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# Preparing and Adapting Reading Materials for ESL Adults

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PREPARING AND ADAPTING  
READING MATERIALS FOR ESL ADULTS

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Submitted in partial fulfillment of the requirements for  
the Master of Arts in Teaching degree at the School for  
International Training, Brattleboro, Vermont

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This report by Kathryn L. Riley is accepted in its present form.

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## Abstract

The adult ESL student who is illiterate or functionally illiterate in his native language has particular difficulty when learning to read English. This paper is a step by step description of a materials writing project undertaken at Bristol Community College, Fall River, Massachusetts; the goal of the project was to develop reading materials for adult Portuguese ESL students, many of whom were illiterate. Included in the paper are the general guidelines followed, specific steps taken to meet the requirements of each guideline, and a discussion of each level of materials developed. Examples of all four levels are included. Particular emphasis is placed on the integration of oral/aural and reading activities.

## ERIC Descriptors

Reading Materials  
Adult Reading Programs  
Adult Literacy  
English (Second Language)  
Beginning Reading  
Curriculum

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PREPARING AND ADAPTING

READING MATERIALS FOR ESL ADULTS



Despite a continuing increase in immigration of non-English speaking adults to the continental United States, there is a lack of reading materials for the adult ESL student. Commercially prepared materials fall into two major categories - materials for ABE students and materials for use in bilingual school programs. The former, while appropriate in regard to content and low readability level, fails to deal with the structural problems of the ESL learner; it assumes the structural oral ability of a native speaker. The latter's format and content is entirely unsuitable for adults; in addition, such materials are written assuming a greater instructional time than is normally possible for the adult learner.

This need was recognized in 1972 when Bristol Community College, Fall River, Mass., was awarded a three-year federal Right-to-Read grant to do research into the reading problems of the adult ESL student and to develop reading materials suitable for such students. In its grant proposal, the College proposed to pay particular attention to the needs of the student illiterate or functionally illiterate in his native language. Fall River has a 65% Portuguese-speaking population and continuing immigration; the great majority of these immigrants are from the Azores, and many have had no more than three years of education.

The first two years of the grant were devoted primarily to research into the nature of reading and its implications for the ESL adult; the result was a book, still in production, entitled READING AND THE ESL ADULT. In addition, a set of three basal readers was produced, but these were judged

inadequate for the needs of the client students.

Hence the third and final year of the grant was devoted exclusively to the planning, writing, and production of reading materials. The resulting reading program has four levels, suitable for the majority of students attending the College's evening program.

The author of this paper served as ESL Coordinator of the Right-to-Read project during its final year, and had primary responsibility for the writing and production of the reading materials produced. This paper will describe the planning and writing of these materials. It is hoped that the considerations and guidelines presented within will be of assistance to the many ESL teachers teaching reading to ESL adults with limited native-language literacy.

When we began to plan the needed reading materials, we had the results of two years of research to rely on. Hence we divided our areas of concern into five, and used our results to formulate guidelines for ourselves in each of the five areas. The designated areas were: the student, the oral level of the student, the reading skills to be taught, the format of the materials, and the thematic content of the materials.

The guidelines formulated are the following:

#### THE STUDENT

1. Reading requires a concept of print, a knowledge of the graphic system, and the ability to focus and move the eyes according to the direction of the orthography. If the student is literate in his native language, he will meet these prerequisites of reading. Consideration should be made for students whose native language is ideographic in nature or which has a non-Roman alphabetic script.

GUIDELINE 1 One must know the literacy level of the target students and something about the nature of their native language.

2. If a student is literate, he has achieved a certain level of reading ability. In addition, he has acquired certain skills and has not acquired others. He will not want to read at a level lower than his own, and he will want to acquire reading skills which he does not already possess.

GUIDELINE 2 One must determine the reading level and skills which the target students have attained so as to make the material appropriate in these respects.

3. The cultural background of a student is directly related to his concept development; his concepts, ideas and values will be those

of his native culture. If different concepts etc. are presented in the reading material - i.e. if they are written in an American context - an additional dimension of difficulty will be added to the material.

GUIDELINE 3 A balance must be struck between the need of the ESL student to learn about the American culture and the difficulty which American concepts adds to his ability to comprehend written materials. Generally speaking it is advisable to increase such cultural content gradually.

4. The native language of the ESL student may not contain some sounds contained in the English language; in addition, there may exist some direct contradictions in terms of phonetic rules. These will be a source of particular difficulty for the student.

GUIDELINE 4 A contrastive analysis of English and the native language of the target students should be used when preparing materials; particular emphasis should be placed on items of anticipated difficulty.

5. All students have certain expectations when they register for English classes, and adult students will have perhaps more defined ones than other students. Generally an adult comes to class after a long work day and despite family responsibilities; the class must be made worth his time and energy, which are at a minimum, or he will drop out.

GUIDELINE 5 An assessment of student needs is essential to the writer of materials; this can be accomplished through a written survey (provided the students are literate in some language) or through individual interviews.

#### ORAL LEVEL OF STUDENT

6. Reading requires both the ability to communicate thought through the symbols of spoken words and the ability to communicate these spoken words through written words; the reader must deal with two sets of

symbols.

In addition, we know that skilled reading is an anticipatory activity; the reader looks at print with an expectancy of receiving certain information. Using the least possible cues - grapho/phonological, syntactical and semantic - he confirms or rejects his hypothesis. The knowledge of phonological, syntactical and semantic constraints allows him to rely on this hypothesis-testing activity.

- ✓ GUIDELINE 6 Oral instruction must precede written instruction. A printed word or structure is a meaningless entity unless it can be associated with an experience and/or concept.
- ✓ GUIDELINE 7 A well-defined oral syllabus (the same which will be used for oral instruction) is necessary before beginning to prepare reading materials. This syllabus should be closely followed when writing the reading materials, so that when a student manages to identify a word, he will already understand its meaning.

#### FORMAT OF MATERIALS

8. After a review of all the different skills involved in reading, it is evident that certain formats are more applicable to teaching a particular skill than others. For example, sentences are more appropriate when teaching definition clues, and paragraphs when teaching analyzing skills.

In addition, the culture and interests of the adult student should be considered when choosing a format. What does he want to be able to read? What kinds of things does he read now, perhaps in his native language?

- GUIDELINE 8 Be flexible in the choice of format - be willing to choose the format which best suits the reading skill(s) to be taught.
- GUIDELINE 9 Consider student interests and needs when choosing a format.

THEMATIC CONTENT

10. It has already been noted above that an ESL learner's concepts will have been developed in a non-American culture, and hence such a learner will encounter some difficulty when reading about American concepts. When confronted with such concepts in reading materials, he may get an incorrect meaning, or no meaning at all.

We have also noted previously that the adult student will have defined reasons for studying English. He may simply want to learn English for its own sake; then again he may want to enter a vocational course which has an English requirement, or may want to obtain his GED, or may in some cases want to enter college. And of course he may have a very specific reason - to understand his social security benefits, to be able to pass an advancement test at his place of employment etc. - the list is endless. He must get what he wants to out of the class or he will drop out.

GUIDELINE 10 The materials must have a variety of themes in order to meet the variety of needs of the target students.

READING SKILLS

11. Reading skills are many and range from identifying a single word to assessing propaganda. They may be classified in four general categories - Word Identification Skills, Meaning Skills, Vocabulary Development, and Fluency Skills.

Certain of these skills are necessary for every reader, other skills are necessary only for some. A knowledge of what the ESL student is going to use his English for is essential to determining which skills to stress in the materials.

Whether the curriculum is a limited or comprehensive one, a systematic approach must be taken to the inclusion of the desired skills; in this way, particular materials can be prescribed for students with particular needs. A random approach to the inclusion of reading skills in materials would make this impossible.

GUIDELINE 11 The materials writer must develop some understanding of the different skills involved in reading.

GUIDELINE 12 He must determine which skills he needs to include in his curriculum.

GUIDELINE 13 He must develop a sequential list or syllabus of the reading skills to be covered. The sequencing will depend partly upon the demands of reading and partly on the needs of the target students.

General Introduction to Materials

The next step was to take specific steps to meet the requirements we set for ourselves in the preceding guidelines. The following was done:

THE STUDENT

1. We made some generalizations about our students:
  - a. He is an adult who speaks Portuguese as his native language.
  - b. He is a blue collar worker, usually employed in the construction or textile industries.
  - c. He is only functionally literate in Portuguese, having had 2-4 years of formal education.
  - d. His expectations and plans for the future do not usually include a college education - it may include trade school or obtaining a high school equivalency certificate (GED). We do however have a growing number of younger students who are interested in going to college.
  - e. He attends class a maximum of six hours a week.
2. We prepared a test which provides information concerning both the student's literacy in Portuguese and his reading level in English. (see Appendix for samples).
3. We prepared a contrastive analysis, Portuguese/English, to be used when deciding on phonetic items to be stressed. (see Appendix)
4. We wrote an oral survey, to be administered individually in either language, which gives us information as to the student's reasons for attending English classes. (see Appendix)
5. We noted that most of our students came from a rural, unsophisticated environment, and hence decided to take special care when introducing



American concepts into our reading material.

#### ORAL LEVEL

6. A detailed, specific syllabus was formulated. For the most part, it follows that in the New Horizons in English series, Books 1-4; we did however make modifications where we deemed it advisable (these texts themselves are never used by the students). This syllabus serves two purposes - it is the model for oral instruction, and also enabled close coordination between oral and reading instruction. (See Appendix for syllabus)
7. An oral placement test, designed for individual administration, was written. It was also designed to provide diagnostic information. (see Appendix)

#### FORMAT

8. We wrote and conducted a bilingual survey to gauge the reading habits and expectations of our students. We also talked extensively with students, tutors and teachers to gather their suggestions regarding formats.
9. We decided to divide the materials into four levels to coincide with the four New Horizon books previously noted; these four levels were called A, B, C and D. In addition, we decided to write two sets of materials within each level - one for oral/aural practice, the other for reading skills. The two were to be very closely linked and coordinated.
10. We decided all formats had to be adaptable to an individualized program of instruction.
11. A variety of formats was designed, different for each level of instruction. These formats will be described and illustrated in

the detailed discussion of each level of materials which follows.

### THEMATIC CONTENT

12. We undertook to cover a very wide range of themes and topics - these will also be discussed in the following section of the paper. In general, a recognition was made that material which has a new or unfamiliar theme is more difficult than one without; hence unfamiliar topics were saved for advanced levels.

### READING SKILLS

13. As a result of our research we had a complete list of reading skills and a definition of each (see Appendix for list). As noted earlier, these skills were divided into four general categories, Word Identification Skills, Meaning Skills, Vocabulary Development, and Fluency Skills.
14. We chose those skills which we thought relevant for our students.
15. Using these skills, we established a sequence in which these skills should be introduced, or a "syllabus of reading skills". (See Appendix and Materials Guidelines)

### MODUS OPERANDI

Specifications regarding new grammatical structures, format, reading skills to be stressed, stressed vowels and consonants, and theme were brought together in lesson by lesson Materials Guidelines. These Materials Guidelines are the heart of the writing process - they provide the writer with all the specifications he must meet, and in addition guarantee continuity and completeness to the completed reading program.

A sample of the guidelines at each level will appear in the body of this paper, following the discussion of each level. The remainder of the guidelines will be found in the Appendix.

LEVEL A

This is the most elementary of the levels and was designed to be used by both the student who is illiterate in his native language and the student who has achieved some level of literacy; it will take the former a longer time to work through the material.

The grammatical structures taught on this level can be found on the syllabus and in the guidelines themselves - they need no further explanation. The following discussion will center around the Reading Skills, Format, and the Theme.

All materials at Level A have a first grade readability level.

Reading Skills

- These materials were designed to cover 1. those skills considered pre-requisites for reading English - concept of print, knowledge of the graphic system, and eye-focus and movement, and
2. developing a substantial sight word vocabulary.

The prerequisite skills were included so that students illiterate in their native language could use the materials.

The ESL student, especially, needs a large sight vocabulary, as his limited language knowledge may hinder efficient application of phonetic and structural analysis. Words selected for our sight word list were from the student's oral vocabulary (we knew many of these because we knew the syllabus being used in his oral instruction), and a running tabulation was kept of those words which became the sight vocabulary. Thus at the conclusion

of Level A we had a sight word list, a list of words which every student can identify and reproduce, and which represents a body of words on which to build.

### Format

When deciding on a format, the prime consideration was insuring the success of the student at what may be his first attempt at reading. Five formats are used:

1. a set of 4x10 index cards, each with a single word from the sight word list printed on it,
2. a list of the sight words for each of the 11 lessons in Level A,
3. a group of phrases using only words which have appeared on the sight word list previous to or with the designated lesson,
4. a group of sentences, again using only words from the sight word list,
5. and a worksheet on which the student prints the words and phrases himself.

When a designated lesson is being taught, the words are first presented singly in the card form; of course, the word has previously been presented orally. When a reasonable mastery has been achieved at identifying these words, the student proceeds to the word lists, then the phrases, and finally the sentences. He then has an opportunity to write the words and phrases himself for additional reinforcement.

If the materials are used in this way, and the student is allowed to proceed at his own rate, he will be able to read and understand, and hence achieve success.

A. Development of a Sight Word List

It is clear from the above discussion that a sight word list is essential to maintaining sight word control, and the maintenance of this control is necessary to insure the student's success. It should exist in both a lesson by lesson and a cumulative form.

Our list was developed in the following way:

- a. vocabulary necessary to the grammatical structures being taught was listed;
- b. selected words from the Harris-Jacobson Core Words list were listed;
- c. words of high interest to our students were listed.

Words from these three sources were combined to make the final sight word list.

Theme

There is no theme for the materials at Level A. This is due to two reasons:

1. A thematic aspect adds some difficulty to the material. Our prime concern at this level was to insure reading success - a thematic aspect would have complicated the material.
2. Our format called for nothing longer than a single sentence - hence it was difficult, if not impossible, to maintain a theme.

There follows immediately a sample of the Level A Materials Guidelines, a sample of the word-phrase-sentence units described above, and a sample of a script used for the ESL oral/aural practice tapes. Although the ESL material is not the subject of this paper, a sample of this material will be included at each level in order to show the coordination between

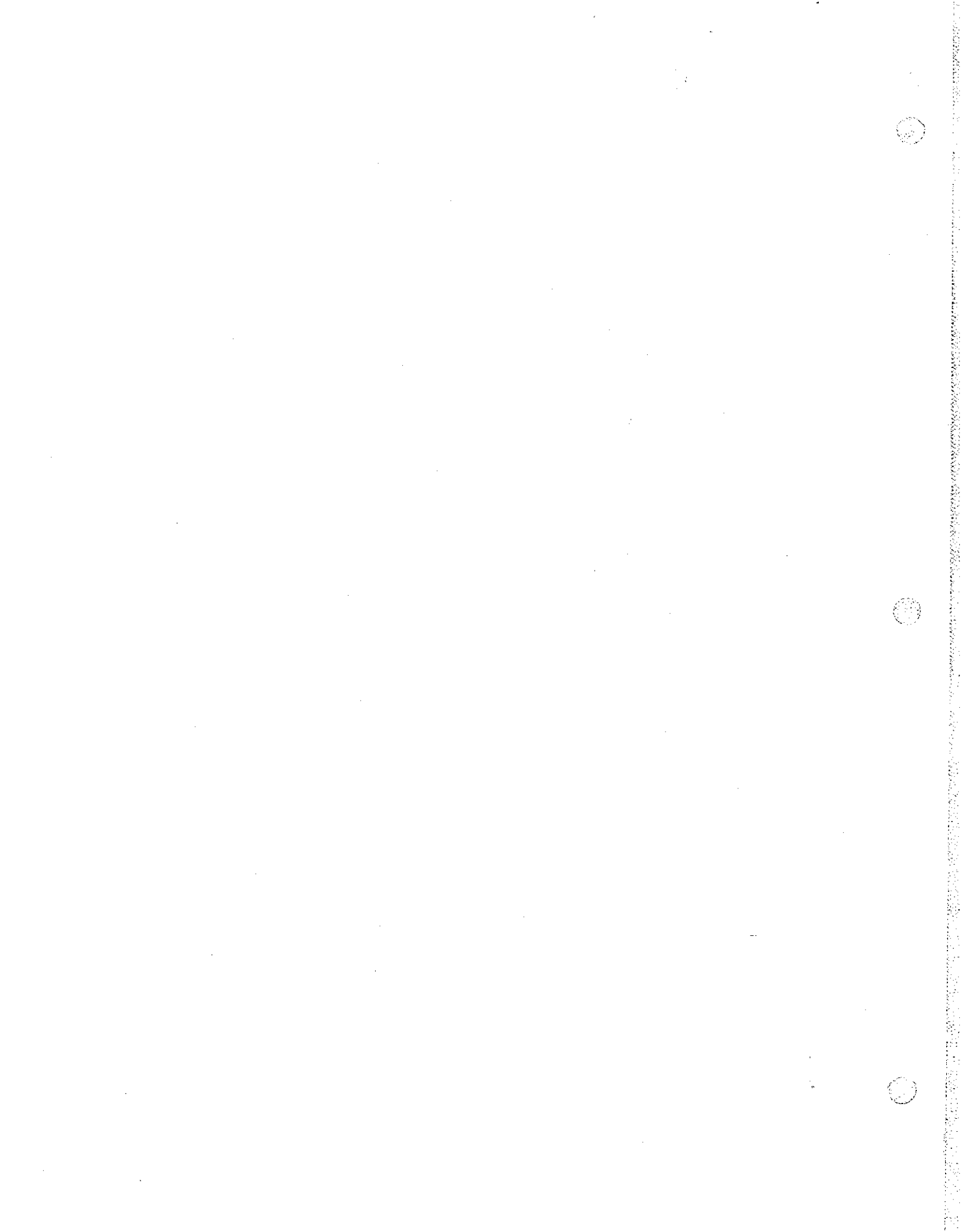
the reading and ESL material. We believed this to be one of the most important aspects of what we were doing.



Readability Level 1

	Lesson 1	Lesson 2
<u>New</u> <u>Grammatical</u> <u>Structures</u>	Verb "to be" - 3rd person singular, present tense Word order - simple statement, yes-no question, information question Adjectives - my, your, her, his, its Contractions - it's, what's, isn't	Contractions- that's, who's, he's, she's Present progressive tense Word order - choice question Adjectives - color names Pronouns - he, she, it Demonstrative adjectives - this, that Question words - what, who
<u>Reading</u>	tapes requiring oral response only  sight word cards word-phrase-sentence units work sheets for practicing above	tapes requiring oral response only  sight word cards word-phrase-sentence units work sheets for practicing above
<u>Reading</u> <u>Skills</u>	See Reading Skills Syllabus - all skills begun simultaneously and continually reinforced throughout Level A	
<u>Words and</u> <u>Consonants</u>	none specifically stressed	none specifically stressed
<u>Content/Theme</u>	none	none





INTERVIEW - BASIC INFORMATION

REGISTRATION FOR ENGLISH CLASS

LISTEN:

What's your name?

My name is Mary Cabral Arruda.

What's your address?

My address is 27 Bedford St., in Fall River.

ANSWER THE QUESTIONS:

Number 1. What's her name?

Number 2. What's her address?

LISTEN:

What's your phone number?

My phone number is 6-7205.

What's your social security number?

My social security number is 032-14-6789.

ANSWER THE QUESTIONS:

Number 1. What's her phone number?

Number 2. What's her social security number?

LISTEN:

Where do you work?

Providence Pile.

How old are you?

I'm 25 years old.

ANSWER THE QUESTION:

How old is Mary?

INTERVIEW:

ANSWER THE QUESTIONS:

Number 1. What's your name?

Number 2. What's your address?

Number 3. What's your phone number?

Number 4. What's your social security number?

Number 5. Where do you work?



LISTEN TO THE CLASS SCHEDULE

"Classes are Monday, Tuesday and Wednesday, 6:30 to 8:30. Your class is Monday and Wednesday at 6:30."

ANSWER THE QUESTIONS:

- Number 1. When do the classes meet?
- Number 2. What time do the classes meet?
- Number 3. When do your classes meet?

LISTEN:

The morning class is on Bedford Street. It is Monday and Wednesday from 9:00 until 11:00.

ANSWER THE QUESTIONS:

- Number 1. Where is the morning class?
- Number 2. What time is the class?

LISTEN:

What's your name?  
My name is Maria daSilva.  
What's your social security number?  
My social security number is 022-38-7295.

ANSWER THE QUESTIONS:

- Number 1. What's her name?
- Number 2. What's her social security number?

LISTEN:

What's your address?  
My address is 106 Bedford Street in Fall River.  
What's your telephone number?  
My telephone number is 5-3269.

ANSWER THE QUESTIONS:

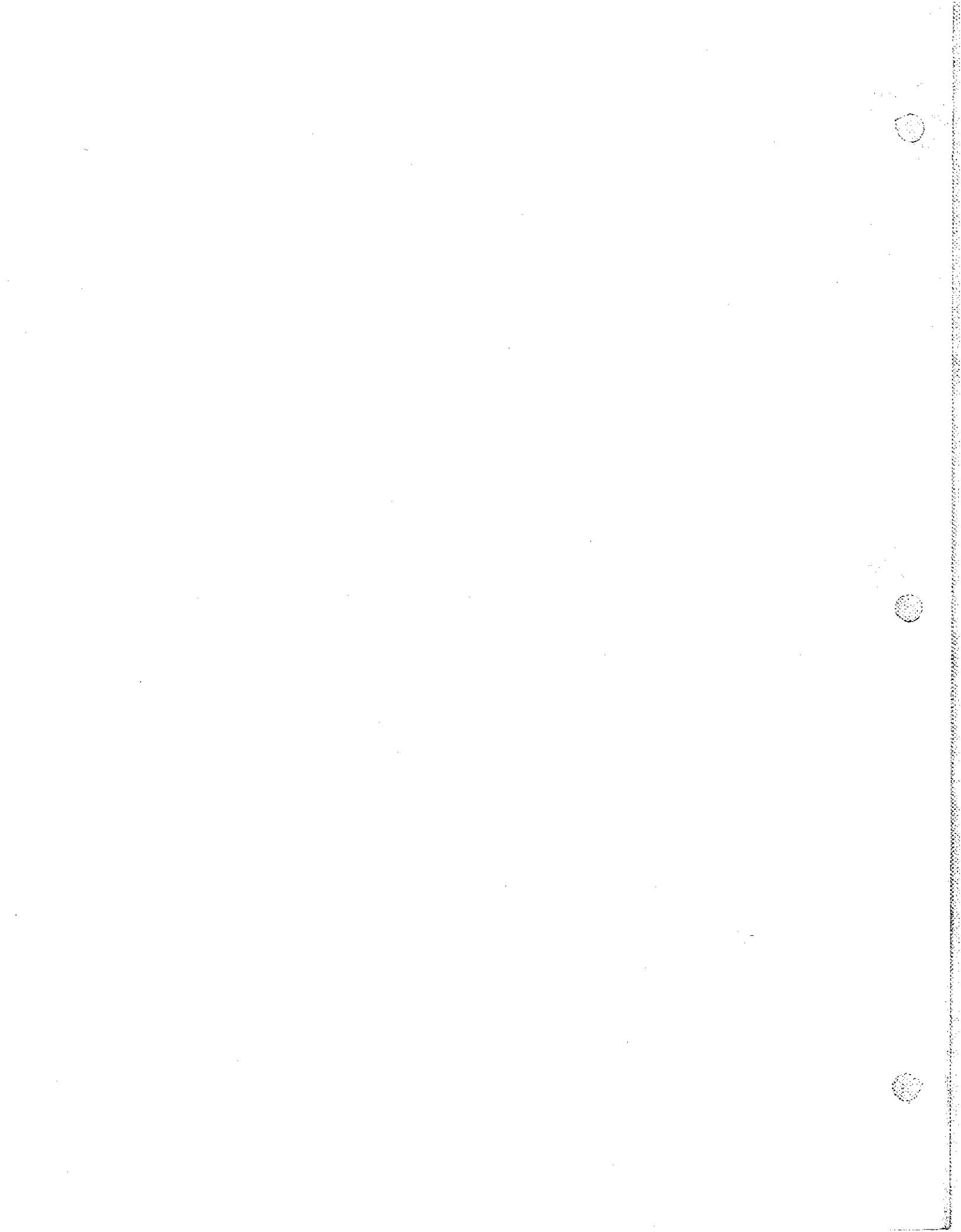
- Number 1. What's her address?
- Number 2. What's her telephone number?

LISTEN:

What's your date of birth?  
November 26, 1950.

ANSWER THE QUESTION

What's her date of birth?



LISTEN:

What's your place of birth?  
Providence, Rhode Island.  
Are you married?  
No, I'm not.

ANSWER THE QUESTIONS:

Number 1. What's her place of birth?  
Number 2. Is she married?

LISTEN:

Please give a reference  
Mr. Sam Jones of Jones Photo Studio in Providence.

ANSWER THE QUESTION:

Who is Maria's reference?



LEVEL B

This is the second level of materials and assumes the student using it has a Level A sight word vocabulary, is on a second grade reading level, and has some mastery of the grammatical structures introduced at Level A.

Again, the grammatical structures taught on this level can be found on the guideline sheets and need no further explanation. Reading skills, format, and theme will be discussed.

Reading Skills

Level B concerns itself primarily with Meaning Skills - in this case, denotative meaning, recall of specific information and restating of information. These are relatively difficult for the new adult reader, and hence are all presented during the first five lessons and reviewed for the remaining six lessons.

When examining the sample materials particular attention should be paid to the difference between the questions in the reading material for B-2 and B-4. In B-2 the student merely underlines the word or words in the passage which give the answer - this indicates an understanding of denotative meaning. In B-4 the student must find and write the answer - this indicates an ability to restate, and is a more difficult skill.

In addition during the course of Level B most of the vowels and consonant sounds are presented, with particular attention being paid to sounds of contrastive difficulty to native Portuguese speakers. Such sounds are circled ○ on the guidelines. (See contrastive analysis in Appendix).



Format

Reading The reading materials at Level B were put into two formats - the script for a commercial, followed by appropriate exercises, and a taped commercial with an accompanying read-a-long script (see samples).

A commercial or advertisement on radio or TV is quite a familiar occurrence for our students - there is a radio and TV in every home, and they are both used constantly. The script format is a new one for most, but it was felt that the familiarity of commercials would soon overcome the newness of the script format.

This format was particularly well suited for the reading skills taught, for commercials generally convey a simple message concisely and deal with everyday vocabulary.

The read-a-longs are intended to give the student an opportunity to test himself without actually performing; he listens to the tape while reading along silently. He can do it as often as he likes without being threatened by performance.

ESL As in Level A, there are taped conversations. At Level A however, the students gave an oral answer to questions following each conversation. At Level B there are corresponding answer sheets for each tape, and these answer sheets require the student to use three different types of reading skills.

In Lessons 1-2, students read several correct answers and underline the correct one. In Lessons 3-9, students read several correct answers and copy the correct one in a provided answer space. And in Lessons 10-11 the student listens to several answers and writes the correct one (see sample answer sheets following this discussion). This calls for increasingly difficult reading skills as well as aural comprehension skills, and is a good example of the correlation between ESL and Reading which was

attempted throughout the reading program.

Theme

The eleven lessons at Level B represent eleven everyday situations with which all students should be somewhat if not completely familiar. They hopefully give the student the oral and written ability to deal with each situation in English. They present almost nothing new conceptually at the beginning of the Level, and present only a few ideas of difficulty toward the end of the Level. The topics are as follows, and also appear in the guidelines.

Lesson 1	Ordering Food
Lesson 2	Buying Tickets
Lesson 3	In the Drugstore
Lesson 4	Foods
Lesson 5	The Garden
Lesson 6	Coming to America
Lesson 7	Buying a Car
Lesson 8	A Car Accident
Lesson 9	An Accident Report
Lesson 10	A Doctor's Appointment
Lesson 11	Giving Directions

Samples of the reading dialogues with exercises, the taped commercials, the ESL scripts and the corresponding answer sheets follow.

Lesson 1

Lesson 2

Present tense  
 word order - simple statement, yes/no  
 questions, information questions  
 "Want" plus infinitives  
 Contraction - let's

Contrast present and present progressive  
 tenses  
 Contraction - doesn't

tapes  
 corresponding answer sheets requiring  
 student to underline correct answer  
 (3 given)

tapes  
 corresponding answer sheets requiring  
 student to underline correct answer  
 (3 given)

taped commercial  
 commercial script for read-a-long purposes  
 dialogues with exercises

taped commercial  
 commercial script for read-a-long purposes  
 dialogues with exercises

Meaning skills  
 Knowing denotative meaning  
 (continued from Level A)

Meaning Skills  
 Knowing denotative meaning  
 (continued from Level A)

\* a e  
 b c d

i o  
 f g h

Ordering food

Buying tickets

○ = contrastive difficulty

New

BUYING TICKETS

Narrator: Frank talks to his teacher. Listen.

Frank: My brother wants to go to a soccer game.

Teacher: There is a game at Pierce Memorial Field.

Frank: When?

Teacher: The game is at eight tonight.

Frank: Good. I'm going to buy tickets.

Narrator: Listen and read the statements on your Answer Sheet. Underline the correct statements.

Narrator continues:

1. a. Frank's brother doesn't want to go to the game.  
b. Frank's brother wants to go to the game.
2. a. The game is at the Civic Center.  
b. The game is at the park.  
c. The game is at Pierce Memorial Field.
3. a. The game is at eight in the morning.  
b. The game is at eight tonight.
4. a. Frank is going to buy books.  
b. Frank is going to buy tickets.  
c. Frank is going to buy fish.

Narrator: Frank goes to the ticket office. Listen.

Ticket girl: Can I help you?

Frank: Yes. I want two tickets to the soccer game for my brother.

Ticket girl: Does he want first row tickets?

Frank: How much are they?

Ticket girl: They're four dollars each.

Narrator: Listen and read the statements on your answer sheet. Underline the correct statement.

Narrator continues:

1. a. Frank wants two tickets.  
b. Frank wants ten tickets.  
c. Frank wants four tickets.
2. a. Frank wants first row tickets.  
b. Frank doesn't want first row tickets.
3. a. The tickets are ten dollars each.  
b. The tickets are four dollars each.

Narrator: Harry and Helen are at Lincoln Park. Listen.

Harry: Let's buy all day tickets for the children.

Helen: I don't think so.

Harry: Why not?

Helen: It's too long a day for them.

Narrator: Listen and read the statements on your answer sheet. Underline the correct statements.

Narrator continues:

1. a. Harry wants to buy tickets for the children.  
b. Harry wants to buy tickets for his brother.  
c. Harry wants to buy tickets for his aunt.
2. a. Harry wants to buy five tickets.  
b. Harry wants to buy eleven tickets.  
c. Harry wants to buy all day tickets.

Narrator: Helen and Harry are talking. Listen.

Helen: What ticket do we often buy?

Harry: We often buy a book of ten tickets.

Helen: What kind of ticket are we going to buy today?

Harry: Let's buy the all day ticket.

Helen: OK

Narrator: Listen and read the statements on your Answer Sheet. Underline the correct statements.

Narrator continues:

1.
  - a. They often buy an all day ticket.
  - b. They often buy a book of ten tickets.
  - c. They often buy a half day ticket.
  
2.
  - a. They are going to buy an all day ticket today.
  - b. They are going to buy a book of ten tickets today.
  - c. They are going to buy a half day ticket today.

BUYING TICKETS

A. FRANK TALKS TO HIS TEACHER:

Underline the correct statements.  
Sublinhe as respostas correctas.

1. a. Frank's brother doesn't want to go to the game.  
b. Frank's brother wants to go to the game.  
c. Frank's brother walks to the game.
2. a. The game is at the Civic Center.  
b. The game is at the park.  
c. The game is at Pierce Memorial Field.
3. a. The game is at eight in the morning.  
b. The game is at eight tonight.
4. a. Frank is going to buy books.  
b. Frank is going to buy tickets.  
c. Frank is going to buy fish.

B. FRANK GOES TO THE TICKET OFFICE:

Underline the correct statements.  
Sublinhe as respostas correctas.

1. a. Frank wants two tickets.  
b. Frank wants ten tickets.  
c. Frank wants four tickets.
2. a. Frank wants first row tickets.  
b. Frank doesn't want first row tickets.

3. a. The tickets are ten dollars each.
- b. The tickets are eight dollars each.
- c. The tickets are four dollars each.

C. HARRY AND HELEN ARE AT LINCOLN PARK:

1. a. Harry wants to buy good tickets.
  - b. Harry wants to buy eleven tickets.
  - c. Harry wants to buy all day tickets.
- 
2. a. Harry wants to buy tickets for the children.
  - b. Harry wants to buy tickets for his brother.
  - c. Harry wants to buy tickets for his aunt.

D. HARRY AND HELEN ARE TALKING:

Underline the correct statements.  
Sublinhe as respostas correctas.

1. a. They often buy an all day ticket.
  - b. They often buy a book of ten tickets.
  - c. They often buy a half day ticket.
- 
2. a. They are going to buy an all day ticket today.
  - b. They are going to buy a book of ten tickets today.
  - c. They are going to buy a half day ticket today.



THE DRUGSTORE

A. MARIA'S MOTHER IS LISTENING TO AN AD ON TELEVISION:

Underline the correct statements. Write the correct statements in the spaces provided.

Sublinhe as respostas correctas. Escreva as respostas correctas nas linhas correspondentas.

1. a. Mrs. Jones has eight children

b. Mrs. Jones has four children.

c. Mrs. Jones has eleven children.

Answer: \_\_\_\_\_

2. a. Mrs. Jones sometimes washes dishes.

b. Mrs. Jones never washes dishes.

c. Mrs. Jones always washes dishes.

Answer: \_\_\_\_\_

3. a. Mrs. Jones has soft hands.

b. Mrs. Jones has dirty hands.

c. Mrs. Jones has small hands.

Answer: \_\_\_\_\_

4. a. She often puts on Jergen's lotion.

b. She often puts on baby oil.

c. She often puts on vaseline.

Answer: \_\_\_\_\_

BUYING TICKETS

Harry: I want to take the boys to the soccer game at Pierce Memorial Field.

Fred: Can I go with you?

Harry: Yes. I can get the tickets.

1. Where does Harry want to take the boys? Underline it.
2. Where is the soccer game? Circle it.

Harry: I want to buy four tickets for the game tonight.

Ticket Girl: That's fifteen dollars, please.

Harry: Find. What time does the game start?

Ticket Girl: The game starts at seven. Get there early to find your seats.

Harry: Let's hurry.

3. How many tickets does Harry want to buy? Underline it.
4. How much are the tickets? Circle it.
5. When does the game start? Underline it two times.

-----  
Draw a line to the word that has the same sound as the letter underlined.

Example:

dear                      green  
gray                      drive

---

over	time
four	girl
game	happy
nine	from
hurry	open

MAKING LUNCH

Mary: I am going to make a quick lunch for the children.

Nancy: I can help you. Where are the children now?

Mary: They are outside playing.

WRITE THE ANSWER

1. What is she going to make for the children?

\_\_\_\_\_

2. Where are the children?

\_\_\_\_\_

Mary: I have the bread. Can you get the ham, please?

Nancy: This is the best quality ham. There is an ad in the newspaper about this ham. It has very little fat.

3. What did she get?

\_\_\_\_\_

4. Is it good ham?

\_\_\_\_\_

Mary: Put some mustard on the ham sandwiches. Get the quart of milk.

Nancy: How many sandwiches do you want me to make?

Mary: Eight or nine. We can have some too. The children can have an apple after lunch.

5. What did she put on the ham sandwiches?

\_\_\_\_\_

6. How many sandwiches did she make?

\_\_\_\_\_

7. What can the children have after lunch?

\_\_\_\_\_

Draw a line to the word that has the same sound as the letter underlined.

kee

quality

best

cat

make

nine

fat

lotion

quick

many

now

kind

put

red

late

pen

DOCTOR'S APPOINTMENT

A. LOU CALLS THE NURSE IN THE DOCTOR'S OFFICE:

Listen to the questions. Write the answers in the spaces provided.

Preste atencao as perguntas. Escreva as respostas nas linhas correspondentes.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

B. LOU GOES TO DR. HARRINGTON'S OFFICE. THE NURSE TALKS TO LOU:

Listen to the questions. Write the answers in the spaces provided.

Preste atencao as perguntas. Escreva as respostas nas linhas correspondentes.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

C. LOU CONTINUES TO TALK WITH THE NURSE:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

LEVEL C

Level C is the third level and assumes those structures and skills presented in Levels A and B. Again, the oral structures appear on the guideline sheets and will not be discussed further. All materials are written at a third grade readability level.

Reading Skills

In Level C the student is asked to expand his skills in categories already begun, meaning skills and word identification skills, and to begin a new category, vocabulary development. In addition to using these skills in relation to the presented expository paragraph, he is also asked to go on and use them independently in a problem-solving situation (see Activity C-4 in sample materials).

Diagrams and blends are given special attention at this level, and a review of vowels is also included, as these are of particular difficulty to Portuguese speakers.

Format

ESL At this level the ESL material consists of taped conversations and corresponding fact sheets. These fact sheets require the student to summarize or apply facts and/or figures given in the course of the tape. (see example which follows in sample materials)

Reading As noted above, the reading selections are composed of an expository selection, related exercises, and finally a problem-solving activity; these activities are intended to simulate real situations which might confront the student in course of daily activities.

Often the problem-solving activity uses realia - an application form, a newspaper advertisement, a bank flyer etc.. The intention of this was to meet the students' needs and to deal with an appropriate level of difficulty.

### Theme

The theme of materials on Level C is Consumer Affairs. This is a particularly important issue for people on very limited incomes, such as our students. In addition it gave us the opportunity to present some new and important concepts which we felt appropriate at this level. The topics are as follows - they also appear on the guideline sheets.

Lesson 1	Deciding What to Buy
Lesson 2	Comparing Prices
Lesson 3	Understanding Newspaper Ads
Lesson 4	Buying from a Catalog
Lesson 5	Warranties
Lesson 6	Savings Accounts
Lesson 7	Ways to Buy
Lesson 8	Borrowing Money
Lesson 9	To Rent or Buy
Lesson 10	Renting An Apartment
Lesson 11	Getting A Mortgage
Lesson 12	House Insurance
Lesson 13	Medical Insurance
Lesson 14	Making a Budget

Samples of the ESL and Reading material follow; a sample guideline is also included.

New Grammatical Structures

Verbs "like" and "do" with direct objects and infinitives

Review

tape calling for oral answers corresponding fact sheet to be filled out by students

tape calling for oral answers corresponding fact sheet to be filled out by students

expository selection related exercises problem-solving activity

expository selection related exercises problem-solving activity

Meaning Skills

Recalling specific information (review)  
Word Identification Skills  
Structural Analysis Skills -inflectional  
Vocabulary Development  
Synonyms

Meaning Skills

Explicit Understanding of Message  
Word Identification Skills  
Structural Analysis Skills -inflectional  
Vocabulary Development  
Synonyms

blends sn cl dr

blends pr st pl

Deciding What to Buy

Comparing Prices





CATALOG SALES

Narrator: Mrs. Cabral and her husband, John, are talking in the kitchen. Listen to their conversation two times and answer the questions.

Mrs. Cabral: I've had these plaid curtains for seven years. I don't like them now. The curtains have lost their color.

John: The curtains are fine.

Mrs. Cabral: Pass me the Sears catalog. Let me just look. the correct

John: OK. Here it is.

Mrs. Cabral: Look at these curtains, John. They're beautiful and they're only \$3.96 a pair. They're 82" wide and 24" long. May I order them?

John: Yes, that's a good price.

Narrator: Answer the following questions orally and listen to the correct answers.

1. How long has Mrs. Cabral had her kitchen curtains? .....7 years.
2. Does Mrs. Cabral like them? .....No.
3. Why doesn't she like them? .....They've lost their color.
4. How much are the new curtains a pair? .....\$3.96.
5. What size are the curtains? .....82" x 24".

Narrator: Mrs. Cabral is calling Sears to order the curtains and speaks to the clerk. Listen to their conversation two times and answer the questions.

Clerk: Hello, Sears catalog sales. May I help you?

Mrs. Cabral: Yes, I'd like to order some kitchen curtains.

Clerk: What is your name and address?

Mrs. Cabral: My name is Mrs. John Cabral, 12 Haffards St., Fall River, Mass.

Clerk: What number is the item?

Mrs. Cabral: The number is 24G.

Clerk: What is the price?

Mrs. Cabral: \$3.96 a pair.

Clerk: What is the shipping weight?

Mrs. Cabral: Eight ounces.

Clerk: That comes to \$4.35.

Mrs. Cabral: Fine.

Narrator: Answer the following questions orally and listen to the correct answers.

1. Where is Mrs. Cabral calling? .....Sears.
2. What is the number of the item? .....24G.
3. What's the price? .....\$3.96 a pair.
4. What is the shipping weight? .....8 ounces.
5. How much does it come to? .....\$4.35.

Narrator: Now fill out the order form for Mrs. Cabral on your Fact Sheet. You can listen to the tape again.

BUYING FROM A CATALOG

You are going to be glad to get this slimming pantsuit. Plain knit with plaid trim. Available in red, navy, or white. Comes in sizes 8-14. A real bargain at \$17.98. Shipping charges \$ .89.

For an evening out, slip this glamorous handbag over your arm. Pure silk with glass bead trim. Available in black, white and brown only. \$3.98 plus shipping and local taxes.

A. Read the catalog ads. Answer the questions. Write your answers.

1. What is the pantsuit made of? \_\_\_\_\_
2. Mary wears size 16. Can she order this pantsuit? \_\_\_\_\_
3. How much does the pantsuit cost? \_\_\_\_\_
4. What kind of trim is on the handbag? \_\_\_\_\_
5. Does the ad tell you the total cost of the handbag? \_\_\_\_\_
6. You'd like a navy blue handbag. Can you order this handbag in navy blue?  
\_\_\_\_\_

B. Circle the word that has the same sound as the letter underlined:

<u>s</u> leeping	si <u>t</u>	sl <u>i</u> p
<u>g</u> lass	gi <u>r</u> l	gl <u>a</u> d
<u>s</u> lim	si <u>l</u> ent	sl <u>e</u> ek
<u>p</u> lain	ai <u>r</u> plane	pi <u>l</u> low
<u>p</u> lant	pa <u>r</u> ty	pl <u>a</u> yer

C. Divide these words into two words and write the two words.

Example: Pantsuit	<u>   </u> pant <u>   </u>	<u>   </u> suit <u>   </u>
handbag	<u>                    </u>	<u>                    </u>
sometime	<u>                    </u>	<u>                    </u>
raincoat	<u>                    </u>	<u>                    </u>

D. Join these pairs of words to form one new word:

Example: boy	friend	<u>   </u> boyfriend <u>   </u>
grand	father	<u>                    </u>
green	house	<u>                    </u>
ice	skates	<u>                    </u>
news	paper	<u>                    </u>
any	one	<u>                    </u>

Activity:

Read the catalog ads. Select an item. Complete this order form:

Please Print - use same name on all orders from  
your household

Mr., Mrs., Miss, MS. (circle one)

Name \_\_\_\_\_ Spouse's Name \_\_\_\_\_

Route \_\_\_\_\_ Box \_\_\_\_\_ APO/FPO \_\_\_\_\_

Street \_\_\_\_\_

Town \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Telephone (include area code) \_\_\_\_\_

No. Items	Name of Item	Catalog No.	Color, Pattern	Style Size	Price for each	Total Price

TOTAL FOR GOODS		
Sales tax if any See tax notice in catalog		
Shipping charge		
TOTAL PRICE		

LEVEL D

Level D is the most advanced level of materials. In examining the attached sample materials it will be noted that there is no distinction made between ESL and Reading materials. Instead it was decided to develop one unit suitable for both oral and written work.

Reading Skills When a student reaches this level of reading competence, there are a variety of skills he is prepared to work on. As evidenced in the guidelines, a wide variety is introduced in Level D, including such practical ones as map reading and schedule reading. We chose skills we thought particularly relevant for our students and compatible with our format; hence ours should not be considered definitive.

Format As mentioned above, the format becomes one - the same for ESL and Reading materials. The format consists of a public relations pamphlet and a work sheet which provides for both written and oral work.

By dealing with a commercial pamphlet, the student sees that he can deal with "life itself" - he does not need simplified material or a translator. In addition, it provides the perfect format for presenting the most difficult of the reading skills.

Theme The theme for Level D is "Know Your Community". This was chosen to familiarize the students with the area in which they live, an area which remains unexplored by most, no matter how long they have lived there.

The pamphlet titles are the following:

Lesson 1	Massachusetts Map
Lesson 2	Nantucket Ferry Schedule
Lesson 3	Bonanza Bus Line Tours
Lesson 4	Lincoln Park

Lesson 5	Newport Mansions
Lesson 6	Fall River Coop
Lesson 7	Buttonwood Park
Lesson 8	Rhode Island Map
Lesson 8	Whaling Museum
Lesson 10	Social Security Benefits
Lesson 11	Portuguese Heritage Foundation
Lesson 12	Shopping Guide
Lesson 13	Bilingual Program - Fall River School Department
Lesson 14	History of Fall River

A sample of one of these ESL/Reading units follows, accompanied by a sample guideline for Level D.



Materials Guideline - Level D

Readability Level 4-6

Lesson 2

Lesson 1

Adjectives and parallel adverbs, such as quiet, quietly  
The habitual present tense

Comparison of adjectives  
Adjectives - more, less, fewer, as much as many

public relations pamphlet  
accompanying exercises suitable for written work or for oral discussion

public relations pamphlet  
accompanying exercises suitable for written work or for oral discussion

same as above

same as above

reading a schedule  
identifying sequence

map reading

none stressed

none stressed

Nantucket Ferry Schedule

Massachusetts Map

New

Material

Grade

1942

1948

1949

1943

1948

1948

NEWPORT MANSIONS

I. Answer the following questions in complete sentences:

1. How many mansions are described in "Newport Mansions"?

---

2. Which mansion is on the cover?

---

3. Whom was Chateau-Sur-Mer built for?

---

4. Whom was Marble House designed by?

---

5. When was Kingscote built?

---

6. What was the "Cohage" at the Breakers used for?

---

7. Which mansion is a National Historic Landmark?

---

8. At which mansion are the trees labelled?

---

9. What was Rosecliff made of?

---

10. Whom were the "Green Animals" gardens started by?

---

II. Describe the Breakers:

III. Look at the Season Schedule for all mansions and answer the following questions:

1. When are the mansions open from April 5 - April 30?

---

2. How late is the Breakers open on Sundays during July, August, and September?

---

3. How much is the admission to Hunter House for adults?

---

4. Which mansions are open Saturdays and Sundays during the winter?

---

5. Which mansion can also be opened by appointment?

---

### A NOTE ON ADAPTING MATERIALS

If one does not have the time or personnel to write materials from scratch, an alternative is adapting materials already written to suit the needs of the target students.

Referring back to the five areas of concern dealt with in this paper, when using previously written materials, the theme and format is already given - this cannot be changed. What the adapter of this material can and must do however is change the readability level and grammatical content. This is a relatively simple task and can be accomplished in the following way:

1. Find a selection which is appropriate in theme and format for for the target students.
2. Determine the readability level of the passage through use of a readability formula (a commonly used one is the Fry formula, and can be found in any general text on reading).
3. If you wish to lower the readability level of the passage, shorten the words and sentences in the selection; if you wish to make the level higher, do the opposite. Then calculate the level again, using the same formula, to make sure it is at the desired level.
4. While doing the above, have the oral syllabus next to you and familinrize yourself with it. Be sure all the structures in the selection have been covered at the point you wish to use the selection. If some structures appear which are inappropriate, rewrite using suitable structures. If you wish to include or emphasize some different structures, rewrite to do so.

N.B. A copy of the Fry Readability formula, with directions, can be found in the Appendix.

APPENDIX

LEVEL A - LESSONS I-III

Directions: Ask the student to read the following words. Circle any word read incorrectly. If the student says a word, but not the right one, write the said word on the lines provided.

- is \_\_\_\_\_
- my \_\_\_\_\_
- name \_\_\_\_\_
- it \_\_\_\_\_
- best \_\_\_\_\_
- black \_\_\_\_\_
- shoe \_\_\_\_\_
- buying \_\_\_\_\_
- waiting \_\_\_\_\_
- eight \_\_\_\_\_
- stop \_\_\_\_\_
- next \_\_\_\_\_

NUMBER CORRECT \_\_\_\_\_

If the number correct is 9 or more continue to Level 2. Otherwise stop here, and should begin at Level A, Lesson 1.

LEVEL A - LESSONS IV-VII

Directions: Ask the student to read the following groups of words and demonstrate that they understood the meaning of each group. Circle any word read incorrectly and put a check in the right column if he understood the item.

	<u>Understood</u>
my last name	_____
behind the chair	_____
drinking coffee	_____
How old are you?	_____
number of words missed _____	items understood _____

If the student missed more than 3 words and demonstrated that he understood less than 3 items, stop here. Otherwise continue to Level III.

If the student stops here, he should begin at Level A, lesson 4.

LEVEL A - LESSONS VIII-XI

Directions: Ask the student to read the following statements and questions, and demonstrate that he understood by agreeing or disagreeing with the statements and answering the questions. Circle any words read incorrectly and put a check in the right column if he understood the item.

	Understood
My brother goes to work at ten-thirty at Mason's.	_____
I have a ticket for the airplane flight to Lisbon.	_____
What time is it?	_____
Where is the black ball point pen?	_____

number of words missed \_\_\_\_\_ items understood \_\_\_\_\_

If the student missed more than five words and demonstrated that he understood less than three items, stop here. Otherwise, continue to Level IV.

If the student stops here, he should begin at Level A, lesson 8.



LEVEL B - LESSONS I-VI

## Part One

Directions: Ask the student to read the first word in line one and then circle the word in the same line which has the underlined sound. Show student example.

Example:	a. <u>red</u>	read	wet	meet
	1. <u>up</u>	but	aunt	use
	2. <u>pencil</u>	feet	bed	make
	3. <u>ad</u>	have	gray	table
	4. open	do	from	going
	5. <u>game</u>	age	have	sand
	6. <u>me</u>	man	wet	meet
	7. <u>come</u>	no	son	over
	8. <u>white</u>	this	time	in
	9. <u>use</u>	hurry	union	much
	10. <u>in</u>	like	sit	I'm

number correct \_\_\_\_\_

Continue to Part Two.

LEVEL B - LESSONS VII - XI

Directions: Ask the student to read the following dialogue and the questions. Circle any words read incorrectly. As they read a question, ask them to answer or point to the answer. Put a check mark in the right column if they can do either correctly.

Charlie: I can't wait to see your new car.

Chuck: It is gray and it runs well.

Charlie: Did you check the engine?

Chuck: Yes. I took it for a drive Wednesday and checked everything.

number of words missed \_\_\_\_\_

Understood

1. What color is the car? \_\_\_\_\_
2. Does it run well? \_\_\_\_\_
3. Did Chuck check the engine? \_\_\_\_\_
4. When did Chuck take it for a drive? \_\_\_\_\_

number of questions answered correctly \_\_\_\_\_

If the student missed more than 6 words and answered less than 3 questions correctly, stop here. Otherwise continue to Level VI.

If the student stops here, he should be placed at Level B, lesson 8.

LEVEL C - LESSONS I - VI

Directions: Ask the student to read the following passage and the questions. Circle any words read incorrectly. As they read a question, ask them to answer or point to the answer. Put a check mark in the right column if they can do either correctly.

An electric dryer is a big help. Put clothes in the dryer and push the button to start it. The clothes dry quickly. The weather doesn't matter. You can use a dryer anytime.

	number of words missed	understood
1. What is a big help?		_____
2. How do you start the dryer?		_____
3. Does the weather matter?		_____
4. When can you use an electric dryer?		_____
	number of questions answered correctly	_____

If the student missed more than 6 words and answered less than 3 questions correctly, stop here. Otherwise continue to Level VII.

If the student stops here, he should be placed at Level C, lesson 1.

LEVEL C - LESSONS VII - XIV

Directions: Ask the student to read the following passage and the questions. Circle any words read incorrectly. As they read a question, ask them to answer or point to the answer. Put a check mark in the right column if they can do either correctly.

There are several ways to pay for purchases. One way is to pay cash. Some stores offer thirty day charge accounts. Many stores offer installment accounts. Installment buying is expensive.

number of words missed \_\_\_\_\_

understood \_\_\_\_\_

1. How many ways can you pay for purchases? \_\_\_\_\_
2. Name two ways. \_\_\_\_\_
3. \_\_\_\_\_
4. Which way is expensive? \_\_\_\_\_

number of questions answered correctly \_\_\_\_\_

If the student missed more than 6 words and answered less than 3 questions correctly, stop here. Otherwise continue to Level VIII.

If the student stops here, he should be placed at Level C, lesson 7.

LEVEL D

Directions: Ask the student to read the following passage and the questions. Circle any words read incorrectly. As they read a question, ask them to answer or point to the answer. Put a check mark in the right column if they can do either correctly.

There are several types of health insurance. One kind, hospital insurance, pays for expenses of bed and board. Medical insurance covers the fees of doctors. Surgical insurance pays for expenses of operations. A combination of all these is necessary.

number of words missed

\_\_\_\_\_

understood

1. How many types of health insurance are there? \_\_\_\_\_
2. Name two types of health insurance. \_\_\_\_\_
3. \_\_\_\_\_
4. What does surgical insurance pay for? \_\_\_\_\_

If the student missed more than 8 words and answered less than 3 questions correctly, he should be placed at Level C, lesson 7.

Otherwise he should begin Level D.

STUDENT PROFILE SHEET

Student's Name \_\_\_\_\_

Date tested \_\_\_\_\_

Oral Placement Score  
Level \_\_\_\_\_

Comments:

Reading Placement score

Level \_\_\_\_\_ Lesson \_\_\_\_\_

Comments:

Reasons for studying English:

Educational background - years of schooling

Contrastive Pronunciation Difficulties: Portuguese-English

	Short a [a] "bad"	Short o [o] "lot"	Short u [u] "full"	Schwa [ə] "but"	long e [e] "mean"	Short [i] "bit"	[ɪ] "him"	[kw] "wash"	[th] voiceless "think"	[h] misplace/ "than" final	[tʃ] "church"	[d] "land"	[ʃ] "judge"	[tʃ] "the"
Long [a] "hate"	X													
short e [e] "bed"	X				X									
short o [o] "hot"	X													
[ou] "doubt"		X												
short u [u] "book" "full"		X												
Schwa [ə] "must"	X		X											
ng [ɪ] "bite"														
[ō] "boat"		X		X										
[+] "fit"									X					
th [ ] voiceless "than"									X					
[ɪ] "wing"						X				X				
[w] "water"							X							
[j] "jump"											X			
[sh] "nation"												X		
[ch] "children"														X
[h] "him"							X							

Notes: X" denotes the contrastive pronunciation difficulty. See following

STUDENT'S NAME \_\_\_\_\_

ORAL PLACEMENT TEST  
Bristol Community College  
Fall River, Massachusetts

Level A-1

1. What's your name?

My name is .....

2. Is your name Kathy?

No, it isn't.

No, it is not.

3. What am I wearing?

You're wearing .....

You are wearing .....

4. What is this? (point to pen)

That is a pen.

That's a pen.

5. What time is it?

It is .....

It's .....

6. What is this (point to table)

That is a table.

NUMBER CORRECT \_\_\_\_\_

If the student has 5 or more correct answers, continue on to Level A-2.

Be sure to circle the numbers of those missed below.

1. possessive adjective
2. short negative answer
3. present progressive tense
4. demonstrative adjectives
5. telling time
6. article "a"



LEVEL A-2

7. How old are you?

I am ..... years old.

\_\_\_\_\_

8. Where are we?

We are .....

\_\_\_\_\_

9. How many people are in this room?

There are ..... people in this room.

\_\_\_\_\_

10. Where are you going tomorrow?

I'm going to .....

I am going to .....

\_\_\_\_\_

11. Ask me if I can drive a car.

Can you drive a car?

\_\_\_\_\_

12. Do you have to eat everyday?

Yes, I have to eat everyday.

\_\_\_\_\_

NUMBER CORRECT \_\_\_\_\_

If the student has 5 or more correct answers, continue on to Level B-1.

Be sure to circle the numbers of those missed below.

7. present tense of "to be"

8. present tense of "to be"

9. there are

10. future - "going to"

11. question form - modal "can"

12. have to

LEVEL B-1

1. Do you like to eat?

Yes, I like to eat.  
No, I don't like to eat.

\_\_\_\_\_

2. Where to you eat?

I eat \_\_\_\_\_.

\_\_\_\_\_

3. What are you doing now?

I am \_\_\_\_\_ing now.

\_\_\_\_\_

4. What do you do everyday?

I \_\_\_\_\_ everyday.  
present tense

\_\_\_\_\_

5. Do you always drink milk for dinner?

No, I don't .....

\_\_\_\_\_

6. Where do you go everyday?

I go \_\_\_\_\_ everyday.  
word placement

\_\_\_\_\_

NUMBER CORRECT \_\_\_\_\_

If the student has 5 or more correct answers, continue on to Level B-2.

Be sure to circle the numbers of those missed below.

1. like to

2. where

3. present progressive tense - present action

4. present tense - repeated action

5. negative - "do"

6. word position - go to \_\_\_\_\_

LEVEL B-2

7. Did you work yesterday?

Yes, I worked yesterday.

No, I didn't work yesterday.

No, I did not work yesterday. \_\_\_\_\_

8. Where were you yesterday morning?

I was ..... yesterday. \_\_\_\_\_

9. What were you doing an hour ago?

I was \_\_\_\_\_ ing an hour ago. \_\_\_\_\_

10. How long did you live in Portugal?

I lived in Portugal for ..... \_\_\_\_\_

11. When do you get up in the morning?

I get up at ..... in the  
morning, \_\_\_\_\_

12. Tell me to stand up.

Stand up. \_\_\_\_\_

NUMBER CORRECT \_\_\_\_\_

If the student has 5 or more correct answers, continue on to Level C-1.

Be sure to circle the numbers of those missed below.

7. past tense - regular verb

8. past tense - "to be"

9. past progressive tense

10. for - duration of time

11. at

12. imperative

LEVEL C -1

1. Do you like to work hard?  
No, I don't like to work hard.  
No, I do not like to work hard.  
Yes, I like to work hard. \_\_\_\_\_
2. Ask me if I always have coffee for breakfast.  
Do you always have coffee for  
breakfast? \_\_\_\_\_
3. Do you have to eat everyday?  
Yes, I have to eat everyday. \_\_\_\_\_
4. Did you have to eat yesterday?  
Yes, I had to eat yesterday. \_\_\_\_\_
5. Will you have to eat tomorrow?  
Yes, I'll have to eat tomorrow.  
Yes, I will have to eat tomorrow. \_\_\_\_\_
6. Could you speak English last year?  
Yes, I could .....  
No, I couldn't .....  
No, I could not ..... \_\_\_\_\_
7. Will you be able to speak English next year?  
Yes, I'll be able .....  
Yes, I will be able .....  
NUMBER CORRECT \_\_\_\_\_

If the student has 6 or more correct answers, continue on to Level C-2.

Be sure to circle the numbers of those missed below.

- 1 like to
- 2 modal auxiliary "do"
- 3 have to - present tense
- 4 have to - past tense
- 5 have to - future tense
- 6 can - past tense
- 7 can - future tense

LEVEL C-2

8. Is coffee as good as tea?  
Yes, coffee is as good as tea.  
No, coffee isn't as good as tea. \_\_\_\_\_
9. What kind of car would you like to have?  
I would like to have ..... \_\_\_\_\_
10. Pick up the pencil. What did I ask you to do?  
You asked me to pick up the pencil. \_\_\_\_\_
11. Do you enjoy yourself at work?  
Yes, I enjoy myself at work.  
No, I don't enjoy myself at work. \_\_\_\_\_
12. Who is older, you or I?  
You are older.  
I am older.  
I'm older. \_\_\_\_\_
13. Is there somebody sitting next to you?  
No, there's nobody .....  
No, there isn't anybody ..... \_\_\_\_\_
14. Have you ever gone to Canada?  
Yes, I've gone to Canada.  
No, I haven't gone to Canada. \_\_\_\_\_

NUMBER CORRECT \_\_\_\_\_

If the has 6 or more correct answers, place him on Level D. If he has 5 or less correct answers, he should remain on Level C-2.

Be sure to circle the numbers of those missed below.

8. comparative
9. conditional
10. nominative and objective pronouns
11. reflexiive pronouns
12. comparatives
13. somebody, nobody, anybody
14. present perfect tense

## New Horizons in English - Book I

STRUCTURESCONTENTUnit 1

Word order (simple statement, yes-no question, information question)  
 Verb to be, with third person singular  
 Possessive adjectives my, your, her, his, it  
 Contractions it's, what's, isn't

Introductions

UNIT 2

Word order (simple statement, yes-no questions, information question)  
 Adjectives (color names)  
 Personal pronouns he, she, it  
 Demonstrative pronouns this, that  
 Question words what, who  
 Contractions that's, who's, he's, she's

clothing

UNIT 3

Word order (simple statement, information question)  
 Prepositions on, under, in front of, behind, at, in  
 Time structures (What time is it? It's ....o'clock.)  
 Question words where, when  
 Contraction where's  
 Numbers 1-12

furniture  
 bus stop  
 time

UNIT 4

Verb to be plus predicate adjectives (He is tall)  
 Numbers 13-20  
 Question word how old

personal data  
 (age, physical appearance, name, etc.)

UNIT 5

Plural nouns, count (eggs) and mass (coffee) nouns  
 Verb like  
 Auxiliary do in interrogative and short answer sentences. (Do you like apples?)  
 Contraction don't  
 Present progressive tense (He is eating bread)  
 Pronouns you, I  
 Articles a, an  
 Sounds of final s (carrot), as (apples), (s, z, and is-peaches)

foods

Unit 6

Verb to be plus predicate nouns (I am John Smith) and  
 predicate adjectives (He is fifteen)  
 Contraction I'm  
 Numbers above 20

occupations  
 nationalities  
 job interview

UNIT 7

Adjective and noun predicates (They are silly.  
 They are sisters)  
 The present progressive tense  
 Personal pronouns with am, is are forms of the verb  
 to be.  
 Possessive nouns  
 Negative contractions aren't, isn't, they're not

family  
 relationship  
 personal  
 description

UNIT 8

Present progressive tense with auxiliary to be  
 forms (I am going to the train station).  
 Irregular plural nouns (libraries, men)  
 Prepositions to, around, near, in the middle of, across  
 Singular and plural nouns with there is, there are  
 Contraction where's

public places  
 (police station/  
 airport etc.)

UNIT 9

Auxiliary verb can (to be able to)  
 Singular and plural possessive nouns ('s, s')  
 Object pronouns (me, him, her, etc.)  
 Possessive pronouns our, your, their  
 Demonstrative adjectives this, that, these, those  
 Contraction can't  
 Question word where

clubs  
 sports

UNIT 10

Going as a future tense (I'm going tomorrow)  
 Time phrases tonight, this morning, now, etc.  
 Time structures five past eight, quarter to two, etc.

yo, o  
 time  
 geography

UNIT 11

Auxiliary verb can  
 Verb to have to  
 Present participle verb forms (running, typing, etc.)

everyday activities

SUMMARY

New Horizons in English - Book 2

STRUCTURES

CONTENT

UNIT 1

Word order (simple statement, yes/no questions, information questions) with "do"  
Verb want plus infinitives  
Verbs like and do plus direct objects and infinitives (You like apples. So you like to play tennis?)  
Contraction let's  
Question words what, where, when, how

sports  
Times of day

UNIT 2

The third person singular  
The simple present and present progressive forms (Contrasting the two)  
Contraction doesn't

daily routine

UNIT 3

Emphatic adverbs always, often, sometimes, seldom, never, ever  
Short answers with do (Yes, I do)  
Third person singular -s forms  
To have, meaning to eat or drink

transportation

UNIT 4

Personal pronouns and possessive adjectives  
Simple present tense (third person singular)  
The s, z, and iz sounds of final s and es

UNIT 5

Going plus a prepositional phrase (He is going to Canada).  
Going plus an infinitive (He is going to read)  
Going in the future sense  
Uses of the present tense (general, present, future)

UNIT 6

Auxiliary do, present and past tense. I do, she does, he did.  
Contraction didn't

an accident

UNIT 7

The simple past tense (statement, yes/no question, information question, affirmative statement, negative statement)



UNIT 8

To be, past tense

Simple past tense (completed action) and

past progressive (duration in the past) (I skated./I was skating).

Correlation of simple past and past progressive tenses

Contractions wasn't, weren't.

a party

UNIT 9

Cardinal and ordinal numbers

Dates, names of the week, months of the year

Prepositions of time (in May, on Monday)

numbers

dates

the calendar

UNIT 10

Weather expressions

Imperative verb forms (commands)

weather

physical

movements

UNIT 11

The genitive of (London is the capital of England)

Short answers with possessives (It's Tom's)

SUMMARY

New Horizons in English - Book 3

STRUCTURES

CONTENT

UNIT 1

To be forms  
The present and past progressive  
Verbs like and do with direct objects and infinitives  
The simple past

clothes  
leisure activity

UNIT 2

Modal auxiliary do  
The simple present and past  
Adverbs ever, often, always, sometimes, never  
hardly, ever

food  
morning activities

UNIT 3

Prepositions at, by, on  
The simple present  
The present progressive

daily routines

UNIT 4

The simple present and future  
The regular past  
The imperative forms  
The present perfect (I have read that book .

directions  
housework

UNIT 5

The present progressive  
Modal auxiliaries have and can  
The future

the house and  
contents

UNIT 6

Adverb where  
Irregular verbs bet, hit, cut, cost, put  
Diphthongs ou, ow  
Initial sounds of f and h  
The "long" and "short" sounds of i

photography

UNIT 7

Irregular verbs sleep, keep, leave, feel, read  
mean  
Relative pronoun who

books, magazines,  
newspapers, etc.

UNIT 8

The present perfect  
Irregular verbs send, spend, build, shoot, loss  
Comparatives, as in good, as good as

food  
the weather

UNIT 9

The present progressive  
The simple past  
The conditional  
Nominative and objective pronouns (Why can't we go?  
Father wants us to wash the car).  
Irregular verbs fight, teach, buy, catch, think  
Consonant blends sk, sp, st  
Contraction I'd

jobs

UNIT 10

Adjectives more, home, any  
Pronouns anybody, somebody, anything, something  
Irregular verbs write, speak, drive, choose, break,  
steal  
Contractions hasn't, there's

telephone call

UNIT 11

Irregular verbs begin, ring, drink, sing, run  
Pronouns somebody, nobody, something, nothing  
Adjectives any, some, none  
Contraction we're  
The "hard" and "soft" sounds of c

schools

UNIT 12

The present progressive  
The simple past  
Irregular verbs sell, tell, find, pay, make  
The "self" pronouns, myself, yourself, etc.

travel and  
vacations

UNIT 13

The present progressive  
The simple past  
Irregular verbs wear, take, hide, give, shake  
Comparative and superlative degrees of adjectives

police work

UNIT 14

Irregular verbs fly, know, throw, grow, blow  
Relative pronouns that, which, who  
Sounds of vowels controlled by r; the "hard" and  
"soft" sounds of g

geography

SUMMARY

New Horizons in English - Book 4

STRUCTURES

CONTENT

UNIT 1

The comparison of adjectives  
Adjectives more, less, fewer, as much, as many

cars and  
drivers

UNIT 2

Adjectives and parallel adverbs such as quiet, quietly  
Adverbs never, hardly ever, sometimes, frequently,  
always, often, seldom  
The habitual present

science  
fiction

UNIT 3

Use of what and what s (the indefinite article)  
Verbs followed by adjectives and adverbs

entertainment  
world

UNIT 4

Reflexive pronouns (myself)  
Possessive pronouns

social customs

UNIT 5

Present and past tense of some irregular verbs  
Personal pronouns, introduction to passive voice

fashion

UNIT 6

Countable and uncountable nouns  
Superlative degree of adjectives  
Passive voice  
Genitive use of of

advertising

UNIT 7

Tenses  
Active and passive voice

buying and  
ordering

UNIT 8

Relative pronouns who and what  
Adverb where

emergencies

UNIT 9

Simple antonyms  
Past tense and used to, use to  
Past participle forms

change in the  
world

UNIT 10

The infinitive  
The conditional

travel

Unit 11

Prepositions  
The infinitive  
Prepositions and the present participle  
Verbs and the present participle

police

UNIT 12

Indefinite pronouns any and some  
The indefinite article  
Verbs borrow and lend, do and make

ambitions

UNIT 13

Word families -ski, skiing, skier  
Verbs and the present participle  
Prepositions and the present participle  
Prepositions of time

adventures

UNIT 14

Prepositions at, by, for, in, with, of, and on  
Familiar irregular verbs

inventors and  
inventions

UNIT 15

Descriptive adjectives  
Antonyms

personalities

SUMMARY

New Horizons in English - Book 5

STRUCTURES

CONTENT

UNIT 1

Irregular verbs, simple past and past perfect  
Homonyms  
Verb plus hyphenated noun

UNIT 2

Irregular verbs  
The perfect progressive  
Adverbial clauses of condition  
Silent letters

job applications

UNIT 3

Mass nouns  
Indefinite adjectives  
Antonyms

UNIT 4

Definite and indefinite articles; word order  
Idioms half of, twice as much  
Male/female names with professions, e.g., waiter,  
waitress

geography  
animals

UNIT 5

Indefinite articles; word order  
Idiomatic expressions  
Word building; suffixes ion, ive  
Similes

illness  
music

UNIT 6

Genitive forms  
Compound nouns and phrases  
Word building: suffix ful  
Similes

UNIT 7

Pronouns (personal, possessive, reflexive)  
Word building: prefixes dis, un, im

injuries

UNIT 8

Countable and uncountable nouns  
Word building: suffixes ment, ion

9  
Modal do  
Auxiliary verbs  
Common idiomatic expressions  
Either, neither  
Conjunctions although, since  
Pronunciation and syllabication

UNIT 10

Adjective and adverb forms, e.g., happy, happily  
Simple similes and metaphors

A Reading Syllabus for the

ESL Adult

developed by

Janice Motta  
Kathryn Riley

Bristol Community College  
Fall River, Massachusetts



Reading Skills Syllabus

Level A

Prerequisites for Reading	Word Identification Skills	Meaning Skills	Vocabulary Development	Fluency Skills
Concept of print Knowledge of the graphic system Eye focus and movement	Sight word recognition	Knowing Skills 1. knowing word structure 2. knowing word function 3. knowing punctuation function 4. recognizing sentence structure 5. knowing denotative meaning	Develop sight vocabulary Context clues	

Reading Skills Syllabus

Level B

Prerequisites for Reading	Word Identification Skills	Meaning Skills	Vocabulary Development	Fluency Skills
	long and short vowels consonants consonant blends diphthongs	Knowing Skills 1. recalling specific information  Comprehending Skills 1. restating	extension of sight word vocabulary	phrasing

Reading Skills Syllabus

Level C

Prerequisites for Reading	Word Identification Skills	Meaning Skills	Vocabulary Development	Fluency Skills
	<p>Structural Analysis Skills</p> <ol style="list-style-type: none"><li>1. inflectional endings</li><li>2. compound words</li><li>3. prefixes</li><li>4. suffixes</li><li>5. contractions</li><li>6. prefixes and suffixes</li></ol>	<p>Comprehending</p> <ol style="list-style-type: none"><li>1. Explicit understanding of the message</li><li>2. Restating</li></ol> <p>Applying</p> <ol style="list-style-type: none"><li>1. Forming generalizations</li><li>2. Drawing conclusions</li></ol> <p>Analyzing</p> <ol style="list-style-type: none"><li>1. Identifying sequence</li><li>2. Identifying the main idea</li></ol>	<p>Synonyms</p> <p>Definition clues</p> <p>Combining words to make new words</p> <p>Antonyms</p> <p>Dictionary usage</p> <p>Experience clues</p> <p>Summary clues</p> <p>Synonyms/Antonyms</p> <p>Content clues</p>	<p>Scanning</p>

Reading Skills Syllabus

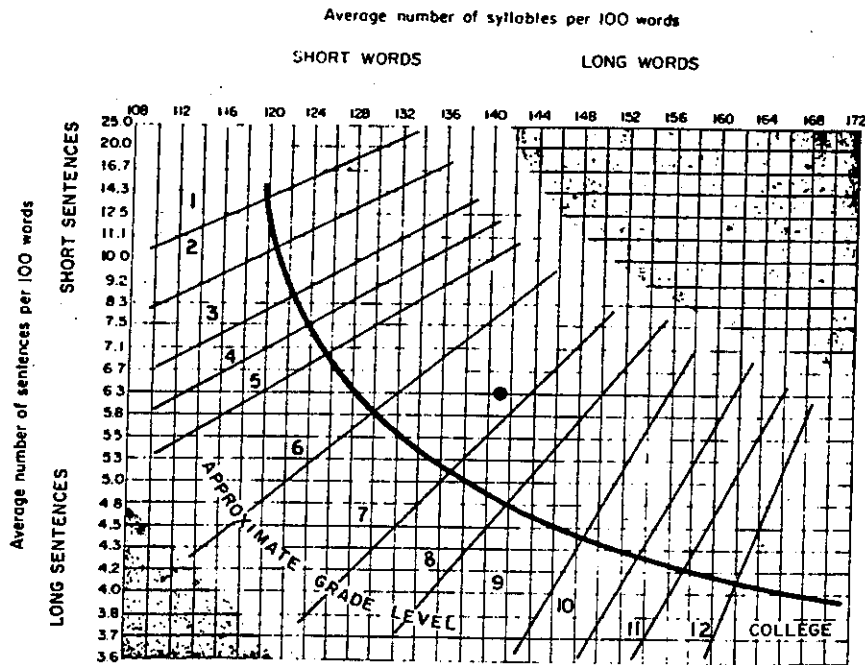
Level D

Word Identification Skills	Meaning Skills	Vocabulary Development	Fluency Skills	Study Skills
	<p>Analyzing</p> <ol style="list-style-type: none"><li>1. detecting connotative meaning</li><li>2. discovering relationships</li></ol> <p>Synthesizing</p> <ol style="list-style-type: none"><li>1. creating new ideas</li></ol> <p>Evaluating</p> <ol style="list-style-type: none"><li>1. self-appraising of biases</li><li>2. judging information valid or invalid</li><li>3. appraising fact from opinion</li></ol>	<p>Development of special vocabularies</p>	<p>Skimming</p>	<p>Reading a map</p> <p>Reading a schedule</p> <p>Reading a table</p>

## FRY READABILITY FORMULA

### GRAPH FOR ESTIMATING READABILITY

by Edward Fry, Rutgers University Reading Center  
New Brunswick, New Jersey



**Directions:** Randomly select three 100-word passages from a book or an article. Plot the average number of syllables and the average number of sentences per 100 words on the graph to determine the grade level of the material. Choose more passages per book if great variability is observed, and conclude that the book has uneven readability. Few books will fall in the gray area, but when they do, grade level scores are invalid.

#### SUMMARY

Developing teacher-made reading material may be necessary to prevent the reader from becoming frustrated with complex grammatical items and to maintain his interest. Commercial materials often do not consider this. There are several guidelines which must be considered when adapting or preparing these materials.

Materials Guideline - Level A

Readability Level 1

Lesson 4

Lesson 3

Verb "to be" plus predicate adjectives  
Numbers 13-20  
Questions word - how old

Preposition - on, under, in front of, behind,  
at, in  
Time structures - What time is it? It's ...  
o'clock  
Question words - where, when  
Numbers 1-12

tapes requiring oral responses only  
  
sight word cards  
word-phrase-sentence units  
word sheets for practicing above

tapes requiring oral responses only  
  
sight word cards  
word-phrase-sentence units  
work sheets for practicing above

See Reading Skills Syllabus - all skills  
began simultaneously and continually  
reinforced throughout Level A

none specifically stressed

none specifically stressed

none

none

New

Reading

Reading Skills

Words and Phrases

Content/Theme

Materials Guideline -- Level A

Readability Level 1

Lesson 5

Lesson 6

New Grammatical Structures

Plural nouns, count and mass nouns  
 Auxiliary "do" in interrogative and short answer sentences  
 Contraction - don't  
 Pronouns - you, I  
 Articles - a, an

Verb "to be" plus predicate nouns  
 Contraction "I'm"  
 Numbers - above 20

Reading

tapes requiring oral responses only  
  
 eight word cards  
 word-phrase-sentence units  
 work sheets for practicing above

tapes requiring oral responses only  
  
 eight word cards  
 word-phrase-sentence units  
 work sheets for practicing above

Reading Skills

See Reading Skills Syllabus - all skills begun simultaneously and continually reinforced throughout Level A

Focus and Emphasis

none specifically stressed

none specifically stressed

Content/Theme

none

none





Lesson 9

10

~~XXXXXXXXXXXXXXXXXXXX~~

Objective pronouns  
Demonstrative adjectives - these, those  
Contraction - can't  
Question word - whose  
Auxiliary verb - can

Going to as a future tense  
Time phrases - tonight, this morning  
now, etc.  
Time Structures - five past eight, quarter  
to two, etc.

tapes requiring oral responses only

tapes requiring oral responses only

sight word cards  
word-phrase-sentence units  
work sheets for practicing above

sight word cards  
word-phrase-sentence units  
work sheets for practicing above

See Reading Skills syllabus - all Level A  
skills begun simultaneously and continually  
reinforced throughout Level A

none specifically stressed

none specifically stressed

none

none

New

11

Auxiliary verb - can

word order - yes/no question, information question

Verb - to have to

tapes requiring oral responses only

sight word cards

word-phrase-sentence units

work sheets for practicing above

See Reading Skills syllabus - all Level A skills begun simultaneously and continually reinforced throughout Level A

none specifically stressed

none

Emphatic adverbs - always, often, sometimes  
seldom, never, ever  
Short answers with "do"

REview

tapes  
corresponding answer sheets requiring student  
to underline and copy correct answer

tapes  
corresponding answer sheets requiring student  
to underline and copy correct answer

taped commercial  
commercial script for read-a-long purposes  
dialogues with exercises

taped commercial  
commercial script for read-a-long purposes  
dialogues with exercises

Meaning skills  
Knowing denotative meaning  
(continued from Level A)

Meaning Skills  
Knowing Skills  
recalling specific information  
Comprehending Skills  
restating

u

a e

j

k l

m

n p qu

In the Drugstore

Foods

○ = contrastive difficulty

"Going" plus a prepositional phrase  
Uses of the present tense (general, present, future)

Auxiliary "do", present and past tense  
Contraction - didn't

tapes  
corresponding answer sheets requiring student to underline and copy correct answer

tapes  
corresponding answer sheets requiring student to underline and copy correct answer

taped commercial  
commercial script for read-a-long purposes

taped commercial  
commercial script for read-a-long purposes

dialogues with exercises  
Meaning Skills  
Knowing Skills  
recalling specific information  
Comprehending Skills  
restating

dialogues with exercises

Meaning Skills  
Review of those begun Lessons 1-5

Meaning Skills  
Review of those begun Lessons 1-5

l o

u

r s t v

w x y z

Planting a Garden

Coming to America

o = contrastive difficulty

Lesson 7

Lesson 8

Past Tense  
Word order - statement, yes/no question, information question, affirmative statement, negative statement

Past progressive tense  
Correlation of simple past and past progressive tenses  
Contractions - wasn't, weren't

tapes  
corresponding answer sheets requiring student to underline and copy correct answer  
taped commercial  
commercial script for read-a-long purposes  
dialogues with exercises

tapes  
corresponding answer sheets requiring student to underline and copy correct answer  
taped commercial  
commercial script for read-a-long purposes  
dialogues with exercises

Meaning Skills  
review of skills introduced 1-5.

Meaning Skills  
review of skills introduced 1-5

ai ay ch

ea ph gh

Buying a Car

A Car Accident

○ = contrastive difficulty

New

Lesson 9

10

New

Cardinal and ordinal numbers  
 Dates, days of the week, months of the year,  
 Prepositions of time

Imperative form of verbs  
 Weather expressions

tapes  
 corresponding answer sheets requiring student  
 to underline and copy correct answer

tapes  
 corresponding answer sheet - student  
 listens to 3 answers and writes  
 correct one

taped commercial  
 commercial script for read-a-long purposes  
 dialogues with exercises

taped commercial  
 commercial script for read-a-long purposes  
 dialogues with exercises

Meaning Skills  
 review of skills introduced 1-5

Meaning Skills  
 review of skills introduced 1-5

ey ie  
 th

ou sh

An Accident Report

A Doctor's Appointment

○ = contrastive difficulty

11

the genitive - of  
short answers with possessives

tapes  
corresponding answer sheets - student listens  
to 3 answers and writes correct one

taped commercial  
commercial script for read-a-long purposes  
dialogues with exercises

Meaning Skills  
review of skills introduced 1-5

oi oy

wh

Giving Directions

○ = contrastive difficulty

Lesson 3

Lesson 4

New

Prepositions - by, at, on

Present perfect tense

tapes calling for oral answers  
corresponding fact sheet to be filled out  
by student

tapes calling for oral answers  
corresponding fact sheet to be filled out  
by student

expository selection  
related exercises  
problem-solving activity

expository selection  
related exercises  
problem-solving activity

Meaning Skills  
Retelling  
Word Identification Skills  
Structural Analysis Skills - inflectional  
Vocabulary Development  
definition clues  
endings -s-es

Meaning Skills  
Retelling and Making Generalizations  
Word Identification Skills  
Structural Analysis - forming compound  
Vocabulary Development  
Forming compound words

blends fr tr

blends gl pl sl

Understanding Newspaper Ads

Buying from a Catalogue



Lesson 5

Lesson 6

Future tense - using "will"  
Contrast - have and can

"Where" as adverb  
Irregular verbs bet, hit, cut, cost, put

tapes calling for oral answers  
corresponding fact sheet to be filled out  
by students

tapes calling for oral answers  
corresponding fact sheet to be filled out  
by students

expository selection  
related exercises  
problem-solving activity

expository selection  
related exercises  
problem-solving activity

Meaning Skills  
Making generalizations  
Word Identification Skills  
Structural Analysis Skills-prefix  
Vocabulary Development  
Synonyms

Meaning Skills  
Making generalizations  
Vocabulary Development  
Antonyms

blends sw

blends sm, gr  
I controlled

Warranties

Savings Accounts

Lesson 7

8

New

Relative pronouns - who  
Irregular verbs & sleep, keep, leave, feel  
read, mean

Comparatives  
Irregular verbs - send, spend, build,  
shoot, lose

tapes calling for oral answers  
corresponding fact sheet to be filled out  
by students

tapes calling for oral answers  
corresponding fact sheet to be filled out  
by students

expository selection  
related exercises  
problem-solving activity

expository selection  
related exercises  
problem-solving activity

Meaning Skills  
Drawing Conclusions  
Word Identification Skills  
Structural Analysis Skills - suffix -er  
Vocabulary Development  
Dictionary Usage

Meaning Skills  
→ Drawing Conclusions →  
Word Identification Skills  
Structural Analysis Skills - suffix -ly  
Vocabulary Development  
Special Vocabulary - Bank Loans

XXXXXXXXXXXXXXXXXXXX

blends sc scr sk

r controlled

Ways to Buy

Borrowing Money

Lesson 9

Lesson 10

New

Conditional tense  
 Nominative and objective pronouns - e.g.  
 Why can't we go?  
 Irregular verbs - fight, teach, buy, catch,  
 think

Adjectives - more, some, any  
 Pronouns - anybody, somebody, anything,  
 something  
 Contractions - hasn't, there's

tapes calling for oral answers  
 corresponding fact sheet to be filled out  
 by students

tapes calling for oral answers  
 corresponding fact sheet to be filled out  
 by students

expository selection  
 related exercises  
 problem-solving activity

expository selection  
 related exercises  
 problem-solving activity

Meaning Skills  
 Inferring  
 Word Identification Skills  
 Structural Analysis Skills -contraction  
 Vocabulary Development  
 Summary Clues

Meaning Skills  
 Inferring  
 Word Identification Skills  
~~Word~~ Structural Analysis Skills -contraction  
 Vocabulary Development  
 Abbreviations (housing ads)  
 negative 'nt

blend sp

blends bl fl

To Rent or To Buy

Renting an Apartment

Lesson 11

Lesson 12

Pronouns - somebody, nobody, something,  
nothing  
Adjectives - any, some, none  
Contraction - we're  
Irregular verbs - begin, ring, drink, sing  
run

Reflexive pronouns - myself, yourself etc.  
Irregular verbs - sell, tell, find, pay  
make

tapes calling for oral answers  
corresponding fact sheet to be filled out  
by students

tapes calling for oral answers  
corresponding fact sheet to be filled out  
by students

expository selection  
related exercises  
problem-solving activity

expository selection  
related exercises  
problem-solving activity

Meaning Skills  
Identifying Sequence  
Word Identification Skills  
Structural Analysis Skills - contractions  
Vocabulary Development  
Dictionary Usage-finding antonyms  
verb "to be"

Meaning Skills  
Identifying Main Idea  
Word Identification Skills  
Structural Analysis Skills-compound word  
Vocabulary Development  
Synonyms/Antonyms  
with "-self"

hard/soft sounds of "c"

blends br cr

Getting a Mortgage

House Insurance

New

Materials Guideline - Level C

Reading/Spelling Level 4

Lesson 13

14

New

Comparative and superlative degrees of adjectives  
Irregular verbs - wear, take, hide, give shake

Relative pronouns - that, which, who  
Irregular verbs - fly, know, throw, grow, blow

tapes calling for oral answers  
corresponding fact sheet to be filled out by students

tapes calling for oral answers  
corresponding fact sheet to be filled out by students

expository selection  
related exercises  
problem-solving activity

expository selection  
related exercises  
problem-solving activity

Meaning Skills  
Identifying the Main Idea  
Word Identification Skills  
Structural Analysis Skills-Inflectional  
Vocabulary Development endings -er, -est  
Context clues

Meaning Skills  
Identifying Main Idea, Circle Graph  
Word Identification Skills  
Structural Analysis Skills-prefixes and  
Vocabulary Development suffixes  
Context clues

hard/soft sounds of "g"

Medical Insurance

Making a Budget

New

Use of what and what a

Review

12

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work or for oral discussion

13

same as above

same as above

14

identifying sequence  
letter writing

making inferences and drawing conclusions

15

none stressed

none stressed

16

Bonanza Bus Tours

Lincoln Park

LESSON 5

LESSON 6

New

Passive voice  
Present and past tense of some irregular verbs

Superlative degree of adjectives

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same as above

same as above

forming generalizations

Abbreviations, weights and measures

Newport Mansions

Fall River Food Coop

New

7

Active and passive voice  
Review of tenses

Who, what and where as relative pronouns  
and adverbs

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same as above

same as above

map reading

map reading  
discovering relationships

none stressed

none stressed

Buttonwood Park

Rhode Island map



New

Past tense - used to, use to  
Past participle forms  
Simple antonyms

The infinitive  
Conditional tense

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work or for oral discussion

same as above

same as above

~~XXXXXXXXXXXX~~  
making inferences and drawing conclusions

~~XXXXXXXXXXXX~~  
making inferences and drawing conclusions  
discovering relationships

none stressed

none stressed

Whaling Museum (New Bedford)

Social Security Benefits

New

Prepositions and the present participle  
Verbs and the present participle

Indefinite pronouns any and some  
The indefinite article  
Verbs borrow and lend, do and make

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accompanying exercises suitable for written  
work or for oral discussion

same as above

same as above

discovering relationships

discovering relationships

none stressed

none stressed

Portuguese Heritage Foundation

Shopping Guide

New

Lesson 13

Word families - ski, skiing, skiet  
Prepositions of time

Review

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work or for oral discussion

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accompanying exercises suitable for written  
work or for oral discussion

same as above

same as above

identifying main ideas

educational vocabulary  
restating

none stressed

none stressed

History of Fall River

Bilingual Program - Fall River  
School Department