The planning guide for developing adult English as a second language programs focuses on implementing six goals relating to: utilizing community resources, utilizing communication skills, participating in community networks, utilizing occupational advancement opportunities, functioning in multi-cultural life styles, and functioning at individual rate, capability, and interest levels. The guide's seven sections cover the following areas: general knowledge areas content, general knowledge areas sample objectives, instructional objectives in communication skills, a simple 12-week program design, a scope and sequence for curriculum development, an annotated list of adult English as a second language examinations, and a partial selection of commercial textbooks.
HANDBOOK FOR THE ESL/ABE ADMINISTRATOR

A PLANNING GUIDE FOR DEVELOPING THE ESL/ABE INSTRUCTIONAL PROGRAM: BOOK THREE

ENGLISH AS A SECOND LANGUAGE FOR ADULTS
ILLINOIS ESL/ABE SERVICE CENTER
ARLINGTON HEIGHTS, ILLINOIS
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A PLANNING GUIDE FOR DEVELOPING THE ESL/ABE INSTRUCTIONAL PROGRAM

The following six goals are basic elements in an ESL/ABE program. This planning guide is intended to aid you and your staff in developing and implementing these goals.

GOAL 1: ADULTS IN THE ESL/ABE PROGRAM WILL EFFECTIVELY UTILIZE COMMUNITY RESOURCES TO MEET THEIR IMMEDIATE AND EXPANDING NEEDS.

To achieve this goal the program will:

- provide each student with a functional knowledge of the range of services available in the community
- enable each student to understand the functions of at least twenty community services
- enable each student to utilize independently or in groups each of the services available in the community
- provide each student with an opportunity for personal interaction with a personal representative of at least half of the twenty service agencies identified by the student

GOAL 2: ADULTS IN THE ESL/ABE PROGRAM WILL EFFECTIVELY UTILIZE COMMUNICATION SKILLS IN THEIR DAILY LIVES.

To achieve this goal the program will enable the student to:

- listen to varieties of spoken-English and act acceptably, effectively and functionally in the English-speaking society at least 80% of the time
- speak in a variety of situations and act acceptably, effectively and functionally in the English-speaking society at least 80% of the time
- read from a variety of English sources and act acceptably, effectively and functionally in the English-speaking society at least 80% of the time
- write for a variety of purposes in a manner acceptable, effective and functional in English-speaking society at least 80% of the time

GOAL 3: ADULTS IN THE ESL/ABE PROGRAM WILL PARTICIPATE EFFECTIVELY IN A NETWORK OF COMMUNITIES AND CARRY OUT THE DAILY AFFAIRS OF LIFE WITH SELF-CONFIDENCE.

To achieve this goal the program will enable the student to:

- carry out consumer affairs with approximately 80% efficiency
- carry out the daily affairs of earning a living with approximately 80% efficiency
- carry out the affairs of home and family life with approximately 80% efficiency
- carry out the daily affairs of health and safety with approximately 80% efficiency
- participate in the daily affairs of government and law with approximately 80% efficiency
Participate in a variety of leisure time activities with approximately 80% efficiency.

- carry out the daily affairs required by the technological culture with approximately 80% efficiency.
- participate in a multiplicity of cultural patterns and life-styles with approximately 80% efficiency.

GOAL 4: ADULTS IN THE ESL/ABE PROGRAM WILL IDENTIFY AND UTILIZE OPPORTUNITIES FOR OCCUPATIONAL/PROFESSIONAL ADVANCEMENT

To achieve this goal the program will enable the student to:

- secure employment in accordance with individual needs, interests and training.
- identify sources of employment information.
- identify job categories, minimum requirements and job desirability.
- identify and utilize training and guidance services.
- meet employment requirements such as applications, interviews and behaviors.

GOAL 5: ADULTS IN THE ESL/ABE PROGRAM WILL UNDERSTAND AND EFFECTIVELY FUNCTION IN A VARIETY OF MULTI-CULTURAL LIFE STYLES.

To achieve this goal the program will enable the student to:

- identify the essential values of various cultures and sub-cultures in the United States.
- predict accurately the effects of particular patterns of behavior.
- behave so as to achieve a specific, desired purpose.
- understand the historical and social background of the English-speaking society.

GOAL 6: ADULTS IN THE ESL/ABE PROGRAM WILL FUNCTION AT THEIR OWN RATE, CAPABILITY AND INTEREST LEVELS.

To achieve this goal the program will enable the student to:

- develop personal needs assessment.
- work on individualized materials.
- utilize content materials appropriate to his individual situation.
- evaluate the impact of the program upon his personal needs.
- formulate revisions in the program content.

In developing a program to meet your written goals you will need to include each of the six sections outlined here. How you develop the section is best determined by you, your staff and your students. Each program is encouraged to develop its own best means of reaching the six goals. Thus you should feel free to expand the objectives given as your situation requires.
In utilizing the guide, the following procedure is suggested:

1. Consult section 3.1, choosing the necessary content areas to be included
2. Consult section 3.2, articulating the performance objectives required to achieve mastery of the content areas
3. Consult section 3.3, to determine the communication skills to be learned
4. Consult section 3.5, to determine a scope and sequence to be followed for developing the skill areas
5. Consult section 3.6, to identify the test(s) needed to place students in classes which they can handle
6. Consult section 3.7, to identify a variety of commercially available texts

We strongly urge that Goals 1 and 2 be a part of all programs.

### 3.1 GENERAL KNOWLEDGE AREAS – CONTENT

The following content areas are suggested. Others should be added or substituted to fit the needs and concerns of individual students and local situations.

#### 3.1.1 EARNING A LIVING

- Occupations
- Names of factories
- Trade terminology
- Basic vocabulary for occupations of each student
- Social Security
- Licenses needed
- Technological advances in trades represented in class and in locality
- Jobs available to adults
- How to find a job—word-of-mouth, ads, agencies, etc.
- How to apply for a job—letter, phone, interview
- Filling out an application blank
- How to hold a job—appearance, customs, relations with others
- How to advance on the job
- Unions—dues, card, manager or shop steward
- Pensions, annuities
- W-4 forms, W-2 forms
- Withholding taxes
- Compensation
- Health insurance
- Blue Cross, etc.
- Coffee breaks
- Payroll deductions
- Vacation with pay
- Reporting income—making out income tax forms
- Retirement preparation
- Unemployment insurance
- Payday—cash, check, etc.
- Income tax
- Others
3.1.2 CONSUMER AFFAIRS

Names of simple, staple food items; native foods
Kinds of stores for food and other purchases; how they operate and advantages of each
Food contracts—food plans
Basic shopping rules
Weights, sizes, brands, grade labeling
Sizes of clothing—men's, women's and children's
Standard sizes for household supplies, sheets, curtains, rugs, etc.
Measuring the home for rugs, curtains, etc.
Consumer protection; laws—local, state, and federal
Standard brands—weights and measures; food and drug laws—Better Business Bureau,
Division of Consumer Frauds
Paying for purchases—charge accounts, installment buying, C.O.D., cash, contracts, credit,
loans, etc.
Sales tax
Savings accounts, loans, mortgages
Writing checks—deposit and withdrawal slips or forms
Taxes on certain items—local, state and federal
Coins—recognition and use
Intelligent buying—planning ahead
Influence of advertising—newspapers, radio, TV; how to read an ad
How consumers influence producers
Borrowing money—financing purchases

3.1.3 HOME AND FAMILY LIFE

Homemaking—table setting, holding a party, entertaining guests
Planning—talking things over with members of family
Etiquette
Housekeeping—garbage disposal, etc.
Renting, buying a house, apartment
Leases
Contracts
Loans, mortgages
Budgeting
Insurance—fire, theft, etc.
Taxes
Schools—PTA
Collections and drives in town, types of house visits to expect in connection with
local drives
Baby care
Food processing
Songs to sing at home with the family—"Happy Birthday," etc.
Children's allowances
Getting a baby-sitter
Family relationships
Customs and manners in the home
The working mother
Other
3.1.4 HEALTH

First aid; home supplies, home remedies
Food conservation—how to store food at home; signs of decay, reasonable storage time
Preventive information—local/state health authorities; polio, flu, TB, cancer, etc.
First-aid rules
How to get a doctor
How to get an ambulance
How to help in an emergency—self-help; neighbor-help
Local and county medical services available
Phone number of local fire, police, health services, ambulance
Insurance—Blue Cross; other
Fire safety
Regular visits to doctor, dentist, clinic
Care of the eyes
Care of the feet
Nutrition—basic foods, planning meals, etc.
Public health and safety
Home accidents
What to do if you have an accident at home or in the street
What to do if you see an accident
Basic driving rules
Basic rules for pedestrians
Local traffic regulations
State driving rules—throughway, etc.; speed limits, etc.
Dangers—signs of use of drugs, alcohol
Other

3.1.5 GOVERNMENT AND LAW

Awareness of governmental functions, agencies and regulations
Awareness of individual rights and obligations under the law
Relationship between the individual and the legal system
Legal papers, services which are needed
Comprehend the legal tax system
Voting requirements for citizens—first voters, registration procedures, residence requirements

3.1.6 LEISURE TIME

Utilizing educational opportunities
TV and radio programs
Picnics and outings
Hobbies—stamps, bowling, etc.
Making money at home
Plans for retirement
Music appreciation—concerts, recordings, etc.
Sports—basketball, soccer, hockey, tennis, bowling, etc.
Art appreciation
Recreation—types and facilities available; charges, if any, days and hours
Reading for pleasure
Opportunities for social service, campaigns, drives, etc.
How to dress for various events, etiquette
Requirements or regulations for various activities—ball game in the park
PTA and other clubs in town; who is eligible for membership
Club and activities for the children—Scouts, etc.
Local community resources—library, county agent, etc.
Baby-sitting
Other

3.1.7 TECHNOLOGY

A vocabulary of new words—missile, rocket, etc.
Viruses
Medical research—vaccines, polio, etc.
Wonder drugs—penicillin, antibiotics
People responsible for these advances—Pasteur, Salk, etc.
Telephone
Television
Radar
Radio
Oil and petroleum, responsible for a multitude of products in everyday use—plastics, nylon, etc.
Atomic energy—peacetime usage, etc.
Electrical appliances in the home
Air travel—planes, jets, etc.
Moon and space travel and landing
Satellite transmission of telecasts
Transplants
Other

3.1.8 MULTI-CULTURAL PATTERNS / LIFE STYLES

Historical background of the target culture
Holidays
Social problems, customs, idioms
Clothing
Eating customs
Recreation
Family roles
Religion
Mores
Sex roles
Emotions

3.2 GENERAL KNOWLEDGE AREAS—SAMPLE OBJECTIVES

3.2.1 CONSUMER AFFAIRS

Given up to 100 hours of instruction, a student in Group I should be able to listen, speak,
read and write about consumer education with about 80% accuracy in the following areas:

1. Build an appropriate oral and written consumer economics vocabulary and grammatical structure inventory.
2. Count up to one hundred; count in sets of 2's, 5's, and 10's.
3. Define and abbreviate terms dealing with simple measurements—such as: dozen, pound, yards and inches.
4. Give change, accept change, and identify American coins and bills.
5. Read simple signs in stores, such as IN, OUT, SALE, 6 items or less, etc.
6. Read the label on canned goods.
7. Read advertisements and compare prices, weights, and quality.
8. Follow directions on recipes and produce acceptable results.

Add others that would be appropriate for your specific class.

### 3.2.2 CONSUMER AFFAIRS

Given up to 100 hours of instruction a student in Group II should be able to listen, speak, read and write about consumer affairs with 80% accuracy in the following areas:

1. Build an appropriate oral and written consumer economics vocabulary and grammatical structure inventory.
2. Write a check.
3. Make items of clothing using dress patterns, altering patterns and learning to conserve yardage by making purchases in fractional lengths.
4. Distinguish between opinion and fact, truth and propaganda, and minimum fact and exaggeration.
5. Use the facilities of the public library to locate books and other materials on food, health, sewing, nutrition, etc.
6. Adjust and write up the alterations on a dress pattern, variations of a recipe, directions on knitting a sweater, etc.
7. Work out problems in time payment, cash sale, interest, discount, etc.
8. Keep a record of allowances, expenditures, savings, etc. with the family as a regular part of home management.
9. Use for class items appearing in the local newspapers, radio and TV that pertain to efficient operation of household chores, nutritional value of various food items, pro and con of using insecticides in the homes, etc.

Add others that would be appropriate for your specific class.

### 3.2.3 CONSUMER AFFAIRS

Given up to 100 hours of instruction a student in Group III should be able to listen, speak, read and write about consumer affairs with 80% accuracy in the following areas:

1. Build an appropriate oral and written consumer economics vocabulary and grammatical structure inventory.
2. Explain the meanings of the various seals of approval on items found in the stores, such as UL Approved, U.S. Department of Agriculture Approval, Good Housekeeping Seal of Approval, and Motor Trend Award.
3. Identify and explain the various ratings used to establish quality control, such as USDA PRIME, USDA-CHOICE, USDA GOOD, and USDA FAIR, and the EXTRA FANCY, FANCY, GOOD, CHOICE and FAIR.

4. Identify the functions and discriminate the various agencies that help to maintain standards and quality control of goods, such as U.S. Department of Agriculture, Office of Consumer Protection, and the BBB (Better Business Bureau).

5. Figure out the advantages and disadvantages of long-term monthly payment plans.

6. Discuss concerns pertaining to the various taxes such as sales tax, income tax, and property tax.

Add others that would be appropriate for your specific class.

3.2.4 CONSUMER AFFAIRS – NUMBERS AND MONEY

Given up to 100 hours of instruction a student in Group I should be able to listen, speak, read and write about numbers and money with 80% accuracy in the following areas:

1. Build an appropriate oral and written consumer economics vocabulary and grammatical structure inventory.

2. Write numbers and spell numbers up to 100; for instance, 12 or twelve.

3. Identify American currency and coins and give change correctly.

4. Count in sets of 2's, 5's, and 10's.

5. Read the Roman numerals on the face of a clock.

6. Convert number words into Arabic numerals, such as three thousand, two billion, etc.

Add others that would be appropriate for your specific class.

3.2.5 CONSUMER AFFAIRS – NUMBERS AND MONEY

Given up to 100 hours of instruction a student in Group II should be able to listen, speak, read and write about numbers and money with about 80% accuracy in the following areas:

1. Build an appropriate oral and written consumer economics vocabulary and grammatical structure inventory.

2. Write words pertaining to numbers and/or measurements, such as foot, cups, eleven miles, etc.

3. Abbreviate measurement terms and numbers and/or read abbreviations.

4. Count in sets of 3's, 4's, 6's, 7's, 8's, and 9's.

5. Read and write the time on the face of the clock.

Add others that would be appropriate for your specific class.

3.2.6 CONSUMER AFFAIRS – NUMBERS AND MONEY

Given up to 100 hours of instruction, a student in Group III should be able to listen, speak, read and write about numbers and money with about 80% accuracy in the following areas:
1. Build an appropriate oral and written consumer economics vocabulary and grammatical structure inventory.
2. Figure wages, salaries, overtime, etc., as they affect the individual.
3. Fill out simple tax forms and monthly payment forms.
4. Use all the services offered by the banks, such as savings, checking account, and loans.
5. Use fractions, fractional parts and percentages in altering recipes, sewing clothes or measuring dimensions.

Add others that would be appropriate for your specific class.

3.2.7 FAMILY AND SELF

Given up to 100 hours of instruction, a student in Group I should be able to listen, speak, read and write about his family and himself with about 80% accuracy in the following areas:

1. Build an appropriate oral and written vocabulary and grammatical structure inventory relating to family and self.
2. Identify the members of the immediate family, such as mother, father, sister, brother, baby, etc.
3. Describe other relatives of the family.
4. Describe the home, occupation, grade in school, special talent of members when asked.
5. Describe the types of activities that they participate in as a family.
6. Plan and assist in a family party.

Add others that would be appropriate for your specific class.

3.2.8 FAMILY AND SELF

Given up to 100 hours of instruction a student in Group II should be able to listen, speak, read and write about his family and himself with about 80% accuracy in the following areas:

1. Build an appropriate oral and written vocabulary and grammatical structure inventory relating to family and self.
2. Identify and describe each member of the family with specific details that make each member unique.
3. Get family participation in PTA, church functions and community endeavors.
4. Discuss simple experience stories involving family members in informal gatherings.
5. See his position and role in the family with the duties that go with them.

Add others that would be appropriate for your specific class.

3.2.9 FAMILY AND SELF

Given up to 100 hours of instruction, a student in Group III should be able to listen, speak, read and write about his family and himself with about 80% accuracy in the following areas:
1. Build an appropriate oral and written vocabulary and grammatical structure inventory relating to family and self.
2. Write and submit an autobiography written in narrative style.
3. Assist other members of the family in as many areas as possible.
4. Write and describe the aspirations of the other members of the family.

Add others that would be appropriate for your specific class.

3.2.10 GREETINGS AND CONVERSING – ALL CONTENT AREAS

Given up to 100 hours of instruction, a student in Group I should be able to listen, speak, read and write about greeting and conversing with about 80% accuracy in the following areas:

1. Build an appropriate oral and written vocabulary and grammatical structure inventory for interpersonal communications.
2. Greet one’s own friends in English, using expressions such as “Hello,” “How are you,” “Hi,” etc.
3. Introduce friends to each other.
4. Offer and graciously accept greetings, sympathy and congratulations when necessary.
5. Answer the telephone and converse in English informally.
6. Make and change appointments by telephone or in person.
7. Ask simple questions using sentences with verb beginnings, such as do, did, where, what, and why.
8. Give name, address, telephone number, zip code and social security number with accuracy.

Add others that would be appropriate for your specific class.

3.2.11 GREETINGS AND CONVERSING – ALL CONTENT AREAS

Given up to 100 hours of instruction, a student in Group II or Group III should be able to listen, speak, read and write about greeting and conversing with others with about 80% accuracy in the following areas:

1. Build an appropriate oral and written vocabulary and grammatical structure inventory for interpersonal communications.
2. Describe informally relationships such as aunt, sister-in-law, niece, nephew, grandchild, and cousin.
3. Lead, plan, and assist in organizing a party.
4. Discuss a recent movie when talking among friends.
5. Serve as an usher, receptionist, or guide.
6. Speak acceptably with particular attention to verb agreement and tense.
7. Participate actively in community functions, meetings, clubs, etc.
8. Use conversational idioms such as, “I’m broke,” “It’s a lemon,” and “Let’s knock off.”

Add others that would be appropriate for your specific class.
3.2.12 EARNING A LIVING

Given up to 100 hours of instruction, a student in Group I should be able to listen, speak, read and write about jobs and job training with about 80% accuracy in the following areas:

1. Build an appropriate oral and written vocabulary and grammatical structure inventory relating to earning a living.
2. Fill out a simple application form.
3. Answer oral interview questions.
4. Read the want-ad section in the daily newspapers.
5. Talk about previous positions, employer, firm, wages, etc.
6. Discuss hours of work, days of the week, duties, overtime, etc.
7. Talk about benefits other than wages.
8. Discuss short and long term occupational goals.
9. Describe strengths and limitations.

Add others that would be appropriate for your specific class.

3.2.13 EARNING A LIVING

Given up to 100 hours of instruction, a student in Group II or Group III should be able to listen, speak, read and write about jobs and job training with about 80% accuracy in the following areas:

1. Build an appropriate oral and written vocabulary and grammatical structure inventory relating to earning a living.
2. Discuss previous academic, professional or vocational training as appropriate.
3. Describe previous work experiences.
4. Ask questions about wages as they relate to his family responsibilities.
5. Name references that would know about his job performance.
6. Answer questions pertaining to his general health condition.
7. Discuss short and long term academic, professional or occupational goals.
8. Describe strengths and limitations.

Add others that would be appropriate for your specific class.

3.2.14 HEALTH – SAFETY

Given up to 100 hours of instruction a student in Group I or Group II should be able to listen, speak, read and write about safety with about 80% accuracy in the following areas:

1. Build an appropriate oral and written vocabulary and grammatical structure inventory relating to mental and physical health and safety.
2. Administer simple first-aid measures until appropriate medical assistance arrives.
3. Put together a basic first-aid kit.
4. Compile a listing of places to call for emergency assistance such as: fire department, police department, poison clinic, city and county emergency hospital and ambulance services and the American Red Cross.
5. Read safety precautions on labels.
6. Read and explain posters and pamphlets on safety and health.

Add others that would be appropriate for your specific class.

3.2.15 HEALTH

Given up to 100 hours of instruction, a student in Group II or Group III should be able to listen, speak, read and write about safety with about 80% accuracy in the following areas:

1. Build an appropriate oral and written vocabulary and grammatical structure inventory relating to mental and physical health and safety.
2. Know basic medical and physiological terminology.
3. Be able to follow doctor’s directions.
4. Be able to read and follow directions on prescriptions.
5. Understand basic physical needs.
6. Understand basic preventive measures for accidents, illness and injury.
7. Identify and use basic local health services.

Add others that would be appropriate for your specific class.

3.2.16 HEALTH – SIGNS AND WHAT THEY SAY

Given up to 100 hours of instruction, a student in Groups I, II and III should be able to listen, speak, read and write about signs and what they mean with about 80% accuracy in the following areas:

1. Build an appropriate oral and written vocabulary and grammatical structure inventory relating to mental and physical health and safety.
2. Become familiar with traffic and road signs, such as GO, STOP, WALK, CROSSWALK, SLOW, etc.
3. Become familiar with directional signs such as north, south, east and west.
4. Read safety and fire signs in buildings such as auditoriums, arenas, cafeterias, etc.
5. Distinguish signs by their international signs and shapes, such as NO PARKING, RAILROAD CROSSING, and GO SLOW.
6. Read and follow instructions on medical and drug labels.

Add others that would be appropriate for your specific class.

3.2.17 LEISURE TIME – CONTINUING EDUCATION

Given up to 100 hours of instruction, a student in Group I or Group II should be able to listen, speak, read and write about education with about 80% accuracy in the following areas:

1. Build an appropriate oral and written vocabulary and grammatical structure inventory to make effective use of leisure time through continuing education.
2. Apply and/or register for class work with minimum assistance from others.
3. Ask simple questions about classes, teachers, schedules, rooms, books.
4. Ask for definition, direction or information by phone or in person.
5. Give specific reasons for coming to class.
6. Explain educational needs to the teacher for assistance.
7. Describe the location, the purpose and curriculum of the program.

Add others that would be appropriate for your specific class.

3.3 ESL/ABE INSTRUCTIONAL OBJECTIVES — COMMUNICATION SKILLS

3.3.1 LISTENING / SPEAKING

Group I
To greet one’s own friends in English correctly.
To say the days of the week and the months of the year correctly.
To ask for directions in English.
To give the correct time in English orally.
To ask for help in case of emergency.
To say the letters of the alphabet correctly.
To produce sounds not found in their native language, but existing in English.
To count out loud up to one hundred; also being able to count in sets of 2's, 5's, and 10's.
To work together with others.
To ask simple questions about class, family, friends, etc.
To identify objects around the school, classroom, home, etc.
To go to the supermarket and shop alone.
To give change, accept change, and identify American coins.
To introduce friends to each other.
To accept and offer sympathy, greeting, and congratulations when necessary.
To listen to others and mimic spoken English as said by others.
To make appointments, change appointments, arrange for a change; all these things by telephone or in person.
To ask for definition, direction, and/or information by telephone, person-to-person.
To describe accurately their home, family, etc.
To talk about one’s occupation, employer, firm, etc.
To converse with friends entirely in English.
To talk informally with friends about health, sickness, weather, family and relatives.
To use proper English phrasing, intonation, and rhythm.
To say most of the colors.

These objectives are intended as a guide for the various groups. Instruction should not be limited to these areas.

Group II
To give sample words for each of the different vowel sounds (hate, hat, above, father, fur, feet, fed, etc.)
To ask questions beginning with Can, May, What, Why, When, Where, etc.
To discuss in class news items appearing in the local newspaper, radio, or TV.
To repeat and follow directions given orally.
To describe relative relationships, such as aunt, uncle, mother-in-law, brother, etc.
To discuss money problems, allowance, etc.
To conduct a class meeting when requested.
To give an oral report in front of the class when called upon.
To demonstrate and explain a simple task when so requested by the teacher.
To read large numbers orally when necessary.
To lead, plan, and assist in organizing a party.
To join in and discuss a recent movie when talking among friends.
To distinguish minimal pairs.
To discuss the various kinds of measurements, such as linear, time, weights, etc.
To hear the difference between written and spoken English, learning and practicing blending of words together when speaking.
To speak at public functions.
To actively participate in community functions, meetings, clubs, etc.
To speak in English as often as possible, regardless of errors.
To give and receive constructive criticisms.
To understand and use common English idioms such as, "I'm broke," "Take-off."
To speak correctly as far as verb agreement is concerned.
To use past tense correctly.

Group III
To use American idiomatic expressions with ease.
To use the dictionary to verify pronunciation.
To identify and produce difficult blends (str, shr, fr, tr, spr, etc.).
To chair a meeting.
To think in English so that sentence structure does not come out non-English.
To listen accurately.
To select the right word when conversing so that there will be no misunderstanding.
To increase vocabulary regularly.
To meet each new social situation by understanding what to do.
To speak until understood.
To participate in class role playing.
To use courteous, exact and concise language when speaking, interrupting and/or criticizing.
To answer most questions accurately with ease.
To speak extemporaneously.
To reorganize a large social function.

3.3.2 READING

Group I
To read different traffic signs and be able to act accordingly.
To read and identify words pertaining to addresses (street, lane, alley, dead-end).
To read and understand simple health terms (medicine, prescription, doctor, nurse).
To use correct intonational patterns when reading.
To read the alphabet in sequential order.
To read the date, time, and day correctly (such as Monday, August 23, 1975).
To read simple experience stories about class, family, work.
To read the labels on canned goods and purchase items wisely.
To read advertisements and compare prices, market wisely, and compare weights.
To read and follow directions on recipes and produce acceptable end products.
To read, comprehend, follow road maps, etc.
To read and comprehend bus, train and airplane schedules.
To use and understand the simple elementary dictionary to locate information.
To understand abbreviations.
To read and comprehend directions on box mixes (Jello, hot rolls, cookies, etc.).
To read and comprehend what is a real marked-down price and a bargain.
To sound out new words correctly.
To use the public library facilities.
To read for different purposes.

Group II
To read in thought groups, stopping when necessary and following punctuation marks.
To use the various sections of the newspaper to find information quickly.
To pronounce new words by using syllabication.
To read and understand news articles, advertisements, signs, labels, directories, catalogs.
To read and understand maps: city maps, world maps, community maps, etc.

Group III
To use general reference texts with skill in locating information needed (encyclopedia, gazetteer, atlas, biographical text, etc.).
To read and fill out application forms.
To recognize misspelled words.
To read aloud numbers running into millions, hundred thousands, etc.
To identify all the different types of reading materials such as store signs, traffic signs, recipes, books, magazines, newspapers, maps, globes, directions, labels, etc.
To re-group and re-phrase words for better understanding.
To identify the different parts of a book.
To read comics, cartoons, cartoon captions, map legends, footnotes, bibliographies, indexes, glossaries, and tables of contents.
To skim, read aloud, read silently.
To use reference texts.
To improve comprehension by using contextual clues.
To interpret and understand simple graphs and maps.
To read in English for enjoyment.
To work for self expression.
To read for purposes other than enjoyment alone.
To read and interpret new materials.
To place events in chronological order, alphabetical order, and numerical order.
To read literature with real attempt to understand the content.
To vary reading material, fiction, "how to" books, travelogues, mysteries, biographies, etc.
To use syllabication to attempt pronunciation of new words:
To read for information, fact, and statistics.

3.3.3 WRITING

Group I
To write name, address, telephone number, zip code, etc.
To fill out a simple application form correctly.
To write the letters of the alphabet in manuscript capitals.
To write the letters of the alphabet in manuscript small letters.
To write the letters of the alphabet in cursive capitals.
To write the letters of the alphabet in cursive small letters.
To tell and write time correctly.
To write numbers in dollars and cents.
To write numbers from one to one hundred.
To write numbers in sets of 2's, 5's, 10's.
To write the days of the week and the months of the year correctly.
To spell simple one-syllable words.
Start all sentences with a capital letter.
To put the proper punctuation mark at the end of a sentence.
To write numbers, large and small, up to a million.
To write a personal check.
To write brief letters.
To use the dictionary to check on spelling and meaning.
To use the common punctuation marks correctly.

Group II
To spell acceptably.
To write simple descriptive paragraphs.
To change a paragraph written in present tense to past tense.
To understand what a paragraph is and write short compositions using two paragraphs.
To address an envelope correctly, using abbreviations when needed.
To use the dictionary to check on correct spelling.
To write special and business letters.
To spot misspelled words and know how to correct them.
To write a short autobiography using guide questions.
To use the following punctuation marks correctly: comma, period, question mark, colon, semicolon, quotation marks, exclamation point, etc.
To change items from singular to plural.
To write some things in outline form.
To make graphs and charts.
To use capitals correctly at the beginning of sentences and for all proper nouns.
To use antonyms, synonyms and homonyms.
To use both short and long sentences in writing.

Group III
To take notes.
To write legibly and rapidly.
To write in outline form.
To do all types of writing.
To use syllabication to aid in pronunciation.
To use all punctuation marks correctly.
To write creatively and imaginatively.
To use prefixes, suffixes and abbreviations.
### ESL/ABE SAMPLE 12-WEEK PROGRAM DESIGN

**6 HOURS PER WEEK / 72 HOURS TOTAL**

#### BEGINNING

<table>
<thead>
<tr>
<th>WEEK</th>
<th>LESSON</th>
<th>OBJECTIVES</th>
<th>INSTRUCTIONAL MAT'L.</th>
<th>EVALUATION—PROOF</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-6</td>
<td>Writing the alphabet letters in the following forms: capitals—script and manuscript, small letters in script and manuscript.</td>
<td>Ability to write the letters of the English alphabet to: (1) sign their names, (2) spell their addresses, etc.</td>
<td>Tchr. made practice materials. Tchr. samples. Tchr. demonstration. Use of appropriate games.</td>
<td>Writing alphabet or letter.</td>
</tr>
<tr>
<td>7-8</td>
<td>Filling out application forms and registration forms. Vocabulary necessary to successfully fill out forms.</td>
<td>Ability to register for night school with minimum assistance. Ability to fill in an application form correctly.</td>
<td>Tchr. made samples. Tchr. made materials. Use of appropriate games.</td>
<td>Filling out an application.</td>
</tr>
<tr>
<td>11-12</td>
<td>Functional lessons arising from student interests, current events, etc. General Review.</td>
<td>Ability to watch and understand news on TV. American holidays, etc.</td>
<td>Use current newspapers, news magazines, etc.</td>
<td>Written test on log of news sources used.</td>
</tr>
<tr>
<td>WEEK</td>
<td>LESSON</td>
<td>OBJECTIVES</td>
<td>INSTRUCTIONAL MAT'L.</td>
<td>EVALUATION—PROOF</td>
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<tr>
<td>7-8</td>
<td>Self—Hobbies.</td>
<td>See Instructional Objectives—Language Skills.</td>
<td>Tchr. made materials. Samples of hobbies.</td>
<td>Reports by students. Possibly a hobby show; give talk about self.</td>
</tr>
<tr>
<td>WEEK</td>
<td>LESSON</td>
<td>OBJECTIVES</td>
<td>INSTRUCTIONAL MAT’L.</td>
<td>EVALUATION–PROOF</td>
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<tr>
<td>9-10</td>
<td>Class. Recreation. Talents/Skills. Illness, emergency, etc.</td>
<td>See Instructional Objectives—Language Skills.</td>
<td>First-aid material. Local/state recreational brochures.</td>
<td>Create: (1) holiday skit; (2) an emergency requiring administering of first-aid.</td>
</tr>
<tr>
<td>WEEK</td>
<td>LESSON</td>
<td>OBJECTIVES</td>
<td>INSTRUCTIONAL MAT'L.</td>
<td>EVALUATION–PROOF</td>
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<tr>
<td>1-2</td>
<td>Discussing news, sports,</td>
<td>See Instructional Objectives—Language Skills.</td>
<td>Daily newspaper, weekly news magazines, local</td>
<td>Bring magazines to our class, pick random topics,</td>
</tr>
<tr>
<td></td>
<td>accidents, etc.</td>
<td></td>
<td>weekly press. Magazines: Sports Illustrated,</td>
<td>discuss.</td>
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<td></td>
<td></td>
<td></td>
<td>Newsweek.</td>
<td></td>
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<tr>
<td>3-4</td>
<td>Group buzz sessions:</td>
<td>See Instructional Objectives—Language Skills.</td>
<td>Pamphlets issued by Adult Education Assn. of the</td>
<td>Discuss a universal topic:</td>
</tr>
<tr>
<td></td>
<td>(1) Reporting</td>
<td></td>
<td>U.S.A. Other human relations publications.</td>
<td>(1) Drugs</td>
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<td></td>
<td>(2) Role play</td>
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<td>(2) Election</td>
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<td>(3) Planning</td>
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<td>(3) Work</td>
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<td>(4) Traffic, etc.</td>
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<tr>
<td>5-6</td>
<td>Introducing and explaining a</td>
<td>See Instructional Objectives—Language Skills.</td>
<td>Elementary/Intermediate/Advanced games with</td>
<td>Each student to teach one thing:</td>
</tr>
<tr>
<td></td>
<td>game.</td>
<td></td>
<td>instructions.</td>
<td>(1) Game</td>
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<td>(2) Recipe</td>
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<td>(3) Sport</td>
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<td></td>
<td>Visiting at a hospital.</td>
<td></td>
<td>Cosmopolitan, Vogue, Playboy Party Guide.</td>
<td>friend. Plan to attend an annual party, exhibit,</td>
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<td></td>
<td>Attending a show, exhibit,</td>
<td></td>
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<td>Affair.</td>
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<td></td>
<td>etc.</td>
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<tr>
<td>9-10</td>
<td>Entertaining Visitors.</td>
<td>See Instructional Objectives—Language Skills.</td>
<td>Maps, guides, menus, calendars.</td>
<td>Excursion, students take turn role playing tour</td>
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<td>(1) Sightseeing</td>
<td></td>
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<td>guide.</td>
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<td>(2) New foods</td>
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<td>(3) Involvement in activities</td>
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<td>11-12</td>
<td>Discuss world, local news</td>
<td>See Instructional Objectives—Language Skills.</td>
<td>Newspapers, radio, TV, news, communication</td>
<td>Continued growing exposure to a growing range of</td>
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<td>that are current topics, e.g.,</td>
<td></td>
<td>media. Other.</td>
<td>Information media.</td>
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<td>election, Wilbur Mills.</td>
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<td></td>
<td>Review and evaluate benefits</td>
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<td></td>
<td>gained from class.</td>
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<tr>
<td>WEEK</td>
<td>LESSON</td>
<td>OBJECTIVES</td>
<td>INSTRUCTIONAL MAT’L.</td>
<td>EVALUATION—PROOF</td>
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<td></td>
<td>Types of clothing.</td>
<td>Add and extend information to include sewing objectives:</td>
<td>Tchr. made materials. Use of appropriate games.</td>
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<td>Garment, fabrics, etc.</td>
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<td>3-4</td>
<td>Shelter/Housing.</td>
<td>Set up Instructional Objectives on Housing.</td>
<td>Making the Most of Your Money, You and Your Money, Steck Vaughn. Tchr. made materials.</td>
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<td></td>
<td>Renting/Buying a house.</td>
<td>Set up Instructional Objectives for Banking, Budgeting, etc. Ability to give change in coins and bills.</td>
<td>House plans. Bank forms—checking, savings accounts, deposit and withdrawal slips.</td>
<td>Draw a simple house plan. Show and develop budgets. Ability to figure rent, etc., keep a record of outgoing monies and balance it with that of incoming funds.</td>
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<td>Economics.</td>
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<td>Budgeting.</td>
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<td>Banking and money.</td>
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<tr>
<td>5-6</td>
<td>Transportation</td>
<td>See Instructional Objectives—Language Skills.</td>
<td>Tchr. made materials. Speakers: on car pools, busses, planes, trains. Maps, guides, etc. Transportation schedules.</td>
<td>Draw simple line maps. from home to class. Read and understand bus and airline schedules. Study different types of maps.</td>
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<td>Directions—giving and</td>
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<td></td>
<td>receiving.</td>
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<td>Map reading.</td>
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<td>Marketing.</td>
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<td></td>
<td>area zip codes.</td>
<td>Learn to administer mouth-to-mouth resuscitation. First-aid in times of emergencies.</td>
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<td></td>
<td>Accidents—First Aid.</td>
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<td>Hospital—Emergency.</td>
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<td></td>
<td>Doctors—finding, using.</td>
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<tr>
<td>11-12</td>
<td>Functional—Current events.</td>
<td>Independent self-direction. Evaluate self.</td>
<td>Create individual self-evaluative material such as list of personal objectives.</td>
<td>Games. Sociometric evaluation to determine ability to get along with others.</td>
</tr>
<tr>
<td></td>
<td>General Review.</td>
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</tbody>
</table>
A SCOPE AND SEQUENCE FOR DEVELOPING ESL CURRICULUM

The course of study which follows suggests a curriculum for four sequential groups. The number “four” is arbitrarily chosen. In Groups One through Three, the student focuses on the English necessary for practical communication. Completion of the first three groups will enable a student to successfully terminate his formal study feeling that his needs have been satisfied. Four extends and refines his study and skills. It is intended as a guide which you may use to establish a beginning, a middle and an end. It is based on a variety of commercial texts and teaching materials.

3.5.1 GROUP ONE — Beginning Students

I. Structure and Pronunciation:

A. Statement patterns for use if IS, ARE, AM in present tense.

1. Intonation patterns of statements, questions and short answers.
2. Word order of statements using IS, ARE, AM.
   a. Use of determiners: A, THE
   b. Pronunciation of THE, A, AN—unstressed
3. Use of SHE, HE, IT, THEY with IS and ARE.

B. Word order of statements contrasted with word order of questions using IS, ARE, AM.

1. Use of full and contracted forms of IS, ARE, AM.
2. Pronunciation of IT’S and THERE’S.

C. Short answers in the affirmative and in the negative to questions with IS, ARE, AM.

1. Pronunciation of the s, z, and iz of plurals as in CATS, WINDOWS, and DISHES.
2. Pronunciation of contracted forms of BE with HE, SHE, WE, YOU.

D. Patterns for use of verbs other than BE.

1. Word order of statements contrasted with word order of questions with DO.
2. Pronunciation of k and g.
3. S forms of third person singular used with SHE, HE, IT, and other singular nouns in statements.
4. Word order of questions with DOES.
5. Short answers in the affirmative and in the negative to questions DO and DOES.
7. Pronunciation of t, d, and id endings as in verbs like LAUGHS, CALLED, and WANTED.

E. Patterns for using words of frequency.
1. Position of frequency words (USUALLY, SOMETIMES, OFTEN, etc.) with BE contrasted with their position with verbs other than BE.
2. Pronunciation of p and b.
3. Use of NEVER in statements and use of EVER in questions.

F. Patterns for expressions of place and time.
1. Position for expressions of place and time. Example: WE MEET THERE EVERY DAY.
2. Pronunciation of f and v as in words like FAN and VAN.

G. Forms of BE used with expressions of past time.
1. Forms of BE correlated with expressions of past time in statements and questions.
2. Pronunciation of θ and δ as in ETHER and EITHER.
   a. Contrast of θ with δ as in DEN and THEN.
   b. Contrast of r with θ as in TIN and THIN.

H. Formation of verbs other than BE to be used with expressions of past time.
1. Forms of verbs other than BE correlated with expressions of past time in statements and questions.
2. Short answers to questions with expressions of past time.
3. Pronunciation of s, z, c, and j as in words like WASH, MEASURE, CHURCH, and JUDGE.

I. Word order of questions with interrogative words—example: WHO IS HE?

J. Use of AM, IS, ARE, and -ING form of verb to show action in progress.
1. In statement patterns in contrast with statement patterns showing repeated action; and in question patterns without the interrogative word in contrast with question patterns using the interrogative word example: I AM GOING TO TOWN, I GO TO TOWN EVERY DAY. Example: ARE YOU GOING TO TOWN? WHERE ARE YOU GOING?
2. Pronunciation of m, n, and ng.

K. Position of single word modifiers. Example: IT'S A GOOD SANDWICH.

L. Use of IS, ARE, AM, and GOING TO in expressions of future time.
1. Statement patterns contrasted with question patterns.
2. Pronunciation of l and r.

M. Formation of negative statements.
1. NOT in statements and questions of present, past, and future time with BE.
2. NOT in statements and questions of present, past, and future time with
DO and the simple form of verbs.

1. Use of NEVER, SELDOM, RARELY, SOME and ANY.
2. Pronunciation of w and y.

N. Use of A, THE, and substitute words with countable and noncountable nouns.

1. Noncountable nouns without A and without plural forms as well as THE.
2. Pronunciation of the front vowels:
   a. ... i and I as in words like EAT, and IT.
   b. ... e and E as in words like LATE and LET.
   c. Contrast of I with E as in words like BIT and BET.
   d. Contrast of I, E, and i as in BIT, BET, BEAT.
   e. ... ø as in CAT.
3. A FEW, MANY, A LITTLE, MUCH, etc., used with countable and noncountable nouns.

O. Formation of request sentences.

1. Stress and intonation pattern for formation of requests, etc.
2. Pronunciation of the middle vowels:
   a. ... å and a as in words like BUT and NOT.
   b. Contrast of a with ø as in words like NOT and RAT.
   c. ... ai as in words like BUY.
   d. ... ð as in words like CURT.

P. Irregular verbs having a vowel or consonant contrast to indicate past time.

Q. Pronunciation of the back vowels and glides.

1. ... u and U as in words like LUKE and LOOK.
2. ... æU as in words like NOW.
3. ... ø and ð as in words like COAT and CAUGHT.
4. ... ð as in words like BOY.

II. Vocabulary Building.

A basic vocabulary of flexible content might include such items as:

- Numbers: cardinal to 1,000; cardinal to 100
- Common-foods
- The telling of time
- Articles of clothing
- Eating utensils
- Parts of the body
- Furniture
- Family relationships
- Organic matter and minerals; wood, metal, rubber, etc.
- Colors
- Days of the week
- Months of the year—seasons
• Most important geographical names
• Common animals
• Names of occupations
• A few basic two-word verbs based upon verbs plus particles, e.g., PUT ON, WAIT FOR, SIT DOWN, GET UP, etc.
• Countable and noncountable nouns; e.g., BUTTER as opposed to AN EGG, etc.
• More commonly used opposite: adjectives, prepositions; etc., e.g., GOOD-BAD, ON-OFF.

III. Reading and Writing.

In beginning English, writing is quite limited, but not ignored. It should be used in direct relationship to the student's use and understanding of the spoken word in the class. Because of its influence on intonation, the question mark, the period, and the apostrophe are taught at this point. The students also begin sentences with capital letters.

Suggested proportions of time to be devoted to utilizing the skills of the language are as follows:

<table>
<thead>
<tr>
<th>Skill</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening</td>
<td>40%</td>
</tr>
<tr>
<td>Speaking</td>
<td>40%</td>
</tr>
<tr>
<td>Reading</td>
<td>15%</td>
</tr>
<tr>
<td>Writing</td>
<td>5%</td>
</tr>
</tbody>
</table>

3.5.2 GROUP TWO — Intermediate Students

I. Structure and Pronunciation.

A. *Review* structures and pronunciation from group one.

B. *Use of substitute words in modification patterns.*

1. *OTHER* and *ANOTHER* used as nouns in contrast with their use as modifiers of nouns.
2. Objective form of personal pronouns in the object position.

C. Patterns in which *TO ME, FOR ME,* and *ME* are used with certain verbs.

D. *Word order for expression of manner.* Example: HE READ THE BOOK RAPIDLY LAST WEEK.

E. *Use of question word order and statement word order in questions.* Example: *IS JOHN HERE? JOHN IS HERE, ISN'T HE?* 

F. *Use of CAN, SHOULD, MUST, WILL, MIGHT, MAY.*

G. *Use of a pattern of connecting statements.*
1. ...AND... TOO contrasted with ...AND... EITHER.
2. ...BUT...
3. Pronunciation of consonant clusters: sp as in words like SPECIAL.

H. Use of the two-word verbs; e.g., GET UP.

1. In a separable pattern and in an inseparable pattern.
2. Pronunciation of consonant clusters: st, sk, sn, sm, sl, and sw as in words like STATE, SKATE, SNOW, SMALL, etc.

I. Formation of statements and answers using WHY and WHO.

J. Structures involving use of TO and FOR.

1. FOR and TO plus other words as modifiers after some kinds of quality words. Example: HE IS VERY NICE TO ME.
2. Position of VERY, TOO, and ENOUGH.
3. Use of the noun or pronoun after certain action words. Example: HE BOUNCED THE BALL HARD.
4. Pronunciation of final consonant clusters: Consonant + s, consonant + t, consonant + z, and consonant + d as in words like BATS, STOPPED, BAGS, and USED.

K. Use of additional patterns for subject position and other forms.

1. IT or THERE as the subject.
2. 's as a contraction and to show possession.
3. Pronunciation of final consonant clusters: two consonants + s as in words like HELPS.

L. Use of comparisons.

1. Comparison with LIKE, THE SAME AS, DIFFERENT FROM, THE SAME ... AS.
2. Comparisons with ...-ER THAN and MORE ... THAN, OF THE ...-EST, and THE MOST.
3. Intonation and stress patterns used in comparisons.
4. Pronunciation of final consonant clusters: two consonants + t as in words like HELPED.

II. Vocabulary Building.

- Government agencies
- Health and health practices
- Clothing and clothing materials
- Shopping expressions
- Holidays
- Family—names of more distant
- Occupations and some responsibilities within them
- Simple synonyms, antonyms, and homonyms
III. Reading and Writing.

As in group one, writing should be used in direct relationship to the student’s use and understanding of the spoken word in class, and may be practiced by writing from simple dictation or writing answers to questions based on reading and conversation materials.

Reading should be based on class materials and texts as well as on the student’s understanding of spoken material. Students should practice silent reading, choral-oral reading, and individual-oral reading with emphasis on rhythm, stress, and intonation.

Suggested proportions of time which might be spent in developing skills are:

<table>
<thead>
<tr>
<th>Skill</th>
<th>Proportion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening-Speaking</td>
<td>45%</td>
</tr>
<tr>
<td>Reading</td>
<td>35%</td>
</tr>
<tr>
<td>Writing</td>
<td>20%</td>
</tr>
</tbody>
</table>

3.5.3 GROUP THREE — Intermediate/Advanced Students

I. A. Review structure and pronunciation taught in group one and group two.

B. Included sentences:

1. To modify nouns. Example: THE BOOK THAT HAS THE INFORMATION IS IN THE LIBRARY.
2. Pronunciation of final consonant cluster: two consonants + z as in words like STANDS.
3. Pronunciation of final consonant clusters: two consonants + d as in words like SOLVED.
4. WHO, WHAT, WHEN, etc. in object position. Example: I KNOW WHO CAME TO SEE YOU.
5. Included sentences of independent statement pattern used in the object position. Example: I KNOW THAT YOU HAVE IT.

C. Use of HAVE (HAS) and HAD.

1. HAVE (HAS) + the -ED/-EN form of verbs as used in present perfect complete structures.
2. HAVE (HAS) + BEEN + the -ING form of verbs as used in present perfect continuous structures.
3. HAD in these patterns.

D. Those uses of BE.

1. BE + the -ED/-EN form of verbs. Example: THE LESSONS ARE WRITTEN EVERY DAY.
2. Used with STILL, ALREADY, ANY MORE, YET. Example: MARY IS STILL SPEAKING SPANISH.
3. Used with -ED/-EN and -ING to describe. Example: MARY IS AN INTERESTING GIRL.
4. BE + two-word verbs and the -ING form or content words. Example: HE WASN'T USED TO SMOG. Example: HE WASN'T USED TO SWIMMING.

E. Use of different structures for verb modification.

1. Omission of TO after certain verbs. Example: I LET THEM READ THE LETTERS.
2. WISH (THAT) + statement pattern. Example: I WISH THAT I COULD GO.

F. Formation of conditional patterns.

1. Use of words like SHOULD, COULD, MIGHT, and MUST. Example: WE SHOULD HAVE CALLED YOU LAST NIGHT.
2. Use of words like BECAUSE, IF and THUS. Example: HE IS EATING BECAUSE HE IS HUNGRY.

G. Forms used in object structures and for modification.

1. -ING forms used with verbs. Example: MARY ENJOYS WORKING WITH CHILDREN.
2. Certain verbs followed by two nouns with the same referent. Example: WE APPOINTED JOHN TREASURER.
3. Verbs followed by an object and one or two describing words. Example: HE WANTS HIS CAR PAINTED YELLOW.
4. Verbs followed by an object and a describing word or an -ING form. Example: THEY SAW A MAN STANDING ON HIS HEAD.
5. -ING forms used in the position of the subject as opposed to -ING forms used at the beginning of sentences and referring to the subject. Example: PLAYING ALL DAY MADE THE CHILDREN TIRED. Example: PLAYING ALL DAY, THE CHILDREN BECAME TIRED.

H. Sequence of sentences.

1. Sequences of sentences related by THEREFORE, ALSO, and HOWEVER.
2. Sequence of sentences related by introductory expressions of time or place.
3. Sentences of restatement introduced by IN OTHER WORDS.

II. Vocabulary Building.

- Educational opportunities
- Music, literature, the arts
- Leisure-time activities
- Government
- Travel
- Prefixes
- Postal procedures
- Suffixes
- Derivations
- Synonyms
- Antonyms
- Homonyms
- Idioms
- Hyphenation of words
III. Reading and Writing.

At this level, more time is devoted to reading and writing. Reading skills are sharpened and expanded as necessary tools for obtaining information. Reading comprehension is evaluated through oral or written questions and discussions.

Writing skills are developed to meet the needs of daily living as well as the more formal requirements of education. Give practice in writing dictated sentences, short paragraphs and letters, using the grammatical structures which have been taught.

Suggested proportion of time:

- Listening-Speaking .................. 40%
- Reading .................................. 40%
- Writing ................................. 20%

3.5.4 GROUP FOUR — Advanced Students

By the time the student has reached the advanced refinement and expansion of the material already introduced in previous classes. At these levels there is more emphasis on reading and writing in such contextual materials as will help the student to gain insight into social problems of our society, of labor and industry, the American philosophy and way of life, etc.

Attention could be given to the spelling patterns below:

1. Spelling vowel sounds, / and i.
2. Spelling vowel sounds, e and E.
3. Spelling vowel sounds, /, E, and i.
4. Spelling vowel sound, ή.
5. Spelling vowel sounds, α and å.
6. Spelling sounds of glides, ð and ðr.
7. Spelling sounds of glides, au and oi.

Taken from: TEACHING ENGLISH AS A SECOND LANGUAGE TO ADULTS; A Prospectus for Teachers; Methodology, Philosophy and Techniques for Teaching English as a Second Language for the Teacher of Adults in Public Schools, Private Industry, Service Organizations, Church and Other Training Programs. By Patricia Heffernan-Cabrera; Program for Teachers of English to Speakers of Other Languages (TESOL); School of Education, University of Southern California, Los Angeles; 1970.
### Test Locator

**3.6 NAME OF TEST**

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<thead>
<tr>
<th>Test Description</th>
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3.6 AN ANNOTATED LIST OF ADULT ESL EXAMS


Measures beginning and intermediate students' proficiency in grammar. Strictly paper and pencil exam consisting of two parts with 50 multiple choice items in each part. Part one has instructions in English and Spanish.


A 60-minute paper and pencil test of 150 multiple choice items to measure readiness for college. Scoring and interpretation provided. No norms or data on reliability.


Measures English oral production and aural proficiencies of adults via structured individual interview. Time of administering varies according to each student's proficiency. An emphasis placed on determining a person's ability to use English as a functional tool of communication. Proficiency scales (elementary, intermediate, advanced, exempt) based on aural comprehension and speaking.


Measures intermediate and advanced students' comprehension of short statements, questions, and dialogues recorded by U.S. speakers. Two sections: answering questions, understanding statements. 40 minutes. 50 multiple choice items. Reliability and norms available.


Tests intermediate and advanced students' ability to manipulate grammatical structure in spoken English. 45 minutes. 75 multiple choice items. Reliability and norms available.


Tests intermediate and advanced students' knowledge of lexical items occurring in advanced English readings. 35 minutes. 75 multiple choice items. In two
parts: completion of sentences, selection of one word equivalent to a phrase. Reliability and norms available.

3.6.7 Ilyin, Donna. ENGLISH-SECOND-LANGUAGE PLACEMENT TEST, EPT 100-200-300. Forms A & B. San Francisco: San Francisco Community College District, Alemany Adult School, 1971.

May serve as either an achievement or a placement test. 50 multiple choice items on English structure. 30 minute test. Used to place students in lower levels of ESL: beginning-low and high; intermediate-low and high. Standardized on adult students.


An individually administered test of oral production and comprehension only. Appropriate for beginning to advanced adults. Takes from 5-30 minutes since test ends at frustration level. Distinguishes those students who can ask and answer questions with correct content but who use incorrect structure. Short form scoring or a more analytic form permitted by taped transcription of answers. Provided: form correlations, reliability, standard error, native speaker samples for each item, a list of common mistakes by various language groups, two alternate forms.


May serve as either an achievement or a placement test. 50 multiple choice items on English structure. 30 minute test to place students in higher ESL levels: intermediate-high; advanced-low and high. Standardized on adult students.

3.6.10 King, Harold V. and Russell N. Campbell. AN ENGLISH READING TEST FOR STUDENTS OF ENGLISH AS A FOREIGN LANGUAGE. Portland, Oregon: English Language Services, 1956.

30-minute silent reading comprehension test of 50 multiple choice items—32 of which measure paragraph comprehension. For college placement only; 70% minimum score for recommendation to a university. No data on reliability. Interpretation of scores provided.

3.6.11 Lado, Robert. TEST OF AURAL COMPREHENSION. Forms A, B & C. Ann Arbor, Michigan: English Language Institute, University of Michigan, 1957.

A proficiency test to place students in college classes. May be group administered; examiner reads aloud and students select appropriate pictures. 40 minutes. 60 multiple choice items. Can be scored in 30 seconds. Proficiency and progress norms available.
3.6.12 Lado, Robert. TEST OF AURAL PERCEPTION IN ENGLISH FOR LATIN-AMERICAN STUDENTS. Ann Arbor, Michigan: English Language Institute, University of Michigan, 1957.

A 50-minute group test to see how well a student has learned to hear phonemic contrasts of English. 100 multiple choice items. Not intended as a measure of English proficiency in order to admit a student to other academic work. Useful to pronunciation teachers.

3.6.13 Lado, Robert and Charles Fries. EXAMINATION IN STRUCTURE. Ann Arbor, Michigan: English Language Institute, University of Michigan, 1947.

Tests basic grammatical patterns. Eleven parts, 150 items. Appropriate for native speakers of French, Portuguese, and Spanish. Reliability and norms available.


To diagnose the sound perception difficulties of Japanese speakers learning English. Parts 1 & 2 with 50 items in each, 23 problem sounds tested.

3.6.15 Mills, Don. ESL TEST. Long Beach, California: Long Beach Community College District.

100 multiple choice items: 1-20 student listens to sentence and then selects correct answer; 21-100 student selects the grammatically correct response.


Four parts: (1) Test of oral reception and production—individual answers questions and has free oral production. (2) Test of oral Spanish reading to determine reading ability in student's native language. (3) Test of silent Spanish reading comprehension reading passages followed by multiple choice items. (4) Test of silent English reading comprehension.

3.6.17 Pillsbury, Paul W., Randolph Thrasher, and John Upshur. ELI ENGLISH ACHIEVEMENT SERIES. Ann Arbor, Michigan: English Language Institute, University of Michigan, 1963.

A series of nine exams covering aural comprehension, grammar, and vocabulary in context to determine the achievement of English as a foreign language of students who have been using the Lado-Fries texts: English Sentence Patterns, English Pattern Practice, Lessons in Vocabulary. Each test has 50 multiple choice items with 30 minutes maximum for each exam.

3.6.18 Poczik, Robert. ORAL PLACEMENT TEST. Albany, N.Y.: Bureau of Basic Continuing Education, State Education Department.
A five-minute orally and individually administered placement exam which places students in one of three ESL levels or exempts him from the ESL track. Fifteen stimulus-response items with suggested questions for free conversation which yield three scores: auditory comprehension, oral production, conversation.


Totally oral achievement tests of less than 10 minutes each. Content and sequence of tests follows that of Orientation in American English (likely to be inappropriate when other texts are used). Varied format: stimulus-response items, a free conversation section, an oral rating scale. Yields three scores: auditory comprehension, oral production, conversation. Criteria provided for going from one level to another.

3.6.20 Spaan, Mary and Laura Strowe. ENGLISH PLACEMENT TEST. Ann Arbor, Michigan: English Language Institute, University of Michigan, 1972.

For intermediate students. 100 problems: listening comprehension—20, grammar—30, vocabulary—30, reading—20. 75 minutes.

3.6.21 Upshur, John et al. MICHIGAN TEST OF ENGLISH LANGUAGE PROFICIENCY: Forms A, B, C. Ann Arbor, Michigan: English Language Institute, University of Michigan, 1962.

To predict academic success of non-native speakers of English who are entering an American university. 75 minutes to administer. Multiple choice items: 40—grammar, 40—vocabulary, 20—reading questions.

3.6.22 Upshur, John, Mary Spaan, and Randolph Thrasher. MICHIGAN TEST OF AURAL COMPREHENSION. Ann Arbor, Michigan: English Language Institute, University of Michigan, 1972.

Measures ability of non-native speaker of English to understand English structures. For those who wish to pursue academic careers in universities: Forms 1, 2, or 3 are presented orally. 90 multiple choice items in each form.

Compiled by: John Daugherty
Joanna Sculley.

ESL/ABE Consultants
Bilingual Education Service Center
Mt. Prospect, Illinois
3.7 A PARTIAL SELECTION OF COMMERCIAL TEXT BOOKS

The books listed below by ESL levels include a fair sampling of commercial materials available. This list is not intended to imply any recommendations for use. It is only meant to give an indication of the range available.

In general, teachers select texts at the level they are teaching. Selecting a text at a higher level invalidates the book for continuing students. However, teachers should feel free to select a text from a lower level if the needs of a class so indicate and if the students in the class have not used the book before.

Spellers, readers, grammars and newspapers written for native speakers of English are listed at level 6. Your staff should make an effort to use these supplements as soon as possible at each of the program levels.
<table>
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<th>Title</th>
<th>Authors/Editors</th>
<th>Publishers</th>
<th>Coverage</th>
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<td>Building English Sentences with Adverbs</td>
<td>Hall; Regents</td>
<td>Contemporary Spoken English Book I and part of Book II (Kane &amp; Kirkland; Crowell)</td>
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<td>Building English Sentences with BE</td>
<td>Hall; Regents</td>
<td>Contemporary Spoken English Book II (last part) and Book III (Kane &amp; Kirkland; Crowell)</td>
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<td>Drills and Exercises in English Pronunciation: Stress and Intonation Part II—Supplementary text</td>
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<td>English Conversation Practice (Taylor; McGraw-Hill)</td>
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<td>English Dialogues for Foreign Students—Supplementary (Paratore; Holt Reinhart &amp; Winston)</td>
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<td>English Duden Dictionary—Supplementary</td>
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<td>English for Today Book One (NCTE; McGraw-Hill)</td>
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<td>English for Today Workbook: Book One (Breckenridge; McGraw-Hill)</td>
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<td><em>English Is Spoken; An Intermediate Text in Conversational English</em> (Wohl &amp; Metcalf; Washington Publications)</td>
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Facts or Fiction (Collier-Macmillan)

Family Life in the U.S.A. (Alesi & Pantell; Oxford University)

The Food We Eat (Hall; Regents)

Four Short Mysteries (Collier-Macmillan)

Graded Exercises in English—Supplementary (Dixson; Regents)

Guided Composition Writing (Baskoff; Chilton)

Guided Writing and Free Writing (Selected sections)
    (Robinson; Harper and Row)

Handbook of American Idioms—Supplementary (Whitford & Dixon; Regents)

Handwriting for Students of English as a Second Language
    (Kittle; American)

Idiom Drills for Students of English as a Second Language—Supplementary (McCallum; Crowell)

Imaginary Line Handwriting, Beginning Cursive (Townsend; Steck-Vaughn)

Intensive Course in English Elementary Part I (ELS)

Intensive Course in English Elementary Part II (ELS)

Intensive Course in English Volume II, Advanced 1 (ELS)

International Folk Tales I (Binner; Crowell)

International Folk Tales II (Binner; Crowell)

Island of Truth (Collier-Macmillan)

The Key to English Adjectives I, Adjectives II, Figurative Expressions,
    Nouns, Prepositions I, Prepositions II, Two-word Verbs, Verbs
    (Collier-Macmillan)

Lado English Series, Book I (Lado; Regents)

Lado English Series, Book II (Lado; Regents)

Lado English Series, Book III (Lado; Regents)

Lado English Series, Book IV (Lado; Regents)

Lado English Series, Book V (Lado; Regents)

Lado English Series, Book VI (Lado; Regents)

Lado English Series, Workbook I (Lado; Regents)

Lado English Series, Workbook II (Lado; Regents)
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<td>Doty &amp; Ross; Harper &amp; Row</td>
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<td>Learning American English</td>
<td>Taylor; McGraw-Hill</td>
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Based on the San Francisco College District ESL Master Plan, Phase II, 1972.