Listening

A. The student listens to and understands the following structures:

1. Those structures studied at Beginning Level

2. Conjunctions: but, and; intensifiers: too, very, so

3. Either – or, neither – nor

4. Contrast of verbs in the past continuous, present, past perfect, present continuous, and past tenses
5. Auxiliary verbs: *can, could, will, would, may, might, must, should, ought to, have to*

6. Postnominal phrases, e.g., The boy *with red hair*; the boy *on the sidewalk*; the boy *driving the car*

7. Dependent clauses, e.g., *When I go to Mexico, I speak Spanish.* I speak Spanish *when I go to Mexico.*

8. Conditional sentences, e.g., I will go *if it doesn’t rain.*

9. Passive voice, e.g., *He was bitten by the dog.*

10. Multiple adjectives, e.g., They live in a *big, brick house.*

11. Multiple adverbs, e.g., She arrived *very early yesterday.*

B. The student listens and responds to the sounds, accents, rhythm, and intonation patterns of English in more complex sentences than those used at the Beginning Level.

C. The student listens to and responds to the following situations:

1. Most of the content of a dialogue, conversation, classroom lectures, discussions, radio broadcasts, and T.V. programs

2. Unfamiliar phrases and words through sensible guessing within the context of a familiar subject
3. Material on familiar subjects after two or three readings

4. Common slang and colloquialisms

II. Speaking

The student speaks with good rhythm, intonation, stress, and pronunciation at the normal rate of speed. He is able to imitate accurately utterances that are longer and more complex than those studied at the Beginning Level. He should be more accurate, have greater habitual control, and respond more quickly and fluently than at the previous level.

A. The student uses the following structures:

1. Those studied at Beginning Level

2. Conjunctions: but, and; intensifiers: too, very, so

3. Either – or, neither – nor

4. Contrast of verbs in the past continuous, present, past perfect, present continuous, and past tenses

5. Auxiliary verbs: can, could, will, would, may, might, must, should, ought to, have to

6. Postnominal phrases: e.g., The boy with red hair; the boy on the sidewalk; the boy driving the car

7. Dependent clauses, e.g., When I go to Mexico, I speak Spanish. I speak Spanish when I go to Mexico.
8. Conditional sentences, e.g., I will go if it doesn't rain.

9. Passive voice, e.g., He was bitten by the dog.

10. Multiple adjectives, e.g., They live in a big, brick house.

11. Multiple adverbs, e.g., She arrived very early yesterday.

B. The student imitates accurately utterances that are longer and more complex than previously studied and pronounces correctly most English sounds.

C. The student participates in controlled conversations by answering more complex questions, giving short summaries of familiar subjects, and by stating his own ideas.

D. Original

The student initiates conversation.

III. Reading

Much of the material read at the Intermediate Level is a recombination of known lexical and structural items. In addition, the ESOL student will need to begin to develop the reading skills he will be called upon to use in the regular classroom. Some of the purposes for reading and the skills to be used are listed on the following page.
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<th>Skill required</th>
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<td>2. Recognize important details</td>
</tr>
<tr>
<td></td>
<td>3. Locate topic sentence</td>
</tr>
<tr>
<td></td>
<td>4. Find main idea</td>
</tr>
<tr>
<td></td>
<td>5. Skim for important detail</td>
</tr>
<tr>
<td></td>
<td>6. Scan for general idea</td>
</tr>
<tr>
<td>Following directions</td>
<td>1. Respond correctly to test questions</td>
</tr>
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<td></td>
<td>2. Understand and carry out directions on labels and cautions</td>
</tr>
<tr>
<td>Understanding forms (beginning 5th grade)</td>
<td>1. Read school registration forms (class schedule, enrollment)</td>
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<td>2. Read personal information forms (e.g., place of birth, father's name,</td>
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<td></td>
<td>mother's maiden name, parent's occupation, etc.)</td>
</tr>
<tr>
<td></td>
<td>3. Read application for driver's license, job, social security number</td>
</tr>
</tbody>
</table>
Reading for pleasure

The extent to which these units are to be developed would be dependent on the age, maturity, and grade level of the student.

IV. Writing

Written work is spelled correctly and reflects the correct use of the vocabulary and structures previously learned aurally- orally.

A. Directed written work

1. The student spells vocabulary words and structures studied for active use at this level.

2. The student writes from dictation simple paragraphs.

B. Controlled written work

1. The student writes short answers to concrete questions.

2. The student writes structures studied orally.

3. The student writes short descriptive and narrative paragraphs.

4. The student writes short summaries on material heard or read.

5. The student uses outline form.
6. The student fills out personal information forms.

7. The student takes notes from appropriate printed material.

C. Free Composition

1. The student writes friendly and business letters.

2. The student writes descriptive and narrative paragraphs.

Because of the difficulty of mastering the skill of writing in a new language, even after the ESOL student has completed the Intermediate Level of ESOL, his ability to do free composition in the regular classroom will be extremely limited.
UNIT I. CLASSROOM AND SCHOOL PROCEDURES

I. Structure

A. Verbs

1. Simple present (I walk to school every day.)

2. Present continuous (He is walking to the library.)

   to walk
to listen
to write
to have
to be

B. Contractions: to be (I’m, your’re, he’s, etc.)

C. Singular and plural

1. Regular nouns

2. Pronouns

D. Sentence patterns

   N + V  (Mary is writing.)
   N + V + N  (Mary is writing a letter.)
   N + V + A  (The book is red.)
   N + V + Prep.  (I’m from ________.)

   Phrase,

E. Determiners: a, an, the
II. Sounds:

sit
they

III. Vocabulary

A. People

teacher
custodian
secretary
cafeteria worker
principal
counselor
boy
librarian
girl
art teacher
man
music teacher
woman
physical education teacher
pupil	titles (Dr., Mr., Mrs., Miss, Ms.)
student

B. Schedules and Procedures

School begins at 9 o'clock.
first period, second period, etc.
report cards
semester break
committees
centers
late, tardy, early
Class is dismissed.
school closing announcements
(such as snow days)
C. Rooms

bathroom  gym
girls' room  playground
boys' room  auditorium
lavatory  all-purpose room
office  nurse's office
library  hall
cafeteria

D. Immediate classroom

1. Instructional materials

   pencil  notebook
   paper  eraser
   chalk  map
   pen  folder
   book  ruler
   picture  calendar
   workbook

2. Parts of room

   window  water fountain
   door  front
   floor  back
   ceiling  blackboard
   wall  bulletin board
   drinking fountain

3. Furniture

   desk  bookcase
   chair  file cabinet
   table  wastepaper basket

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4. Subjects

English
reading
arithmetic
math
science
social studies
history

geography
art
music
home economics
physical education
language arts

5. Names of colors

white
black
red
blue
yellow

green
brown
purple
pink
orange

E. Miscellaneous Vocabulary

Names of appropriate countries, languages, and nationalities

UNIT II FOOD

I. Structure

A. Demonstrative adjectives in singular and plural

this
these

that
those

B. Review of plurals

C. Questions with verb to be (Am I the student?)
D. Verbs in present continuous tense

to eat
to drink
to taste
to cook
to buy
to bring
to stay
to go
to carry

E. Sentence pattern N + V + C (prepositional phrases)

(I'm going to the cafeteria.)

F. Prepositions

on, off, to

G. Introducers

here is
there is
here are
there are

II. Sounds

pit
foot

III. Vocabulary

A. Meals: breakfast, lunch, dinner, supper

B. Fruits: apple, apricot, banana, cherry, grape, grapefruit, lemon, orange, peach, pear, plum, strawberry, pineapple, coconut

C. Vegetables: bean, carrot, lettuce, pea, potato, radish, squash, tomato, corn, cabbage, onion
D. Dairy products: milk, cream, butter, cheese, egg, ice cream, yogurt

E. Meats: chicken, ham, hamburger, meat loaf, hot dog, sausage, steak, veal, lamb, pork, bacon

F. Drinks: milk, juice, milk shake, Coca Cola, Coke, coffee, tea, root beer, soda

G. Miscellaneous: ketchup, mustard, rice, bread, sandwich, menu

H. Table settings: knife, fork, spoon, napkin, tablecloth

I. Eating places: kitchen, dining room, cafeteria, restaurant

UNIT III. SOCIAL FORMULAS

1. Structure

A. Interrogative sentences

1. Using interrogative words

   who        why
   when       where
   what       how

2. Using do or does (Do you eat lunch in school? Does he eat lunch in school?)

B. Verbs in present and present continuous tenses

   to go        to learn
   to come      to stay
   to like      to study
   to have (long form and contraction)
C. Possessive adjectives: my, your, his, etc.

D. Courtesy expressions: please, thank you, may I, could I, should I

E. Prepositions: in, out, before, after

F. Sentence pattern N + V + DO + prepositional phrase
   (I put it in the drawer. I put the book on the desk.)

II. Sounds

   rate  late
   bet  bait

III. Vocabulary

   Hello.
   Good morning. Good afternoon. Good evening.
   How are you?
   I'm fine, thanks.
   I'd like you to meet my friend. I'd like you to meet my teacher. I'd like you to meet my mother.
   This is my friend. This is my teacher, etc.
   Goodbye.
   I'll see you later.
   Please.
   Thank you.
   You're welcome.
   Excuse me.
   Pardon me.
IV. Suggested activities

Visit and greet school personnel

UNIT IV. NUMBERS, SHAPES, AND MEASUREMENTS

I. Structure

A. Verbs in present, present continuous, and past tenses

<table>
<thead>
<tr>
<th>to be</th>
<th>to tell</th>
</tr>
</thead>
<tbody>
<tr>
<td>to ask</td>
<td>to count</td>
</tr>
</tbody>
</table>

B. Negative sentences – contraction of *do not, does not*

short answers
(No, they *don’t*. No, he *doesn’t.*)

long answers
(No, they *don’t* feel the cold.
No, he *doesn’t* see the teacher.)

C. Miscellaneous expressions (idioms)

<table>
<thead>
<tr>
<th>right now</th>
<th>big deal</th>
</tr>
</thead>
<tbody>
<tr>
<td>great big</td>
<td>on time</td>
</tr>
<tr>
<td>short cut</td>
<td></td>
</tr>
</tbody>
</table>

D. Prepositions

<table>
<thead>
<tr>
<th>at</th>
<th>over</th>
</tr>
</thead>
<tbody>
<tr>
<td>on</td>
<td>under</td>
</tr>
<tr>
<td>before</td>
<td>above</td>
</tr>
<tr>
<td>after</td>
<td></td>
</tr>
</tbody>
</table>

E. Comparison of adjectives (adjective + *er, est* – bigger, biggest)
F. Adverbials

next
then
last

II. Sounds

berry

cut

very

cot

III. Vocabulary

A. Words

1. Numbers
   a) cardinals: 1-1000
   b) ordinals 1st-31st

2. Time
   a) days of week
   b) dates
   c) months
   d) seasons
   e) clock
      hour, half hour,
      a quarter of, a quarter to,
      a quarter past, a quarter after

3. Miscellaneous
   yesterday
   today
   tomorrow
   pair
   some
   none
   any
B. Expressions

1. Addresses

Where do you live?
What is your address?
My address is ....

2. Telephone numbers

What is your telephone number?
My phone number is ....

3. Mathematical terms

a) signs: +, -, x, ÷

b) measurement: foot, yard, inch, pint, quart, gallon, a half of, a whole

c) shapes: circle, square, triangle, rectangle

d) metric system vocabulary

C. Opposites

big, small            tall, short
big, little           long, short
all, none

IV. Suggested Activities

A. Student tells name, address, phone number, and dials phone number.

B. Student tells time on a par with native speakers of English of their age.
UNIT V. HEALTH AND SAFETY

I. Structure

A. Irregular plurals

- men
- women
- children
- teeth
- feet

B. Possessive nouns: boy's, boys'; lady's, ladies'

C. Linking verbs in present, present continuous, and past tenses

- to feel
- to look-
- to taste
- to smell

D. Verbs in present and past tenses

- to go to walk
- to leave to drive
- to help to run
- to wash to ride
- to close to hurry
- to open to put

E. Imperative verb forms

F. Preposition: into

II. Sounds

- chin
- pet
- pot
- shin
- pat
- put
III. Vocabulary

A. Parts of the body

B. Health expressions

How do you feel?

I'm fine.
I don't feel well.
I'm sick.
I have a headache. My head aches.
My head hurts.
I have a toothache.
I have an earache. My ear hurts.
I have a sore throat. My throat hurts.
I have a stomachache. My stomach aches.
I have a cold.
I have a fever.
I'm sleepy.
I'm tired.
I'm thirsty.
I'm hungry.
I'm hot.
I'm cold.
May I leave the room?
May I go to the bathroom?

C. Safety

Being careful
Avoiding danger
Entering
Exiting
Observing traffic signals

Stop! Look! Listen!
Don’t burn yourself.
Keep to the right.
Walk. Don’t run. Don’t push.
UNIT VI. WEATHER, SEASONS, AND CLIMATE

I. Structure

A. Irregular plurals

leaves
lives

B. Sentence pattern N + V + A + N (I have a brown raincoat.)

C. Contraction of do not (don’t)

D. Negative sentences in present tense (I do not have a raincoat. I don’t have a raincoat.)

E. Verbs

1. Past tense

to bring

to take

to like

to have

2. Present, present continuous, past

to give

to fall

to buy

to skate

to sell

to plant

to look at

to mow

to come
F. Comparison of adjectives

1. Comparative

more + adjective (This picture is more beautiful than that one.)

2. Superlative

most + adjective (Mary is the most beautiful girl I know.)

3. Other comparisons

as _____ as (Mary is as tall as John.)

the same as (This book is the same as that book.)

different from (This book is different from that one.)

as many as (You have as many books as I have.)

more than (You have more money than I have.)

(You have more books than I have.)

less than (You have less money than I have.)

fewer than (You have fewer books than I have.)

II. Sounds

cheap

jeep
III. Vocabulary

cold           | intelligent
hot            | fall
warm           | autumn
cool           | winter
rainy          | spring
sunny          | ice
windy          | freezing
cloudy         | umbrella
pleasant       | shovel
foggy          | rake
morning        | lawn mower
afternoon      | flower
evening        | skate
day            | tree
night           | plant
snow           | garden
rain            | seed
thunder        | leaf
lightning       | raincoat
fog             | rubbers
seasons        | sun
summer         | moon
dry            | stars
beautiful       | weather
boat

UNIT VII. SHOPPING FOR FOOD AND CLOTHING

I. Structure

A. Interrogative sentences in past tense, e.g., Did you buy a new dress?

B. Short answers in past tense, e.g., Yes, I did. No, I didn’t.
C. Sentence pattern N. + V + IO + DO (I sold her a dress.)

D. Use of how much and how many

E. Use of some, any, all, none

F. Verbs in present, present continuous, and past tenses

   to wear        to button up
   to try on     to zip up
   to put on     to unzip
   to take off   to cost – 3rd person
   to dress      to buy
   to undress    to sell

G. Use of future with verb to go. (I am going to buy a new hat.)

II. Sounds

   wine, vine, state

III. Vocabulary

A. Clothing

   skirt
   blouse
   dress
   stockings
   hose
   socks
   jewelry
   hat
   scarf
   bra (brassiere)
   pantyhose
   garter

   coat
   sweater
   jacket
   shirt
   pants
   trousers
   slacks
   belt
   size
   girdle
   garter belt
   gloves

   slip
   cap
   mittens
   shorts
   panties
   T-shirt
   vest
   diaper
UNIT VIII. FAMILY AND OCCUPATIONS

I. Structure

A. Negative past tense (He didn't work yesterday.)

B. Verbs in past tense

- to eat
- to drink
- to feel
- to taste
- to smell
- to see
- to touch
- to work
- to cook
- to walk

C. Use of indefinite pronouns

- somebody
- someone
- nobody
- no one
- anybody
- anyone
- everybody
- everyone

D. Possessive pronouns: mine, yours, his, etc.

E. Idioms

- takes after
- looks like
- is like
F. Abbreviations

(Mr., Mrs., Ms., Dr., days of the week, months)

G. Tag questions

(He's your brother, isn't he?)

H. Prepositions: over, under

II. Sounds: desks, masks

III. Vocabulary

mother  barber
father  plumber
daddy  dentist
dad  teacher
parents  clerk
foster parents  secretary
guardian  nurse
sister  farmer
brother  diplomat
aunt  waiter
uncle  garage mechanic
son  gas station attendant
daughter  doctor
child  newspaper boy
cousin  delivery man
grandmother  taxi driver
grandma  lawyer
grandfather  engineer
grandpa  architect
grandparents  salesman
niece  saleslady
nephew  beautician
carpenter  soldier
UNIT IX. HOME AND COMMUNITY

I. Structure

A. Verbs: use of can, want to

B. Use of directions

to the right up the street
to the left down the street
straight ahead across the street
north
south
east
west

C. Negative questions in the past tense with negative and affirmative answers

( Didn’t the boy bring the newspaper? Yes, he did. No, he didn’t. )

D. More difficult adjectives

careful patient
quick efficient
accurate

E. Adverbs of place

upstairs here
downstairs there
inside everywhere
outside

F. Sentence pattern N + V + adverb of time or place

( He came early. He went upstairs. )
G. Contrast use of present with present continuous

(I study every day, at night, and in school. I am studying now.)

H. Collective nouns

- class
- choir
- team
- chorus
- staff
- group

I. Prepositions

- toward
- between
- up
- far
- down
- far from
- next to
- in front of
- in back of
- across

II. Sounds

- bird, word, heard, herd, hurt
- bus, buzz

III. Vocabulary

A. Stores and shops

- supermarket
- beauty parlor
- bakery
- cleaners
- gas station
- barber shop

B. Public buildings

- police station
- fire station
- firehouse
- library
- school
- community center
- church
C. Places of recreational interest

- park
- pool
- movie
- theater

D. Residences

Types: apartment, house, townhouse, condominium

E. Furniture

- sofa
- chair
- table
- end table
- bed
- bunk bed
- night table
- buffet
- dresser
- coffee table
- bureau
- chest of drawers
- bookcase
- cot

F. Furnishings

- lamp
- ash tray
- curtain
- drapes
- carpet
- rug
- mirror

G. Equipment

- dishwasher
- washer
- dryer
- stove
- refrigerator
- bathtub
- toilet
- sink
- wash basin
UNIT X. RECREATION

I. Structure

A. Frequency adverbs

always  sometimes
never    often
sometimes seldom
usually

B. Use of present tense with frequency adverbs

(He always speaks English.)

C. Compound subjects and predicates

1. He plays football and basketball.
2. Mary and Jane are playing tennis.
3. They are running and throwing.

D. Verbs in future tense — all verbs previously studied

(I will see you later.)

E. Contraction of will

(I'll)

F. Difference between mass and count nouns

Mass nouns such as water, milk, food, air, and sunshine are not usually used in the plural.
Count nouns such as ball, bat, bicycle, and game can be used in singular and plural.

G. Use of much, more, many

H. Present perfect tense of all verbs studied

(I have played this game many times.)

I. Prepositions: beside, among, between

II. Sounds

Consonant sounds in final position

tap, tab, tot, toad, tack, tag

III. Vocabulary

vacation  movies
football  beach
baseball  swimming pool
soccer  holiday
tennis  zoo
basketball  ride a bicycle
picnic  music
television  play the piano
TV  watch television
radio
UNIT XI. TRANSPORTATION

An excellent culminating activity for the Beginning Level ESOL class would be a field trip planned by the ESOL students and teacher. It would provide them with an opportunity to put to very practical use the English they have been studying.

I. Structure

A. Adverbs of manner

quickly  softly
rapidly  carefully
quietly  slowly
patiently

B. Comparative and superlative of adverbs

C. Verbs in the past perfect tense – (He had never done that before.)

D. Position of adverb in present perfect and past perfect tenses (I have never done that. I had never eaten in that restaurant until today.)

E. Possessive pronouns: mine, yours, his, etc.

F. Difference between their, they're, and there

G. Prepositions

   in front of, next to

H. Use of reflexive pronouns

   (myself, yourself, etc.)
I. Idioms

- take a walk
- take place
- to make good time
- to break down
- to run out of
- to take off (The plane takes off.)
- to slow down
- to blow out

II. Sounds

- either
- ladder
- thick
- ether
- lather
- sick
- thin
- cat
- boat

III. Vocabulary

- auto
- automobile
- bus
- car
- train
- plane
- airplane
- bicycle
- motor bike
- motorcycle
- boat
- ship
- airport
- train station
- railroad
- bus station
- bus stop
- ticket office
- wheel
- horn
- tire
- gas
- oil
- battery
UNIT I. USE OF CONJUNCTIONS: AND AND BUT

John likes ice cream and so do I.

John likes ice cream and I do too.

John likes ice cream but I don't.

John doesn't like ice cream and neither does Bill.

*And* is used to connect things of equal value.

*But* is used to connect things of unequal value and indicates contrast.

UNIT II. USE OF EITHER – OR, NEITHER – NOR

I don't like ice cream and John doesn't either.

I don't like ice cream and neither does John.

You may have one book. You may have either this book or that one.

You can't have any of these books. You may have neither this one nor that one.

*Either* is used for the affirmative and indicates a choice.

*Neither* is used with an affirmative verb but is used to indicate the negative.
UNIT III. INTENSIFIERS

The coffee is too hot to drink. (I cannot drink it.)

The coffee was so hot that I burned my tongue. (Some kind of clause must be used after so. It is so warm we will stay inside.)

The coffee is very hot. (Nothing more is necessary.)

UNIT IV. USE OF PAST TENSES

A. Perfect Tenses are constructed with the appropriate form of have (has, have, had) + the past participle of the main verb.

B. Present perfect tense expresses activities in the past, but that are related in the mind of the speaker at the moment of speaking.

Examples:

I have lived here for five years.

Have you lived here for five years? Yes, I have. No, I haven't.
C. *Past perfect tense* expresses activities that existed or occurred either before another activity in the past or before a point of time in the past.

\[
\begin{align*}
\text{I} & \quad \text{had} \quad \text{finished} \quad \text{the work when the phone rang.} \\
\text{YOU} & \quad \text{had} \quad \text{finished} \quad \text{the work when the phone rang.} \\
\text{HE} & \quad \text{had} \quad \text{finished} \quad \text{the work when the phone rang.} \\
\text{SHE} & \quad \text{had} \quad \text{finished} \quad \text{the work when the phone rang.} \\
\text{WE} & \quad \text{had} \quad \text{finished} \quad \text{the work when the phone rang.} \\
\text{THEY} & \quad \text{had} \quad \text{finished} \quad \text{the work when the phone rang.}
\end{align*}
\]

Examples:

He had finished his work when the phone rang.

Had he finished his work when the phone rang?

Yes, he had. No, he hadn’t.

D. *Irregular past forms*. Verbs listed below are given only to aid the teacher and should be taught to students only when appropriate.

1. No change in the base.

\[
\begin{align*}
\text{cut} & \quad \text{set} \\
\text{spread} & \quad \text{cost} \\
\text{hit} & \quad \text{shut} \\
\text{put} & \quad \text{hurt}
\end{align*}
\]
Examples:

John has hit the ball over the fence many times.

Has John hit the ball over the fence many times? Yes, he has. No, he hasn’t.

John had hit the ball over the fence when we came in.

Had John hit the ball over the fence when we came in? Yes, he had. No, he hadn’t.

2. Change: the /d/ of the base changes to /t/ but the vowel of the base does not change.

<table>
<thead>
<tr>
<th>Base</th>
<th>Past Participle</th>
<th>Present Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>build</td>
<td>built</td>
<td>built</td>
</tr>
<tr>
<td>send</td>
<td>sent</td>
<td>sent</td>
</tr>
<tr>
<td>lend</td>
<td>lent</td>
<td>lent</td>
</tr>
<tr>
<td>bend</td>
<td>bent</td>
<td>bent</td>
</tr>
<tr>
<td>spend</td>
<td>spent</td>
<td>spent</td>
</tr>
</tbody>
</table>

Examples:

She has lent the book many times.

Has she lent the book many times? Yes, she has. No, she hasn’t.

Had she lent the book before class started?

She had lent the book before class started.

3. Change of the vowel in the base.

<table>
<thead>
<tr>
<th>Base</th>
<th>Past Tense</th>
<th>Present Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>meet</td>
<td>met</td>
<td>met</td>
</tr>
<tr>
<td>feed</td>
<td>fed</td>
<td>fed</td>
</tr>
<tr>
<td>bleed</td>
<td>bled</td>
<td>bled</td>
</tr>
</tbody>
</table>
Examples:

You have met my friend many times.

*Have you met my friend many times? Yes, I have. No, I haven't.*

Had you met my friend before? Yes, I had. No, I hadn't.

4. Change in the vowel of the base, but no change in the spelling.

read  read  read

5. The consonant /t/ is added and the vowel changes.

sleep  slept  slept
creep  crept  crept
keep  kept  kept
deal  dealt  dealt
feel  felt  felt
sweep  swept  swept
weep  wept  wept
kneel  knelt  knelt

6. The consonant /t/ is added and the vowel changes.

bring  brought  brought
think  thought  thought
catch  caught  caught
teach  taught  taught
buy  bought  bought
7. The final consonant stays the same, but the vowel changes.

<table>
<thead>
<tr>
<th>Word</th>
<th>Original Form</th>
<th>Past Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>dig</td>
<td>dug</td>
<td>dug</td>
</tr>
<tr>
<td>win</td>
<td>won</td>
<td>won</td>
</tr>
<tr>
<td>hang</td>
<td>hung</td>
<td>hung</td>
</tr>
<tr>
<td>strike</td>
<td>struck</td>
<td>struck</td>
</tr>
<tr>
<td>sting</td>
<td>stung</td>
<td>stung</td>
</tr>
<tr>
<td>fight</td>
<td>fought</td>
<td>fought</td>
</tr>
<tr>
<td>find</td>
<td>found</td>
<td>found</td>
</tr>
</tbody>
</table>

8. Addition of - (e)n - same vowel in the past and participle.

<table>
<thead>
<tr>
<th>Word</th>
<th>Original Form</th>
<th>Present Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>bite</td>
<td>bit</td>
<td>bitten</td>
</tr>
<tr>
<td>break</td>
<td>broke</td>
<td>broken</td>
</tr>
<tr>
<td>choose</td>
<td>chose</td>
<td>chosen</td>
</tr>
<tr>
<td>forget</td>
<td>forgot</td>
<td>forgotten</td>
</tr>
<tr>
<td>speak</td>
<td>spoke</td>
<td>spoken</td>
</tr>
<tr>
<td>steal</td>
<td>stole</td>
<td>stolen</td>
</tr>
<tr>
<td>wear</td>
<td>wore</td>
<td>worn</td>
</tr>
</tbody>
</table>

9. Changes in vowel in the past tense and past participle.

<table>
<thead>
<tr>
<th>Word</th>
<th>Original Form</th>
<th>Present Participle</th>
</tr>
</thead>
<tbody>
<tr>
<td>drive</td>
<td>drove</td>
<td>driven</td>
</tr>
<tr>
<td>ride</td>
<td>rode</td>
<td>ridden</td>
</tr>
<tr>
<td>write</td>
<td>wrote</td>
<td>written</td>
</tr>
<tr>
<td>rise</td>
<td>rose</td>
<td>risen</td>
</tr>
</tbody>
</table>

10. Different vowel in the past tense, but the base and past participle are the same.

<table>
<thead>
<tr>
<th>Word</th>
<th>Original Form</th>
<th>Present Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>run</td>
<td>ran</td>
<td>run</td>
</tr>
<tr>
<td>come</td>
<td>came</td>
<td>come</td>
</tr>
</tbody>
</table>
E. Present Perfect Continuous emphasizes the continuous nature of the activity.

<table>
<thead>
<tr>
<th>Past</th>
<th>THE GREENS</th>
<th>LIVED</th>
<th>IN BOSTON FOR TWO YEARS BEFORE THEY MOVED.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present Perfect</td>
<td>THE GREENS</td>
<td>HAVE LIVED</td>
<td>IN BOSTON FOR TWO YEARS.</td>
</tr>
<tr>
<td>Present Perfect Continuous</td>
<td>THE GREENS</td>
<td>HAVE BEEN LIVING</td>
<td>IN BOSTON FOR TWO YEARS.</td>
</tr>
</tbody>
</table>

Examples:

They have been working all day.

Have they been working all day? Yes, they have. No, they haven’t.

F. Past Continuous Tense

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>PREDICATE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present Progressive</td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>am reading the book now.</td>
</tr>
<tr>
<td>JOHN</td>
<td>is reading the book now.</td>
</tr>
<tr>
<td>THE BOYS</td>
<td>are reading the book now.</td>
</tr>
<tr>
<td>Past</td>
<td></td>
</tr>
<tr>
<td>I</td>
<td>was reading the book at home last night.</td>
</tr>
<tr>
<td>JOHN</td>
<td>was reading the book at home last night.</td>
</tr>
<tr>
<td>THE BOYS</td>
<td>were reading the book when they arrived.</td>
</tr>
</tbody>
</table>

Examples:

1. Mr. Jones was eating when we arrived last night.
Was Mr. Jones eating when you arrived last night?
Yes, he was. No, he wasn’t.

2. What were you doing last night when John came?
I was reading last night when John came.
What were they doing last night when John came?
They were playing in the yard.

UNIT V. AUXILIARY VERBS

A. can/could

If I have a pencil, I can write. If she practices, she can dance well.

If I had a pencil, I could write. If she practiced, she could dance well.

B. can/may = “may” indicates permission

Joe lives only two blocks from school. He can walk to school in a few minutes.

Joe’s dog can walk to school with him.

Joe may come into the school at 8:10 a.m. He may not bring the dog into the school.

May I use the telephone, please? Yes, you may.

C. can = be able to

Sue can carry this box because it’s not too heavy. She is able to carry this box.
They can paint the walls of one room in six hours. They are able to paint the walls of one room in six hours.

D. will/would

If I arrive early, I will call you from the airport.

If he arrived early, he would call us from the airport.

When the new museum opens, we will go to see the exhibits.

If they opened the window, a lot of flies would get into the house.

E. might = This is something that is not sure, but possible.

If you read the classified ads in the newspaper, you might find a good job offer.

I'm going to take an umbrella along because it might rain.

If he falls down the stairs, he might break his ankle.

You might find the type of store you need by looking in the Yellow Pages section of the telephone directory.

F. must = have to

Both these words tell you that an action is required, that there is no choice.

Mustn't does not equal – don't have to. (Mustn't has a stronger meaning.)

In order to participate in the basketball game, he must wear sneakers (tennis shoes).
Every citizen has to register before he can vote in an election.

In order to receive a driver's license, you have to pass a test given by the State Department of Motor Vehicles.

G. should = ought to

Both these words tell you that an action is not required, but that it would be a good idea, or a nice thing to do.

If someone does a favor for you, you should say, "Thank you."

If a girl has long hair, she ought to have it trimmed every six weeks. Trimming keeps the hair neat and strong.

To enjoy good health, everyone should try to get some exercise at least once a day.

UNIT VI. MULTIPLE ADJECTIVES

In English the order of multiple adjectives is very important. The charts that follow show the order of types of adjectives that can come before the noun. The different examples show several types of words that can go in each slot. It is not necessary for children to learn sentences with long strings of adjectives since sentences with more than three adjectives before the noun are rare. It is important that students learn to put together any two or three adjectives that they know, and have each adjective in its proper place.
The following instructional objectives should be mastered in the four skills (listening, speaking, reading, writing) appropriate to the age, grade level, and maturity of the student.

Objective:

The student can understand and use accurately sentences with two or three adjectives before the noun. (Adjectives must be in proper order.)

<table>
<thead>
<tr>
<th>Determiner or Possessive</th>
<th>Ordinal</th>
<th>Quantity</th>
<th>Quality</th>
<th>Size</th>
<th>Shape</th>
<th>Age</th>
<th>Temperature</th>
<th>Color</th>
<th>Origin</th>
<th>Location</th>
<th>Noun</th>
<th>Subject</th>
<th>Verb</th>
</tr>
</thead>
<tbody>
<tr>
<td>The</td>
<td>first</td>
<td>two</td>
<td>nice</td>
<td>big</td>
<td></td>
<td>new</td>
<td>green</td>
<td>ping</td>
<td>pong</td>
<td>tables</td>
<td>were</td>
<td>are sold.</td>
<td></td>
</tr>
<tr>
<td>Bob's</td>
<td>few</td>
<td>small</td>
<td>little</td>
<td></td>
<td></td>
<td></td>
<td>suburban</td>
<td></td>
<td></td>
<td>stores</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your</td>
<td>last</td>
<td>three</td>
<td>thick</td>
<td></td>
<td></td>
<td></td>
<td>English</td>
<td>cho</td>
<td>late</td>
<td>puppies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>His</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>bar</td>
<td></td>
<td></td>
<td>bar</td>
<td>was</td>
<td>sold.</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td></td>
<td>nasty</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>cold</td>
<td>gray</td>
<td></td>
<td>day</td>
<td>was</td>
<td>coming.</td>
<td></td>
</tr>
<tr>
<td>My</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>six-week-old</td>
<td></td>
<td>English</td>
<td>sharp</td>
<td></td>
<td>dog</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

UNIT VII. POSTNOMINAL PHRASES

Student will use prepositional phrases after the noun accurately.

A. The boy *with red hair* is my friend.

B. The girl *in the green dress* lives here.
UNIT VIII. ADVERBS

Student will use adverbs of place, manner, and time accurately.

<table>
<thead>
<tr>
<th>Subject &amp; Verb</th>
<th>Object</th>
<th>Place</th>
<th>Manner</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>She went</td>
<td></td>
<td>to a concert</td>
<td>with me</td>
<td>last week.</td>
</tr>
<tr>
<td>He likes</td>
<td>candy</td>
<td></td>
<td>very much.</td>
<td></td>
</tr>
<tr>
<td>I drove</td>
<td>my car</td>
<td>to Mexico</td>
<td></td>
<td>last year.</td>
</tr>
<tr>
<td>We gave</td>
<td>her a box</td>
<td>at the party</td>
<td></td>
<td>last night.</td>
</tr>
<tr>
<td>I studied</td>
<td>the words</td>
<td>in the book</td>
<td>carefully</td>
<td>last night.</td>
</tr>
<tr>
<td>He was</td>
<td></td>
<td>there</td>
<td>for a while</td>
<td>yesterday.</td>
</tr>
</tbody>
</table>

UNIT IX. DEPENDENT CLAUSES (SUBORDINATE CLAUSES)

A clause is a group of words containing a subject and a verb but which is not a complete sentence. It is used together with an independent clause.

A. Adjective Clauses (clauses modifying nouns)

Use relative pronouns who, which, that, whom, whose.

1. \[ N + \{ \text{clause} \} + V + O \]

   The boy (who has a red sweater) is eating lunch.

   The man who is standing over there is from Cuba.

   George's uncle who speaks French is going to France.
2. \( N + \{ \text{clause} \} + V + O \)
   \( O + N + V \)

   The girl \( \text{whom you met yesterday} \) is coming over.

   The book \( \text{which you gave me} \) is interesting.

   The man \( \text{whom Mary danced with} \) is my friend.

3. \( N + V + O + \{ \text{clause} \} \)
   \( O + N + V \)

   The boy is eating the lunch \( \text{that his mother prepared} \).

   Mary showed me the book \( \text{that she bought} \).

   He liked the movie \( \text{that he saw} \).

4. \( N + V + O + \{ \text{clause} \} \)
   \( N + V + O \)

   He read the book \( \text{that is on the table} \).

   She liked the movie \( \text{that is playing} \).

5. \( N + \{ \text{clause} \} + V \)
   \( N + V \)

   The boy \( \text{whose sister is in your class} \) is here.

6. \( N + \{ \text{clause} \} + V \)
   \( O + N + V \)

   The boy \( \text{whose sister you met} \) is here.
B. Adverbial Clauses (those which express place or time)

1. Time: when, before, after, until, while

\[ N + V + O + \{ \text{time clause} \} \]
\[ \{ \text{subordinator} + N + V + O \} \]

She (studies) Spanish (when she comes home).
(will study)

He (does) his homework (before he watches T.V.).
(will do)

He (does not) watch T.V. (until he does his homework).
(will not)

The order for adverbial clauses of time may be reversed:

Example:

*When* she comes in, she will study.

*Before* he watches T.V., he will study.

*When* the dependent clause precedes the independent (main) clause, it is set off by a comma.

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2. Place:

\[ N + V + (O) + \text{adverbial clause} + N + V + O \]

Mary put the book (where she found it).

They should study (where it is quiet).

3. Cause and result:

\[ N + V + \text{adverbial clause} + \text{subordinator} + N + V + C + O \]

She studies (because she wants to get good grades).

UNIT X. PASSIVE VOICE*

Active

1. The mayor welcomed the diplomat.
2. The secretary will read the report.
3. We hold classes here.

Passive

1. The diplomat was welcomed by the mayor.
2. The report will be read by the secretary.
3. Classes are held here.

In these examples, the direct object in the active construction becomes the subject in the passive. Often the subject in the active is retained as an agent in the passive, as expressed in the phrases by the mayor and by the secretary. Sometimes the subject is not retained as an agent, as in “Classes are held here.”

The verb forms in the passive construction are composed of the auxiliary verb be in the appropriate tense plus the past participle of the principal verb.

Examples:

- I am invited.
- He was invited.
- You are invited.
- We have been invited.
- They will be invited.
- They are going to be invited.

Although the active construction is used more frequently in English than the passive, there are certain situations when the passive seems more effective or appropriate. The passive construction is often used in the following situations:

1. The speaker considers the performer of the act expressed by the verb unimportant or not essential to the meaning he wishes to convey.

Harvard was founded in 1636.

The United Nations Charter was signed in 1945.

George was wounded in the war.
2. The speaker wishes to emphasize the receiver of the activity expressed by the verb (the subject in the passive construction).

The man was hit by a speeding car.

The book was given to me by my instructor.

3. The speaker wishes to make a statement seem objective or impersonal.

It is believed that the political situation is critical.

It is thought by experts that the project will fail.

UNIT XI. INTRODUCTORY IF CLAUSES

A. Concept of if clauses. Distinction between main (result) clause and conditional clause. Subordination. Order of the sentences in the compound clause:

Main sentence + conditional sentence: I will study if you come.

Conditional sentence + main sentence: If you come, I will study.

B. Correlation of tenses between the main and the conditional sentences in the clause.

1. Example: If I finish my homework, I'll go to the movie.
**Situation:** present and real, expressed by the conditional (if) sentence.

**Verb tenses:** If sentence: simple present tense  
Main sentence: will or can + verb

2. **Example:** If I finished my homework, I would go to the movie.

**Situation:** less likely, less probable, unreal, or imaginary.

**Verb tenses:** If sentence: simple past tense  
Main sentence: would + verb

When the if sentence is in past tense, could replaces can in the main sentence, e.g., If they studied they could go.

3. **Example:** If Ann had finished, she would have passed the test.

**Situation:** past and unreal, contrary to facts.

**Verb tenses:** If clause: past perfect tense  
Main clause: would, could, or might + present perfect tense
CONCLUSION

The ESOL *Instructional Objectives and Content Outline* identify vocabulary and grammatical structures which should have been mastered by the student who has completed the Beginning and Intermediate Levels of the program.

After completing these two levels of ESOL, most students will still require additional help in the four language skills (listening, speaking, reading, and writing) in order to work successfully in the regular classroom.

Familiarity with the ESOL instructional objectives will enable teachers, counselors, and administrators to set realistic goals for the student.