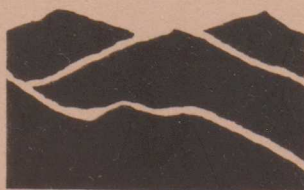


Curriculum Guide

# English Language Training

Beginner and Pre-Intermediate Level

VANCOUVER  
COMMUNITY  
COLLEGE



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## ESL CURRICULUM GUIDE SERIES

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## ESL CURRICULUM GUIDE

### LOWER BEGINNER, UPPER BEGINNER, PRE-INTERMEDIATE LEVELS

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**CURRICULUM GUIDE: ENGLISH LANGUAGE SKILLS**  
**BEGINNER AND PRE-INTERMEDIATE LEVEL**

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**INTRODUCTION**

This ESL CURRICULUM GUIDE for Lower Beginner, Upper Beginner and Pre-Intermediate levels was created for use by classroom instructors of adult ESL students studying at a community college. It might be useful for those involved in setting up an ESL program or for curriculum development. It is the first in the series: ESL CURRICULUM GUIDE SERIES

**AIM**

The aim of the Lower Beginner, Upper Beginner and Pre-Intermediate levels is to help adult, non-native speakers use English in everyday situations. All four language skills, listening, speaking, reading and writing, are taught with an emphasis on listening and speaking.

The Pre-Intermediate level retains the oral/aural emphasis but begins to focus on the development of reading and writing skills.

**ORGANIZATION OF THIS CURRICULUM GUIDE**

This curriculum guide offers a general content from which the instructor chooses appropriate content for each class based on student need. (See APPENDIX IX: Student Needs Assessment). Each of the sections, COMMUNICATIVE SKILLS, READING, WRITING and GRAMMAR, includes a description of activities that lend themselves to this level and a list of objectives, topics or skills to be covered.

An annotated bibliography of suggested resources is included at the end of the guide.

**STUDENT POPULATION**

Most Lower and Upper Beginner students in the ELS Department have some previous experience with English. They may have been in the country for several months and have heard English or they may have studied in a sponsored program. They have likely used the transportation system, shopped and watched TV. Their levels of formal education in their native country range from none to high school completion. It is unlikely that a Lower Beginner student has post-secondary education.

Many Pre-Intermediate students have been in Canada for many months and have had a good deal of exposure to English. They have found accommodation, met Canadians, shopped, used public services and worked although perhaps not in an English-speaking environment.

Students in all three levels come from all over the world and speak a variety of languages.



## STUDENT NEEDS

Students at these three levels need practical, relevant language for survival use. For example, they need the language for asking for information, directions, shopping, telephoning, filling out forms, looking for accommodation, etc. They need situational practice and the opportunity to be able to see the connections between what they learn in class and their daily lives.

They often lack confidence in their ability to be understood. By providing a variety of opportunities to practice the language, their confidence will increase.

Because of their basic language needs, programs at these levels depend on visuals, realia, picture stories, games, etc., to stimulate the language.

## TIME SPENT ON EACH OF THE SKILLS

For your guidance, approximately 60% of class time is spent on listening and speaking and 40% is spent on reading and writing. The grammar is a part of all four skills.

It is particularly important at the Beginner level to integrate all the skills. For example, a reading article can be introduced with a listening passage that provides background, followed by a discussion and finished with a paired writing activity which involves speaking.

Attention is paid to pronunciation because students need to feel confident that they are being understood.

## LOWER BEGINNER

Although this curriculum guide is divided into four separate skill areas for the purpose of clarity, it is important at the beginner level to integrate these skills as much as possible.

### A. Communicative Skills - Listening and Speaking

The emphasis at all beginner levels is on listening and speaking - i.e. the communicative skills. In order to give students practice in these skills it is important to have a student-centred approach in the classroom. Students are involved in activities that give them both a desire and a purpose to communicate. Such activities are important in helping the student to use the language as individuals - thereby arriving at a degree of language autonomy.

The following paired and group activities afford students many opportunities to practise the language orally:

- 1) controlled, semi-controlled and free practice dialogues
- 2) contact assignments
- 3) surveys
- 4) games
- 5) interviews
- 6) group story construction
- 7) retell
- 8) role plays
- 9) problem solving activities
- 10) information gap exercises

#### Communicative Skills:

##### (1) Basic Vocabulary

- a) give dates
- b) give time
- c) use function openers/closers

##### (2) Family and Self

- a) identify parts of the body
- b) give information about self
- c) give information about family members
- d) answer questions about self and family
- e) elaborate about self and family
- f) name common ailments
- g) name parts of a house

##### (3) Social Needs

- a) give/respond to greetings
- b) introduce others/self
- c) take leave



- d) express thanks and appreciation and respond to such expressions
- e) interrupt politely
- f) use the telephone
  - i) answer the phone
  - ii) take a message
  - iii) make a phone call
  - iv) leave a message
- g) ask for, give simple locations/directions
- h) give commands --> negative/affirmative

(4) Earning a Living

- a) name/describe common jobs
- b) ask for a job
- c) respond to simple interview questions
- d) name/give basic information on previous jobs
- e) request/offer assistance on a job

(5) Consumer Affairs

- a) request/offer assistance
- b) request information
- c) make simple complaints/ask for action
- d) know monetary units
- e) know names/types of shops, stores
- f) know common food vocabulary
- g) know common clothing vocabulary
- h) know common units of packages (partitives)
- i) know metric (weight) vocabulary
- j) name common consumer items
- k) know modes of transportation vocabulary

(6) Educational Needs

- a) ask/answer questions about a class
- b) ask for a withdrawal/change in time
- c) ask content-related classroom questions
- d) give/respond to instructions re: class activities
- e) use classroom vocabulary
- f) request clarification re: registration procedures

(7) Canadian Content

- a) know province/capital/country
- b) know Vancouver streets/suburbs
- c) locate Vancouver, B.C., Canada on a world map
- d) know major traffic routes in the Lower Mainland
- e) name major Vancouver sights/areas

B. Reading

The immediate goal of reading at this level is to help the student function on a day to day level as well as to increase language proficiency.

As well as using meaningful and interesting materials from traditional sources, the instructor can develop materials based on personal student experiences, shared classroom experiences, visuals, newspapers, videos, or a listening passage.

Pre-reading activities are of particular importance at the beginner level as they build background knowledge and motivation. They can include brainstorming, predicting, true/false, listing expectations, listening to a related passage, sharing knowledge about the subject, surveys, etc.

Reading activities include true/false, vocabulary and meaning matching, sequencing, multiple choice, cloze exercises, scrambled sentences and discussions.

A student should, upon completing the Lower Beginner level, be able to do the following:

1. Alphabet

- a) recognize and name the letters of the alphabet in their printed or cursive form.
- b) demonstrate an understanding of alphabetical order.

2. Sound and Symbol Relationships

Recognize the following sound and symbol relationships in order to decode words:

- . consonants
- . consonant digraphs
- . consonant clusters
- . short and long vowels
- . vowel digraphs
- . long vowels with silent-e

3. Numbers

- a) demonstrate an understanding of cardinals and ordinals up to 100 and 100th.
- b) demonstrate an understanding of prices up to \$100.00.

4. Syllables

Recognize the syllables in a word.

5. Sight Words

Demonstrate an understanding of high-frequency sight words, symbols and abbreviations.



## 6. Inflections

Recognize the level-appropriate inflected forms of a word (plurals, verb endings) as a variation of the base word.

## 7. Skills for Decoding Functional Reading Material

Demonstrate an understanding of functional reading material that reflects the Communicative Skills Outline in the Lower Beginner Curriculum.

## 8. Comprehension

Answer literal questions based on reading materials.

# English Language Skills Scope and Sequence for Reading

LB = Lower Beginner  
UB = Upper Beginner  
PI = Pre-Intermediate  
LI = Lower Intermediate  
UI = Upper Intermediate  
LA = Lower Advanced  
UA = Upper Advanced

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King Edward Campus  
Vancouver Community College

PR Passive Recognition ★ Introduce ● develop ■ maintain

	LB	UB	PI	LI	UI	LA	UA
<b>WORD RECOGNITION</b>							
Recognize sight words	★	●	■				
Analyze word structure							
roots				★	●	●	■
suffixes, prefixes			★	●	●	●	■
syllables	★	●	■				
Use phonics							
single consonants, blends, vowels, digraphs, diphthongs	★	●	■				
<b>STUDY AIDS</b>							
Use the title pages of books and chapters			★	●	■		
Refer to book pages by number	★	■					
Use maps, charts and pictures in a book		★	●	●	●	●	■
Use a table of contents			★	●	■		
Use a glossary				★	●	■	
Use a pronunciation key			★	●	●	●	■
Use format clues such as headings, boldface, etc.				★	●	■	
	LB	UB	PI	LI	UI	LA	UA



	LB	UB	PI	LI	UI	LA	UA
Use picture captions	★	●	●	■			
Preview selection before reading				★	●	●	■
Recognize topic sentences			★	●	●	●	■
Use a preface, index				★	●	●	■
<b>VOCABULARY SKILLS</b>							
Use context clues to derive meaning		★	●	●	●	●	■
Use synonyms and antonyms to derive meaning			★	●	●	●	■
Recognize words that signal time and order relationships such as next, then, finally			★	●	●	■	
Recognize words that signal cause-and-effect relationships such as because, since, so that			★	●	●	●	■
Recognize words that signal comparison-contrast relationships such as however, but, on the other hand			★	●	●	●	■
Use a dictionary to find word meaning and pronunciation.	★	●	●	■			
Use a dictionary to distinguish between meanings				★	●	●	■
<b>VOCABULARY</b>							
300 words		★	●				
500 words			★	●			
750 words			★	●			
1100 words				★	●		
1500 words					★	●	
2000 words						★	●
2500 words							★
<b>MATERIALS</b>							
Single sentences, Language experience stories, stories based on pictures	★	●					
	LB	UB	PI	LI	UI	LA	UA

	LB	UB	PI	LI	UI	LA	UA
Short passages of simplified material (up to 8 sentences)		★	●				
Functional materials such as bills, prescriptions, labels, forms, notices, signs	★	●	●	■			
Charts			★	●	●	■	
Maps				★	●	■	
Classified ads, advertisements, directions		★	●	●	●	■	
Simplified passages of several paragraphs		★	●	●	●	■	
Simplified novels			★	●	●	●	■
Simplified newspaper articles		★	●	●	■		
Newspaper articles			★	●	●	●	●
Magazine articles, manuals, reports						★	●
Novels, short stories							★
<b>COMPREHENSION</b>							
<b>Literal Level</b>							
Locate specific information in response to "wh" and yes/no questions	★	●	●	●	■		
Scan to locate a particular piece of information			★	●	●	■	
Understand and state pronoun referents		★	●	■			
Find the topic			★	●	■		
Find the main idea when stated		★	●	●	■		
<b>Interpretive Level</b>							
Skim to get an overview or impression			★	●	●	●	■
Infer the main idea when unstated, given a choice			★	●	●	■	
Infer and express the main idea when unstated					★	●	■
Infer as to time, place		★	●	■			
Infer as to cause and effect			★	●	●	●	■
	LB	UB	PI	LI	UI	LA	UA



	LB	UB	PI	LI	UI	LA	UA
Infer motives, previous or successive events					★	●	■
Infer personal characteristics		★	●	●	●	■	
<b>Applied Level</b>							
Make predictions and projections			★	●	●	■	
Draw conclusions			★	●	●	■	
Make judgements					★	●	■
Relate ideas, events and relationships to their own knowledge and experience				★	●	●	■
<b>Critical Level</b>							
Distinguish fact, fantasy and opinion				★	●	●	■
Check date of publication					★	●	■
Recognize contradictions in information						★	●
Note accuracy and completeness of information					★	●	●
Note use of exaggeration and emotional language					★	●	●
Distinguish important and unimportant information					★	●	■
Recognize stereotypes, cliches, biases; identify propaganda; note various points of view						★	●
Distinguish between primary and secondary sources of information							★
	LB	UB	PI	LI	UI	LA	UA

**C. Writing**

Writing at the beginner level should be a purposeful method of communication as well as a technique to reinforce what has been taught. Interaction through the written message is the goal. Writing activities that create a real reason for writing include:

- 1) filling in forms (applications, subscriptions)
- 2) asking for information
- 3) writing notes, postcards, letters and messages
- 4) relaying instructions and directions
- 5) describing and identifying people, places and events
- 6) story construction
- 7) dictations
- 8) dialogues



E.L.S. SCOPE & SEQUENCE FOR WRITING - 1990

	CONTENT	VOCABULARY	ORGANIZATION
LOWER BEGINNER	<ul style="list-style-type: none"><li>- guided narrative about self or personal subject</li><li>- simple sentences based on a picture or picture sequence</li><li>- short dictation of familiar material</li><li>- name, address, postal code and return address on an envelope</li><li>- basic form filling</li></ul>	<ul style="list-style-type: none"><li>- days of week</li><li>- months</li><li>- seasons</li><li>- time of day</li><li>- name, address, home country, SIN, phone number, date of birth</li><li>- name &amp; address of college</li><li>- cardinals 1-100</li><li>- body parts</li><li>- family members</li><li>- food</li><li>- clothing</li><li>- numbers with time e.g. 8:01</li><li>- telephone numbers</li><li>- ordinal numbers 1st to 100th (used in dates and addresses)</li><li>- dates e.g. 01/12/90 Sept. '90</li><li>- job and job duties for self</li></ul>	<ul style="list-style-type: none"><li>- sentence level</li></ul>
UPPER BEGINNER	<ul style="list-style-type: none"><li>- simple, guided narrative about self, family or friend</li><li>- guided narrative or descriptive paragraph on a picture or picture series</li><li>- personal letter reporting a few, concrete details and making simple inferences (descriptive, narrative)</li><li>- simple note to give information, request information</li><li>- short dictation of familiar material</li><li>- personal cheque, withdrawal and deposit form</li><li>- simple telephone message</li><li>- simple application form</li></ul>	<ul style="list-style-type: none"><li>- time in numerical and word form</li><li>- numbers in word form</li><li>- provinces</li><li>- major gov't figures</li><li>- major B.C. industries</li><li>- physical traits</li><li>- personal qualities</li><li>- personal data</li><li>- daily routines &amp; activities</li></ul>	<ul style="list-style-type: none"><li>- simple paragraph in chronological order</li><li>- noteform</li></ul>
PRE-INTERMEDIATE	<ul style="list-style-type: none"><li>- narrative or descriptive paragraph on picture or picture series (detail &amp; simple inference)</li><li>- descriptive paragraph about a person, place, thing (physical &amp; qualities)</li><li>- narrative about a series of events</li><li>- guided summary of a story</li><li>- informal letters of request, complaint, invitation, apology, congratulations</li><li>- dictations</li><li>- opinions/feelings</li><li>- application forms</li><li>- notes excusing absences and missed appointments</li></ul>	<ul style="list-style-type: none"><li>- formulas for expressing social needs e.g. invitations/refusals</li><li>- employment terms</li><li>- educational/institutional terms</li><li>- Canadian/geographical terms map, directions, areas, etc.</li></ul>	<ul style="list-style-type: none"><li>- simple paragraph in chronological order</li><li>- noteform</li></ul>

E.L.S. SCOPE & SEQUENCE FOR WRITING - 1990

INTERCLAUSE	INTRACLAUSE	MECHANICS
	<ul style="list-style-type: none"><li>- S + V + D.O., S + linking verb + complement</li><li>- verbs (+, -, ?)</li><li>- present &amp; past of 'to be'</li><li>- present continuous</li><li>- present habitual</li><li>- simple past (+)</li><li>- imperative</li><li>- personal pronouns</li><li>- possessives<ul style="list-style-type: none"><li>• adjectives</li><li>• nouns</li><li>• pronouns</li></ul></li><li>- demonstrative adjectives</li><li>- question words</li><li>- prepositions<ul style="list-style-type: none"><li>• time</li><li>• position</li><li>• direction</li></ul></li><li>- expletives</li><li>- word order</li><li>- verbals<ul style="list-style-type: none"><li>• like, love, want, need + infin.</li><li>• like, love, enjoy + gerund</li></ul></li><li>- adjectives</li><li>- expressions of time &amp; place</li></ul>	<ul style="list-style-type: none"><li>- letters of alphabet in capital and small letters (print or cursive)</li><li>- spelling of sight words</li><li>- use of period/question mark at end of sentences</li><li>- spelling of monosyllabic phonetic words</li><li>- capitals for proper nouns and sentence beginnings</li><li>- use of apostrophes for possessives &amp; contractions</li><li>- commas for listing items</li><li>- abbreviations for days and months (&amp; punctuation)</li></ul>
	<ul style="list-style-type: none"><li>- S + linking verb + complement</li><li>- S + V + I.O. + D.O.</li><li>- verb tenses<ul style="list-style-type: none"><li>• as taught in LB</li><li>• future with going to/will</li></ul></li><li>- question words</li><li>- auxiliary can</li><li>- adjectives: some, any, no</li><li>- adjective comparison/superlative</li><li>- quantitatives</li><li>- prepositions<ul style="list-style-type: none"><li>• place</li><li>• direction</li><li>• time</li></ul></li><li>- auxiliaries: have to, can, mustn't, can't, must, should, may, might, May I?, Would you?</li><li>- nouns as adjectives</li><li>- reflexive pronoun as direct object</li></ul>	<ul style="list-style-type: none"><li>- paragraph indentation</li><li>- informal letter format</li></ul>
<ul style="list-style-type: none"><li>- and, but, or</li><li>- because</li><li>- after, before</li></ul>	<ul style="list-style-type: none"><li>- simple sentences</li><li>- enough + noun</li><li>- subject + linking verb + object complement</li><li>- S + V + I.O. + D.O.</li><li>- verbs<ul style="list-style-type: none"><li>• past cont. vs. past</li><li>• present perfect: for, since</li><li>• have to: past, future</li><li>• don't have to</li><li>• can, could, would in polite questions</li></ul></li><li>- adverbs: too vs. very, frequency comparison</li><li>- gerunds: as objects</li><li>- adjectives: comparisons (less...than/as...as) superlatives</li></ul>	



**D. Structure**

Context and situation are essential to an understanding of language. The context, either spoken or written, should demonstrate the concept behind the new language being presented.

The sequence for introducing new language (structures or functions) includes five stages: introduction, elicitation, explanation, controlled practice and free practice.

In the first stage the new language is introduced through a context or situation. Various aids can be used to build a situation: pictures, drawings, dialogues, videos, listening passages, etc. In the second stage the instructor uses guided questions and elicitation to create a need for the new language. During this stage the students try to produce the new structure. The instructor then explains how the new language is formed or constructed. Students then repeat and practise a certain number of models (= controlled practice). At this point the stress is on accuracy. Once students have shown that they can form the new language, they can begin to use the language they have learned in a freer way (= semi-controlled practice). Finally, the instructor provides opportunities for the students to use the language in free and creative ways (= free practice).

**Lower Beginners - Structure Outline****1. articles****2. nouns**

- a) singular, plural
- b) possessive - Mary's

**3. pronouns**

- a) subject - she
- b) object - her

**4. prepositions**

- a) time
  - i) in, on, at
  - ii) before, after
- b) place
  - i) above, below, over, under
  - ii) in, inside, out, outside
  - iii) near, close to, next to, beside, between, across from
- c) direction
  - i) to, from, in, into, out of, up, down, around

**5. adjectives**

- a) possessive - her
- b) demonstrative
- c) size, shape, colour
- d) sequence (next, first, last)

**6. questions**

- a) who (subject), what, where, when
- b) how (= by what means)
- c) how old/tall
- d) what size/colour/time
- e) why
- f) which, which + noun

**7. verbs**

- a) be
  - i) present (+, -, ?+)
  - ii) past (+, -, ?+)
- b) all other verbs
  - i) present habitual (+, -, ?+)
  - ii) simple past (+, -, ?+)
  - iii) present continuous (+, -, ?+)
  - iv) imperative (+, -)

**8. modal auxiliaries**

- a) requests
  - i) can, could (?)
- b) ability
  - i) can (+, -) present



**9. expletives**

- a) it is/was + adjective
- b) there is/was + noun

**10. agreement**

- a) too

**11. sentence structure**

- a) simple sentences
  - i) S + V + O
  - ii) S + linking V + subject complement
- b) compound sentences
  - i) and ..., too

Please refer to APPENDIX IV: "Scope and Sequence for Grammar" on page 56

Please refer to APPENDIX V: "Text References for Structure Skills" on page 64.

**UPPER BEGINNER**

Although this curriculum guide is divided into four separate skill areas for the purpose of clarity, it is important at the beginner level to integrate these skills as much as possible.

**A. Communicative Skills - Listening and Speaking**

The emphasis at all beginner levels is on listening and speaking - i.e. the communicative skills. In order to give students practice in these skills it is important to have a student-centred approach in the classroom. Students are involved in activities that give them both a desire and a purpose to communicate. Such activities are important in helping the student to use the language as individuals - thereby arriving at a degree of language autonomy.

The following paired and group activities afford students many opportunities to practise the language orally:

- 1) controlled, semi-controlled and free practice dialogues
- 2) contact assignments
- 3) surveys
- 4) games
- 5) interviews
- 6) group story construction
- 7) retell
- 8) role plays
- 9) problem solving activities
- 10) information gap exercises

**Communicative Skills:****(1) Family and Self**

- a) identify family relationships
- b)
  - i) request clarification about prescription drug use
  - ii) know forms of medication
- c) describe housing problems
- d) report an emergency
- e) describe actions/sports/hobbies
- f) identify kinds of housing
- g) ask about rentals
- h) describe self and family members
- i) give personal data and basic medical history to doctor
- j) name symptoms
- k) identify gardening/carpentry/sewing equipment



(2) Social Needs

- a) give/follow directions
- b) offer/accept/reject invitations
- c) apologize/respond to apologies
- d) ask for/give permission
- e) ask for/accept/reject help
- f) apologize - giving reason
- g) sympathize/empathize
- h) congratulate

(3) Earning a Living

- a) respond to questions about self/education, especially in an interview
- b) elaborate on information
  - i) self
  - ii) education
  - iii) work experience
- c) ask for information about job-related concerns
- d) discuss where/how to look for a job
- e) apply for a job on the phone
- f) phone for an appointment for an interview
- g) know "do's" and "don'ts" of interviews
- h) know follow-up strategies

(4) Consumer Affairs

- a) ask/respond to information questions about bank account
- b) give details of complaint
- c) refuse offers of assistance politely
- d) respond to/describe lost items
- e) define/use terms in metric and imperial measurement

(5) Educational Needs

- a) understand instructions re: testing
- b) register, withdraw, request change in class time
- c) ask classroom survival questions
- d) ask/understand testing procedures

(6) Canadian Content

- a) name provinces, government agencies, Prime Minister, Premier of B.C., Mayor of Vancouver, major B.C. and federal political parties, major B.C. industries
- b) demonstrate basic understanding of Canadian geography, etiquette, customs, holidays, sports
- c) know B.C. and federal government leaders
- d) demonstrate basic understanding of one's rights in Canada
- e) name major cities/industries/ethnic groups

B. Reading

The immediate goal of reading at this level is to help the student function on a day to day level as well as to increase language proficiency.

As well as meaningful and interesting materials from traditional sources, the instructor can develop materials based on personal student experiences, shared classroom experiences, visuals, newspapers, videos, or a listening passage.

Pre-reading activities are of particular importance at the beginner level as they build background knowledge and motivation. They can include brainstorming, predicting, true/false, listing expectations, listening to a related passage, sharing knowledge about the subject, surveys, etc.

Reading activities include true/false, vocabulary and meaning matching, sequencing, multiple choice, cloze exercises, scrambled sentences and discussions.

A student should, upon completing the Upper Beginner level, be able to do the following:

1. Alphabet

- a) use alphabetical order and guide words to find information

2. Sound and Symbol Relationships

Recognize the following in order to decode words:

- . consonant digraphs
- . consonant clusters
- . vowel digraphs
- . vowel diphthongs

3. Skills for Decoding Words

- a) identify the words in a familiar compound word (e.g. railroad)
- b) identify the appropriate meaning of a word in context
- c) select the appropriate dictionary meaning of a word in context
- d) use direct definition context clues to determine the meaning of an unknown word
  - i) punctuation clues (commas, dashes, parentheses)
  - ii) signal-word clues (is/are, called/named/means)

4. Skills for Decoding Functional Reading Material

- a) demonstrate an understanding of directions and instructions up to five steps
- b) demonstrate an understanding of functional reading material that reflects the Communicative Skills Outline in the Upper Beginner Curriculum



5. Skills for Decoding Passages

- a) identify pronoun references
- b) sequence up to eight sentences that are either a precis of previously-read-in-class or unknown material with explicit time references (dates, conjunctions)

6. Comprehension

- a) demonstrate an understanding of directions and instructions of up to five steps (packages, tests, etc.)
- b) demonstrate an understanding of functional reading material that reflects the Communicative Skills Outline of the Upper Beginner Curriculum (bills, prescriptions, labels)
- c) identify the main idea and/or topic of a passage from choices provided
- d) answer appropriate literal and inferential questions as to time, place, action, character, relationships, and feelings based on a reading passage

# English Language Skills

## Scope and Sequence for Reading

LB = Lower Beginner  
 UB = Upper Beginner  
 PI = Pre-Intermediate  
 LI = Lower Intermediate  
 UI = Upper Intermediate  
 LA = Lower Advanced  
 UA = Upper Advanced

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 Vancouver Community College

PR Passive Recognition ★ Introduce ● develop ■ maintain

	LB	UB	PI	LI	UI	LA	UA
<b>WORD RECOGNITION</b>							
Recognize sight words	★	●	■				
Analyze word structure							
roots				★	●	●	■
suffixes, prefixes			★	●	●	●	■
syllables	★	●	■				
Use phonics							
single consonants, blends, vowels, digraphs, diphthongs	★	●	■				
<b>STUDY AIDS</b>							
Use the title pages of books and chapters			★	●	■		
Refer to book pages by number	★	■					
Use maps, charts and pictures in a book		★	●	●	●	●	■
Use a table of contents			★	●	■		
Use a glossary				★	●	■	
Use a pronunciation key			★	●	●	●	■
Use format clues such as headings, boldface, etc.				★	●	■	
	LB	UB	PI	LI	UI	LA	UA



	LB	UB	PI	LI	UI	LA	UA
Use picture captions	★	●	●	■			
Preview selection before reading				★	●	●	■
Recognize topic sentences			★	●	●	●	■
Use a preface, index				★	●	●	■
<b>VOCABULARY SKILLS</b>							
Use context clues to derive meaning		★	●	●	●	●	■
Use synonyms and antonyms to derive meaning			★	●	●	●	■
Recognize words that signal time and order relationships such as next, then, finally			★	●	●	■	
Recognize words that signal cause-and-effect relationships such as because, since, so that			★	●	●	●	■
Recognize words that signal comparison-contrast relationships such as however, but, on the other hand			★	●	●	●	■
Use a dictionary to find word meaning and pronunciation.	★	●	●	■			
Use a dictionary to distinguish between meanings				★	●	●	■
<b>VOCABULARY</b>							
300 words		★	●				
500 words			★	●			
750 words			★	●			
1100 words				★	●		
1500 words					★	●	
2000 words						★	●
2500 words							★
<b>MATERIALS</b>							
Single sentences, Language experience stories, stories based on pictures	★	●					
	LB	UB	PI	LI	UI	LA	UA

	LB	UB	PI	LI	UI	LA	UA
Short passages of simplified material (up to 8 sentences)		★	●				
Functional materials such as bills, prescriptions, labels, forms, notices, signs	★	●	●	■			
Charts			★	●	●	■	
Maps				★	●	■	
Classified ads, advertisements, directions		★	●	●	●	■	
Simplified passages of several paragraphs		★	●	●	●	■	
Simplified novels			★	●	●	●	■
Simplified newspaper articles		★	●	●	■		
Newspaper articles			★	●	●	●	●
Magazine articles, manuals, reports						★	●
Novels, short stories							★
<b>COMPREHENSION</b>							
<b>Literal Level</b>							
Locate specific information in response to "wh" and yes/no questions	★	●	●	●	■		
Scan to locate a particular piece of information			★	●	●	■	
Understand and state pronoun referents		★	●	■			
Find the topic			★	●	■		
Find the main idea when stated		★	●	●	■		
<b>Interpretive Level</b>							
Skim to get an overview or impression			★	●	●	●	■
Infer the main idea when unstated, given a choice			★	●	●	■	
Infer and express the main idea when unstated					★	●	■
Infer as to time, place		★	●	■			
Infer as to cause and effect			★	●	●	●	■
	LB	UB	PI	LI	UI	LA	UA



	LB	UB	PI	LI	UI	LA	UA
Infer motives, previous or successive events					★	●	■
Infer personal characteristics		★	●	●	●	■	
<b>Applied Level</b>							
Make predictions and projections			★	●	●	■	
Draw conclusions			★	●	●	■	
Make judgements					★	●	■
Relate ideas, events and relationships to their own knowledge and experience				★	●	●	■
<b>Critical Level</b>							
Distinguish fact, fantasy and opinion				★	●	●	■
Check date of publication					★	●	■
Recognize contradictions in information						★	●
Note accuracy and completeness of information					★	●	●
Note use of exaggeration and emotional language					★	●	●
Distinguish important and unimportant information					★	●	■
Recognize stereotypes, cliches, biases; identify propaganda; note various points of view						★	●
Distinguish between primary and secondary sources of information							★
	LB	UB	PI	LI	UI	LA	UA

### C. Writing

Writing at the beginner level should be a purposeful method of communication as well as a technique to reinforce what has been taught. Interaction through the written message is the goal. Writing activities that create a real reason for writing include:

- 1) filling in forms (applications, subscriptions)
- 2) asking for information
- 3) writing notes, postcards, letters and messages
- 4) relaying instructions and directions
- 5) describing and identifying people, places and events
- 6) story construction
- 7) dictations
- 8) dialogues



# E.L.S. SCOPE & SEQUENCE FOR WRITING - 1990

	CONTENT	VOCABULARY	ORGANIZATION
<b>LOWER BEGINNER</b>	<ul style="list-style-type: none"> <li>- guided narrative about self or personal subject</li> <li>- simple sentences based on a picture or picture sequence</li> <li>- short dictation of familiar material</li> <li>- name, address, postal code and return address on an envelope</li> <li>- basic form filling</li> </ul>	<ul style="list-style-type: none"> <li>- days of week</li> <li>- months</li> <li>- seasons</li> <li>- time of day</li> <li>- name, address, home country, SIN, phone number, date of birth</li> <li>- name &amp; address of college</li> <li>- cardinals 1-100</li> <li>- body parts</li> <li>- family members</li> <li>- food</li> <li>- clothing</li> <li>- numbers with time e.g. 8:01</li> <li>- telephone numbers</li> <li>- ordinal numbers 1st to 100th (used in dates and addresses)</li> <li>- dates e.g. 01/12/90 Sept. '90</li> <li>- job and job duties for self</li> </ul>	<ul style="list-style-type: none"> <li>- sentence level</li> </ul>
<b>UPPER BEGINNER</b>	<ul style="list-style-type: none"> <li>- simple, guided narrative about self, family or friend</li> <li>- guided narrative or descriptive paragraph on a picture or picture series</li> <li>- personal letter reporting a few, concrete details and making simple inferences (descriptive, narrative)</li> <li>- simple note to give information, request information</li> <li>- short dictation of familiar material</li> <li>- personal cheque, withdrawal and deposit form</li> <li>- simple telephone message</li> <li>- simple application form</li> </ul>	<ul style="list-style-type: none"> <li>- time in numerical and word form</li> <li>- numbers in word form</li> <li>- provinces</li> <li>- major gov't figures</li> <li>- major B.C. industries</li> <li>- physical traits</li> <li>- personal qualities</li> <li>- personal data</li> <li>- daily routines &amp; activities</li> </ul>	<ul style="list-style-type: none"> <li>- simple paragraph in chronological order</li> <li>- noteform</li> </ul>
<b>PRE-INTERMEDIATE</b>	<ul style="list-style-type: none"> <li>- narrative or descriptive paragraph on picture or picture series (detail &amp; simple inference)</li> <li>- descriptive paragraph about a person, place, thing (physical &amp; qualities)</li> <li>- narrative about a series of events</li> <li>- guided summary of a story</li> <li>- informal letters of request, complaint, invitation, apology, congratulations</li> <li>- dictations</li> <li>- opinions/feelings</li> <li>- application forms</li> <li>- notes excusing absences and missed appointments</li> </ul>	<ul style="list-style-type: none"> <li>- formulas for expressing social needs e.g. invitations/refusals</li> <li>- employment terms</li> <li>- educational/institutional terms</li> <li>- Canadian/geographical terms map, directions, areas, etc.</li> </ul>	<ul style="list-style-type: none"> <li>- simple paragraph in chronological order</li> <li>- noteform</li> </ul>

# E.L.S. SCOPE & SEQUENCE FOR WRITING - 1990

INTERCLAUSE	INTRACLAUSE	MECHANICS
	<ul style="list-style-type: none"> <li>- S + V + D.O., S + linking verb + complement</li> <li>- verbs (+, -, ?)</li> <li>- present &amp; past of 'to be'</li> <li>- present continuous</li> <li>- present habitual</li> <li>- simple past (+)</li> <li>- imperative</li> <li>- personal pronouns</li> <li>- possessives <ul style="list-style-type: none"> <li>• adjectives</li> <li>• nouns</li> <li>• pronouns</li> </ul> </li> <li>- demonstrative adjectives</li> <li>- question words</li> <li>- prepositions <ul style="list-style-type: none"> <li>• time</li> <li>• position</li> <li>• direction</li> </ul> </li> <li>- expletives</li> <li>- word order</li> <li>- verbals <ul style="list-style-type: none"> <li>• like, love, want, need + infin.</li> <li>• like, love, enjoy + gerund</li> </ul> </li> <li>- adjectives</li> <li>- expressions of time &amp; place</li> </ul>	<ul style="list-style-type: none"> <li>- letters of alphabet in capital and small letters (print or cursive)</li> <li>- spelling of sight words</li> <li>- use of period/question mark at end of sentences</li> <li>- spelling of monosyllabic phonetic words</li> <li>- capitals for proper nouns and sentence beginnings</li> <li>- use of apostrophes for possessives &amp; contractions</li> <li>- commas for listing items</li> <li>- abbreviations for days and months (&amp; punctuation)</li> </ul>
	<ul style="list-style-type: none"> <li>- S + linking verb + complement</li> <li>- S + V + I.O. + D.O.</li> <li>- verb tenses <ul style="list-style-type: none"> <li>• as taught in LB</li> <li>• future with going to/will</li> </ul> </li> <li>- question words</li> <li>- auxiliary can</li> <li>- adjectives: some, any, no</li> <li>- adjective comparison/superlative</li> <li>- quantitatives</li> <li>- prepositions <ul style="list-style-type: none"> <li>• place</li> <li>• direction</li> <li>• time</li> </ul> </li> <li>- auxiliaries: have to, can, mustn't, can't, must, should, may, might, May I?, Would you?</li> <li>- nouns as adjectives</li> <li>- reflexive pronoun as direct object</li> </ul>	<ul style="list-style-type: none"> <li>- paragraph indentation</li> <li>- informal letter format</li> </ul>
<ul style="list-style-type: none"> <li>- and, but, or</li> <li>- because</li> <li>- after, before</li> </ul>	<ul style="list-style-type: none"> <li>- simple sentences</li> <li>- enough + noun</li> <li>- subject + linking verb + object complement</li> <li>- S + V + I.O. + D.O.</li> <li>- verbs <ul style="list-style-type: none"> <li>• past cont. vs. past</li> <li>• present perfect: for, since</li> <li>• have to: past, future</li> <li>• don't have to</li> <li>• can, could, would in polite questions</li> </ul> </li> <li>- adverbs: too vs. very, frequency comparison</li> <li>- gerunds: as objects</li> <li>- adjectives: comparisons (less...than/as...as) superlatives</li> </ul>	



**D. Structure**

Context and situation are essential to an understanding of language. The context, either spoken or written, should demonstrate the concept behind the new language being presented.

The sequence for introducing new language (structures or functions) includes five stages: introduction, elicitation, explanation, controlled practice and free practice.

In the first stage the new language is introduced through a context or situation. Various aids can be used to build a situation: pictures, drawings, dialogues, videos, listening passages, etc. In the second stage the instructor uses guided questions and eliciting to create a need for the new language. During this stage the students try to produce the new structure. The instructor then explains how the new language is formed or constructed. Students then repeat and practise a certain number of models (= controlled practice). At this point the stress is on accuracy. Once students have shown that they can form the new language, they can begin to use the language they have learned in a freer way (= semi-controlled practice). Finally, the instructor provides opportunities for the students to use the language in free and creative ways (= free practice).

Upper Beginners - Structure Outline**1. articles****2. nouns**

- a) countable, uncountable

**3. pronouns**

- a) possessive - hers
- b) reflexive - herself
- c) one

**4. quantitatives**

- a) some, any, no with countable/uncountable nouns
- b) something/where/one/body  
anything/where/one/body  
nothing/where/one/body
- c) much/many, (only) a little/few, a lot of/lots of

**5. prepositions**

- a) time
  - i) in (a minute), for (a week), by (tomorrow)
- b) place
  - i) on (the left, right, top, bottom of)
  - ii) opposite, far/a long way from, behind, at the back of, in front of
  - iii) against
- c) direction
  - i) through, towards, away from, by, past

**6. adjectives**

- a) nouns as adjectives
- b) comparatives with -er than, more ... than

**7. questions**

- a) who (object)
- b) whose
- c) how long ago
- d) how wide/deep/tall/expensive
- e) how often

**8. verbs**

- a) be
  - i) present (?-)
  - ii) past (?-)
- b) all other verbs
  - i) future (will)
  - ii) future (present continuous)
  - iii) future (going to)
  - iv) future (present simple + time words)



**9. modal auxiliaries**

- a) ability
  - i) can (+, -) + future time word
  - ii) could (+, -) = past
- b) permission
  - i) can, may (+, ?+)
- c) prohibition
  - i) can, must (-) present, future
- d) possibility
  - i) may, might (+, -, ?) present, future
- e) certainty
  - i) will (+, -, ?)
- f) necessity
  - i) have to, must (+, ?) present, future, past
  - ii) need to (+, -)
- g) advice
  - i) should (+, -) present, future

**10. let's****11. adverbs**

- a) frequency

**adverb clauses**

- a) reason
  - i) because

**direct speech**

- a) punctuation
- b) say, tell, ask

**gerunds**

- a) after like, love

**. infinitives**

- a) after like, love
- b) after want

**. sentence structure**

- a) simple sentences
  - i) S + V + DO + IO
  - ii) S + V + IO + DO
- b) compound sentences
  - i) and, but
- c) complex sentences
  - i) adverb clauses - with because

Please refer to APPENDIX IV: "Scope and Sequence for Grammar" on page 56.

Please refer to APPENDIX V: "Text References for Structure Skills" on page 64.

**PRE-INTERMEDIATE LEVEL**

Although this curriculum guide is divided into four separate skill areas for the purpose of clarity, it is important at the beginner level to integrate these skills as much as possible.

**A. Communicative Skills - Listening and Speaking**

The emphasis at all beginner levels is on listening and speaking - i.e. the communicative skills. In order to give students practice in these skills it is important to have a student-centred approach in the classroom. Students are involved in activities that give them both a desire and a purpose to communicate. Such activities are important in helping the student to use the language as individuals - thereby arriving at a degree of language autonomy.

The following paired and group activities afford students many opportunities to practise the language orally:

- 1) controlled, semi-controlled and free practice dialogues
- 2) contact assignments
- 3) surveys
- 4) games
- 5) interviews
- 6) group story construction
- 7) retell
- 8) role plays
- 9) problem solving activities
- 10) information gap exercises

**Communicative Skills:****(1) Family and Self**

- a) request clarification from doctor about sick care instructions
- b) state/ask about likes/dislikes, preferences, hobbies/interests

**(2) Social Needs**

- a) ask permission
- b) make requests
- c) give commands
- d) offer and accept
  - i) invitations
  - ii) congratulations
  - iii) sympathy
- e) decline invitations
- f) ask for/make suggestions
- g) ask for/give advice (no noun clauses; no hidden questions)
- h) use telephone to make/confirm/change an appointment



(3) Earning a Living

- a) make inquiries re:
  - i) pay slip
  - ii) benefits
  - iii) pay and deductions

(4) Consumer Affairs

- a) discuss basic rights/obligations, e.g. landlord/tenant, shopping (consumer, clothing)

(5) Educational Needs

- a) describe locations on a map
- b) ask for/give/follow directions for location on a map or in an area
- c) state problems/ask for help at campus facilities

(6) Canadian Content

- a) name/locate major Vancouver streets, suburbs, landmarks, etc.
- b) locate major ethnic communities
- c) locate major areas of B.C.
- d) demonstrate basic understanding of Canadian geography, etiquette, customs, holidays, sports
- e) name major Canadian cities/industries/ethnic groups/natural features

**B. Reading**

The immediate goal of reading at this level is to help the student function on a day to day level as well as to increase language proficiency.

As well as meaningful and interesting materials from traditional sources, the instructor can develop materials based on personal student experiences, shared classroom experiences, visuals, newspapers, videos, or a listening passage.

Pre-reading activities are of particular importance at the beginner level as they build background knowledge and motivation. They can include brainstorming, predicting, true/false, listing expectations, listening to a related passage, sharing knowledge about the subject, surveys, etc.

Reading activities include true/false, vocabulary and meaning matching, sequencing, multiple choice, cloze exercises, scrambled sentences and discussions.

A student should, upon completing the Pre-Intermediate level, be able to do the following:

1. Decoding Skills: Sound and Symbol Relationships

Recognize the following sound and symbol relationships in order to decode words:

- . clusters
- . vowels
- . diphthongs

2. Skills for Decoding Words

Use decoding skills to help determine the meaning of words, including:

- a) prefixes
- b) suffixes (nouns and adjectives)
- c) synonyms and antonyms
- d) homonyms
- e) context clues
  - i) punctuation
  - ii) signal words
  - iii) listing/examples
- f) dictionary skills
  - i) guide words
  - ii) selecting appropriate meaning
  - iii) understanding common abbreviations
  - iv) using pronunciation keys



### 3. Skills for Decoding Functional Reading Material

Use decoding skills to demonstrate an understanding of functional reading material related to the communicative skills outlined in the curriculum.

### 4. Skills for Decoding Passages

- a) sequence events taken from a reading selection
- b) identify pronoun references

### 5. Comprehension

- a) same as 3. above
- b) identify the main idea/topic of a reading selection
- c) answer appropriate literal and inferential questions on a reading selection

# English Language Skills Scope and Sequence for Reading

LB = Lower Beginner  
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PI = Pre-Intermediate  
LI = Lower Intermediate  
UI = Upper Intermediate  
LA = Lower Advanced  
UA = Upper Advanced

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PR Passive Recognition ★ Introduce ● develop ■ maintain

	LB	UB	PI	LI	UI	LA	UA
<b>WORD RECOGNITION</b>							
Recognize sight words	★	●	■				
Analyze word structure							
roots				★	●	●	■
suffixes, prefixes			★	●	●	●	■
syllables	★	●	■				
Use phonics							
single consonants, blends, vowels, digraphs, diphthongs	★	●	■				
<b>STUDY AIDS</b>							
Use the title pages of books and chapters			★	●	■		
Refer to book pages by number	★	■					
Use maps, charts and pictures in a book		★	●	●	●	●	■
Use a table of contents			★	●	■		
Use a glossary				★	●	■	
Use a pronunciation key			★	●	●	●	■
Use format clues such as headings, boldface, etc.				★	●	■	
	LB	UB	PI	LI	UI	LA	UA



	LB	UB	PI	LI	UI	LA	UA
Use picture captions	★	●	●	■			
Preview selection before reading				★	●	●	■
Recognize topic sentences			★	●	●	●	■
Use a preface, index				★	●	●	■
<b>VOCABULARY SKILLS</b>							
Use context clues to derive meaning		★	●	●	●	●	■
Use synonyms and antonyms to derive meaning			★	●	●	●	■
Recognize words that signal time and order relationships such as next, then, finally			★	●	●	■	
Recognize words that signal cause-and-effect relationships such as because, since, so that			★	●	●	●	■
Recognize words that signal comparison-contrast relationships such as however, but, on the other hand			★	●	●	●	■
Use a dictionary to find word meaning and pronunciation.	★	●	●	■			
Use a dictionary to distinguish between meanings				★	●	●	■
<b>VOCABULARY</b>							
300 words		★	●				
500 words			★	●			
750 words			★	●			
1100 words				★	●		
1500 words					★	●	
2000 words						★	●
2500 words							★
<b>MATERIALS</b>							
Single sentences, Language experience stories, stories based on pictures	★	●					
	LB	UB	PI	LI	UI	LA	UA

	LB	UB	PI	LI	UI	LA	UA
Short passages of simplified material (up to 8 sentences)		★	●				
Functional materials such as bills, prescriptions, labels, forms, notices, signs	★	●	●	■			
Charts			★	●	●	■	
Maps				★	●	■	
Classified ads, advertisements, directions		★	●	●	●	■	
Simplified passages of several paragraphs		★	●	●	●	■	
Simplified novels			★	●	●	●	■
Simplified newspaper articles		★	●	●	■		
Newspaper articles			★	●	●	●	●
Magazine articles, manuals, reports						★	●
Novels, short stories							★
<b>COMPREHENSION</b>							
<b>Literal Level</b>							
Locate specific information in response to "wh" and yes/no questions	★	●	●	●	■		
Scan to locate a particular piece of information			★	●	●	■	
Understand and state pronoun referents		★	●	■			
Find the topic			★	●	■		
Find the main idea when stated		★	●	●	■		
<b>Interpretive Level</b>							
Skim to get an overview or impression			★	●	●	●	■
Infer the main idea when unstated, given a choice			★	●	●	■	
Infer and express the main idea when unstated					★	●	■
Infer as to time, place		★	●	■			
Infer as to cause and effect			★	●	●	●	■
	LB	UB	PI	LI	UI	LA	UA



C. Writing

Writing at the beginner level should be a purposeful method of communication as well as a technique to reinforce what has been taught. Interaction through the written message is the goal. Writing activities that create a real reason for writing include:

- 1) filling in forms (applications, subscriptions)
- 2) asking for information
- 3) writing notes, postcards, letters and messages
- 4) relaying instructions and directions
- 5) describing and identifying people, places and events
- 6) story construction
- 7) dictations
- 8) dialogues

	LB	UB	PI	LI	UI	LA	UA
Infer motives, previous or successive events					★	●	■
Infer personal characteristics		★	●	●	●	■	
Applied Level							
Make predictions and projections			★	●	●	■	
Draw conclusions			★	●	●	■	
Make judgements					★	●	■
Relate ideas, events and relationships to their own knowledge and experience				★	●	●	■
Critical Level							
Distinguish fact, fantasy and opinion				★	●	●	■
Check date of publication					★	●	■
Recognize contradictions in information						★	●
Note accuracy and completeness of information					★	●	●
Note use of exaggeration and emotional language					★	●	●
Distinguish important and unimportant information					★	●	■
Recognize stereotypes, cliches, biases; identify propaganda; note various points of view						★	●
Distinguish between primary and secondary sources of information							★
	LB	UB	PI	LI	UI	LA	UA



E.L.S. SCOPE & SEQUENCE FOR WRITING - 1990

	CONTENT	VOCABULARY	ORGANIZATION
LOWER BEGINNER	<ul style="list-style-type: none"><li>- guided narrative about self or personal subject</li><li>- simple sentences based on a picture or picture sequence</li><li>- short dictation of familiar material</li><li>- name, address, postal code and return address on an envelope</li><li>- basic form filling</li></ul>	<ul style="list-style-type: none"><li>- days of week</li><li>- months</li><li>- seasons</li><li>- time of day</li><li>- name, address, their country, SIN, phone number, date of birth</li><li>- name &amp; address of college</li><li>- cardinals 1 - 100</li><li>- body parts</li><li>- family members</li><li>- food</li><li>- clothing</li><li>- numbers with time e.g. 8:01</li><li>- telephone numbers</li><li>- ordinal numbers 1st to 100th (used in dates and addresses)</li><li>- dates e.g. 01/12/90 Sept. '90</li><li>- job and job duties for self</li></ul>	<ul style="list-style-type: none"><li>- sentence level</li></ul>
UPPER BEGINNER	<ul style="list-style-type: none"><li>- simple, guided narrative about self, family or friend</li><li>- guided narrative or descriptive paragraph on a picture or picture series</li><li>- personal letter reporting a few, concrete details and making simple inferences (descriptive, narrative)</li><li>- simple note to give information, request information</li><li>- short dictation of familiar material</li><li>- personal cheque, withdrawal and deposit form</li><li>- simple telephone message</li><li>- simple application form</li></ul>	<ul style="list-style-type: none"><li>- time in numerical and word form</li><li>- numbers in word form</li><li>- provinces</li><li>- major gov't figures</li><li>- major B.C. industries</li><li>- physical traits</li><li>- personal qualities</li><li>- personal data</li><li>- daily routines &amp; activities</li></ul>	<ul style="list-style-type: none"><li>- simple paragraph in chronological order</li><li>- noteform</li></ul>
PRE-INTERMEDIATE	<ul style="list-style-type: none"><li>- narrative or descriptive paragraph on picture or picture series (detail &amp; simple inference)</li><li>- descriptive paragraph about a person, place, thing (physical &amp; qualities)</li><li>- narrative about a series of events</li><li>- guided summary of a story</li><li>- informal letters of request, complaint, invitation, apology, congratulations</li><li>- dictations</li><li>- opinions/feelings</li><li>- application forms</li><li>- notes excusing absences and missed appointments</li></ul>	<ul style="list-style-type: none"><li>- formulas for expressing social needs e.g. invitations/refusals</li><li>- employment terms</li><li>- educational/institutional terms</li><li>- Canadian/geographical terms map, directions, areas, etc.</li></ul>	<ul style="list-style-type: none"><li>- simple paragraph in chronological order</li><li>- noteform</li></ul>

E.L.S. SCOPE & SEQUENCE FOR WRITING - 1990

INTERCLAUSE	INTRACLAUSE	MECHANICS
	<ul style="list-style-type: none"><li>- S + V + D.O., S + linking verb + complement verb</li><li>- verbs (+, -, ?)</li><li>- present &amp; past of 'to be'</li><li>- present continuous</li><li>- present habitual</li><li>- simple past (+)</li><li>- imperative</li><li>- personal pronouns</li><li>- possessives<ul style="list-style-type: none"><li>• adjectives</li><li>• nouns</li><li>• pronouns</li></ul></li><li>- demonstrative adjectives</li><li>- question words</li><li>- prepositions<ul style="list-style-type: none"><li>• time</li><li>• position</li><li>• direction</li></ul></li><li>- expletives</li><li>- word order</li><li>- verbals<ul style="list-style-type: none"><li>• like, love, want, need + infin.</li><li>• like, love, enjoy + gerund</li></ul></li><li>- adjectives</li><li>- expressions of time &amp; place</li></ul>	<ul style="list-style-type: none"><li>- letters of alphabet in capital and small letters (print or cursive)</li><li>- spelling of sight words</li><li>- use of period/question mark at end of sentences</li><li>- spelling of monosyllabic phonetic words</li><li>- capitals for proper nouns and sentence beginnings</li><li>- use of apostrophes for possessives &amp; contractions</li><li>- commas for listing items</li><li>- abbreviations for days and months (&amp; punctuation)</li></ul>
	<ul style="list-style-type: none"><li>- S + linking verb + complement</li><li>- S + V + I.O. + D.O.</li><li>- verb tenses<ul style="list-style-type: none"><li>• as taught in LB</li><li>• future with going to/will</li></ul></li><li>- question words</li><li>- auxiliary can</li><li>- adjectives: some, any, no</li><li>- adjective comparison/superlative</li><li>- quantitatives</li><li>- prepositions<ul style="list-style-type: none"><li>• place</li><li>• direction</li><li>• time</li></ul></li><li>- auxiliaries: have to, can, mustn't, can't, must, should, may, might, May I?, Would you?</li><li>- nouns as adjectives</li><li>- reflexive pronoun as direct object</li></ul>	<ul style="list-style-type: none"><li>- paragraph indentation</li><li>- informal letter format</li></ul>
<ul style="list-style-type: none"><li>- and, but, or</li><li>- because</li><li>- after, before</li></ul>	<ul style="list-style-type: none"><li>- simple sentences</li><li>- enough + noun</li><li>- subject + linking verb + subject complement</li><li>- S + V + I.O. + D.O.</li><li>- verbs<ul style="list-style-type: none"><li>• past cont. vs. past</li><li>• present perfect - for, since</li><li>• have to - past, future</li><li>• don't have to</li><li>• can, could, would in polite questions</li></ul></li><li>- adverbs: too vs. very, frequency comparison</li><li>- gerunds: as objects</li><li>- adjectives: comparisons (less...than/as...as) superlatives</li></ul>	



## D. Structure

Context and situation are essential to an understanding of language. The context, either spoken or written, should demonstrate the concept behind the new language being presented.

The sequence for introducing new language (structures or functions) includes five stages: introduction, elicitation, explanation, controlled practice and free practice.

In the first stage the new language is introduced through a context or situation. Various aids can be used to build a situation: pictures, drawings, dialogues, videos, listening passages, etc. In the second stage the instructor uses guided questions and elicitation to create a need for the new language. During this stage the students try to produce the new structure. The instructor then explains how the new language is formed or constructed. Students then repeat and practise a certain number of models (= controlled practice). At this point the stress is on accuracy. Once students have shown that they can form the new language, they can begin to use the language they have learned in a freer way (= semi-controlled practice). Finally, the instructor provides opportunities for the students to use the language in free and creative ways (= free practice).

## Pre-Intermediate - Structure Outline

### 1. articles

### 2. prepositions

- a) time
  - i) for (two weeks), since, by, from ... to, until/till
- b) direction
  - i) as far as, up to

### 3. enough

- a) enough + noun
- b) adjective/adverb + enough (+, -)
- c) too vs. enough

### 4. adjectives

- a) comparatives with less ... than, as ... as
- b) superlatives

### 5. question tags

- be, do, will, have, can

### 6. indirect commands

- a) ask him + inf. (+)

### 7. verbs

- a) past continuous vs. past
- b) present perfect: for, since, already, yet, ever, never, just
- c) present perfect vs. past
- d) present perfect vs. present perfect continuous

### 8. modal auxiliaries

- a) requests
  - i) would (?)
- b) necessity
  - i) have got to present, future

### 9. two-word verbs - separable, inseparable

- a) high frequency, e.g. put on

### 10. adverbs

- a) formation
- b) too vs. very

#### adverb clauses

- a) time
  - i) when, while, since (past, present)

### 11. gerunds

- a) after enjoy



**12. infinitives**

- a) to show purpose

**13. sentence structure**

- a) compound sentences
  - i) so
  - ii) too
- b) complex sentences
  - i) adverb clauses - with when, while, since

Please refer to APPENDIX IV: "Scope and Sequence for Grammar" on page 56.

Please refer to APPENDIX V: "Text References for Structure Skills" on page 64.

**APPENDIX I****Communicative Skills: Annotated Bibliography****Amazing**

Although this book is built upon newspaper stories, it goes far beyond them, building in numerous interactive activities that can be used from Lower Beginner through Pre-Intermediate. The Teacher's Guide lists the grammar points, function, general interest and Canadian topics that are touched on. (LB to PI)

**Basics in Listening**

This listening task book has a good variety of tasks and is well laid out with useful exercises. Tasks include taking messages, hearing grammatical distinctions, making positional distinctions and understanding descriptions. (UB to PI)

**Before Book One**

This basic listening task book is composed of clear drawings in which students make distinctions based on their comprehension of what is said on the tape. The eight units cover Numbers and Letters, Money and Time (American), Clothes and Household Items, The Body, Shapes, Actions, Places (American) and Asking Questions. (LB)

**Expressways**

This is a very useful series that provides many opportunities for guided conversations based on well-designed pages of clear, lively drawings. Content is laid out thematically (employment, health, housing, etc.), and there are excellent indexes and tables of functions and structures used.

Access level	LB
The Foundations Level	LB to UB
Level One	UB to PI
Level Two	High PI

**Get Ready**

This interactive text is based around writing exercises. It has an excellent Contents grid that lays out the function and special topics (including pronunciation) of each lesson. Unfortunately, the structure of a lesson is very dense with things happening very quickly both on the small pages and on the tape. It could be useful but requires careful preparation. (High UB to PI)

**Getting Together**

This conversation text centres on task-oriented and information-sharing activities. It has a good lesson planning guide that lists the themes, grammar parts and major functions of each chapter. The text has a lively approach and generally keeps vocabulary under control. (UB to PI)



Let's Get On With The Job

The 71 lessons of this job search manual are divided into five modules (self assessment, resum preparation, job search, application forms, and interview preparation). It is thorough. There is also a useful supplement of application form terms and want ad terms translated into fourteen languages. It is used in the Vocational Department's fifth-month Job Orientation class. (High UB to PI, and above)

Listen to Me

This book/tape is a very good source of controlled narrative and conversational listening material. Each of its four sections provide at least four lessons focused on simple verb structures and numerous comprehension exercises which address the vocabulary and content of the passages. In addition, there is a section in each lesson designed to guide and improve students' discrimination of fine points associated with the structure and content of the passage. (LB to UB)

Look Again Pictures (For language development and lifeskills.)

Twenty-two pairs of drawings with eight differences to be found between them are the starting points for the well-thought out lessons in this book. The pictures focus activities on common situations (apartment hunting, banks, airports, shopping, buses, etc.) and there are extensive suggestions for using the material to elicit more and more complex language. One drawback is that some of the picture differences are a little subtle, but those could be given to students as examples. The index, table of contents and appendices of this book are excellent. (All levels)

Now Hear This

Following a similar format to Listen to Me, Now Hear This is similarly a good source of listening material. Students may find that passages tend to get a little long and they may need extra help in following them. (UB to PI)

Small Talk

These new jazz chants have been organized into fifteen functional areas (expressing likes/dislikes, apologizing, complimenting, etc.) adding another dimension to their established usefulness as prompts for rhythm and intonation work. (All levels)

A Writing Book (English for Everyday Life)

This is a wide-ranging, task-oriented writing test. Its tasks include printing, writing notes, filling in applications, writing resums, and others. The vocabulary the tester uses is often too difficult but it is useful as an idea source. (UB to PI, and above)

Listening Skills

These listening texts/tapes do not always fit into our Communicative Skills Curriculum but they are useful.

Fitting In

Called a functional/notional text, Fitting In gives a thorough presentation of ten functional areas. In each chapter it includes guided conversation practice, role plays and community exercises. In addition, there are interesting supplemental and review activities. Most activities depend on a fair reading level. (PI and above)

Games for Infinite Language

These thirteen separate card games each have twenty-seven vocabulary items to be asked for or talked about. (The cards come in bags and the binder is on ELS Department Resource Room shelves.) A good source of drawings for many vocabulary items, and most game topics are appropriate for our levels. (All levels)

Harrap's Elementary Communication Games

This is a bound collection of forty games that are challenging and engaging. They generally are built on an information-sharing basis. A few of the games have a lot of British content. (UB to PI)

Speak Up

This book tries to touch all bases. Each of its forty units includes some pronunciation or stress/rhythm/intonation work, some task listening, and standard dialogues with vocabulary and information comprehension activities. Better indices of situations, function and grammatical content would have improved it, but it is still a useful book. (UB to PI)

Springboards

Interactive communicative tasks are the focus of this book. A lot of the material could be used as prompts for further development. Unfortunately, many lessons are difficult for our levels. (High PI)

Survival English Book I

Tries to teach the most basic functional English patterns. It is organized into ten thematic areas (self, family, transportation, etc.). Large print and clear drawings enhance the book's effectiveness. It has many activities or exercises under each theme and would be a good source of remedial material. (LB)



**Survival English Book II**

It is intended to follow Book I. It covers many of same areas as Book I does (housing, clothing, etc.) with slightly more difficult exercises and vocabulary. It is also a good source of remedial activities. (LB to UB)

**Talkativities**

A communicative task book with large, clear drawings which are the basis for paired activities. It ranges from some very simple drawing activities to some difficult vocabulary puzzles. (All levels)

**What Do You Think**

This picture book is intended to prompt paired or group discussions. The teacher's book has useful suggestions. Some pictures are specifically British.

**APPENDIX II****Reading - Annotated Bibliography****Applying for UIC/Using Human Resources**

This book provides controlled introductions to these complex topics with well-supported dialogues and short passages. (LB to UB)

**Banking**

The book is divided into six parts: the bank (vocabulary), opening an account, savings accounts, chequing accounts, bank machines and loans. Drawings support vocabulary development and comprehension of picture stories. There are also dialogues, short passages, and forms throughout. (LB to UB)

**Canada Rainbow Series**

The two parts of this series that we have, Learning About Canada and the Provinces and the Hello Series both have similar format - a photo that makes up more than half of each page, with a few lines of text that speak to the photo. The photos, especially the historical ones, are a useful resource in themselves. The text often carries a difficult vocabulary load, especially in the Hello Series. There are no exercises and the short glossaries may be too difficult. (UB to PI)

**The Chicken Smells Good**

This reader is full of dialogues and passages written in an authentic and lively manner. Most readings centre on everyday experiences that are easy to relate to. They are supplemented by word study, and comprehension and open-ended discussion activities. Americanisms do sometimes occur. There is a word list and answer key. (UB to PI)

**Coast to Coast**

This first collection of one-page articles from the Westcoast Reader is a very useful compilation of high interest stories, each supported with attractive photos. The collection is divided into three parts: interesting people, the country of Canada, and everyday life in Canada. There are no exercises, nor glossaries. (High LB to UB to PI)

**Developing Reading Skills (Beginner)**

This text is part of the Developing Reading Skills and Expanding Reading Skills series. It is similarly detailed in its layout with pre-reading questions, the passage, exercises on comprehension, vocabulary and grammar, and more open-ended discussion questions that may lead to writing activities. (PI)



**Double Action**

Double Action is both a set of large format picture cards and a text book. There are 24 pairs of cards, each pair showing a character in two different situations, one work-related, the other leisure-related. Some of the pictures have a crowded feel to them but they can be an explorable source of vocabulary since the pictures are of common, everyday scenes. There's a good guide which suggests vocabulary, functions, grammatical structure and further activities that the pictures could be used for. The guide is well-indexed. The text book takes five of the picture pairs and develops ten lessons from them. There is a text in addition to comprehension work, conversational extensions and grammatical exercises. Each lesson is divided into three levels with parallel exercises, making it easier to apply the material at different levels. (LB to All Levels)

**Driving**

This book is designed to help people prepare for their driving test. Since it covers its topic in a general introductory way, it would be useful to a wider number of students. The drawings, vocabulary support, and dialogues are good. (LB to UB)

**Electricity**

The intent of this booklet is to promote the safe and economical use of electricity. With easy-to-follow photos it demonstrates safe and unsafe practices and also encourages saving money and paying one's bills on time. The short English text with each picture is supplemented by Vietnamese, Cambodian and Chinese translations. (LB to UB)

**Everyday Canadian English Dictionary (A Basic Dictionary)**

The definitions in this dictionary can sometimes be too subtle but they are generally usable. There are no illustrations. The IPA is used for phonetic transcriptions. (UB to PI)

**Facts & Figures**

These 45 general interest readings are divided into nine unit areas (exploration, sports, people, animals, etc.) It attempts to move students from a 300-word base vocabulary to about a 800-word vocabulary. The emphasis is on vocabulary development and review, with comprehension work in a secondary role. Its straightforward, thorough approach to vocabulary development makes it quite a serviceable book. A world map and word list are provided. (UB to PI)

**Far From Home**

This is a beginning reader that focuses on word study. Each lesson begins with a story containing key words studied in the lesson. The passages concern everyday situations and are followed by general comprehension questions, a mini-dictionary, sentence completion exercises and discussion topics. A useful feature is the unit review which tests the vocabulary introduced in the previous three chapters. (UB to PI)

**Handbook for ESL Literacy**

"Teachers in adult ESL Literacy programs need methods which capitalize on the maturity and motivation of the adult while minimizing the difficulties presented by a second language. The handbook is concerned with practical teaching methodology and includes sections on content of lessons, teaching approaches, and assessment, with detailed sample lesson sequences (and) some background on second-language literacy." (Teacher Reference)

**Impact 1,2 & 3 Adult Literacy & Language Skills**

Book 1 of this reading series is organized into 15 functional topics (At the Hospital, In the Apartment Building, Paying Bills, etc.). The passages are short and controlled, but rather dry. There are vocabulary lists, comprehension questions, and word study exercises. (LB to UB)

Book 2 also has 15 functional topics organized into four theme areas: Everyday Choices, Important Choices, Consumer Choices, and Lifestyles. There are several task-style exercises as well as exercises based on narratives. Americanisms crop up frequently and again the text is rather dry. (UB to PI)

The topics in Book 3 are issues to do with Health (Smoking, Alcohol, Childbirth), Minorities (The Elderly, Refugees, Immigrants), Family Law (Adoption, Divorce), and people who have personified issues (Terry Fox, Karen Anne Quinlan, Cesar Chavez). The passages are lengthier than those in Book 2 and each is supplemented with comprehension and vocabulary exercises. Many lessons are transferrable to a Canadian context. (PI)

**Insurance**

This book addresses its complicated topic in a thorough and detailed way. There are a lot of drawings supporting vocabulary items, many dialogues, and passages on the topics of property, life and car insurance, as well as the concept of insurance in general. (LB to UB)

**Line By Line**

The stories in Line By Line parallel the grammar texts of Side By Side, Books A & B. Most sentences in the stories try to use the grammatical structure being addressed. There is a glossary with chapter references. (UB to PI)



Longman Photo Dictionary

Although photos are sometimes too small and details are occasionally unclear, this book remains a useful source book for vocabulary development and word game activities. The 2,000 plus words are divided into over 80 categories such as Emotions, The Laundry Room, Fast Foods, etc. (All Levels)

A Need To Read, Level A

The five reading skills booklets in this series (Drawing Conclusions, Finding the Main Idea, Building Vocabulary, Critical Reading, and Understanding Details and Sequence) contain straightforward passages and exercises designed to build students' skills in the titled area. Passages are usually short and supported by a photo. The booklets could be profitably employed for individual work. (PI)

Oxford Picture Dictionary

The relatively small and crowded pages sometimes lead to unclear drawings. The book is, though, a useful source of picture reinforcement for over 2,000 words. They are arranged in about 40 categories. (All levels)

Personal Stories

A very basic reader that rather drily, but realistically, tells of six characters, their lives and their situations. All stories are supported by matter-of-fact photos. It provides comprehension exercises, word study and opportunities for students to write their own guided stories. It could be useful for tutorial work with students with literacy difficulties. (LB to UB)

A Picture's Worth a Thousand Words

Part I of this book presents over 60 one-page activities based on manipulating vocabulary and other items. Part II lists, in categories, most of the words used in Part I; again, each word is supported by a drawing. Unfortunately, the drawings, while sometimes amusing, are too often unclear which would probably not help students get the meaning of the word in question. (UB to PI)

The Pizza Tastes Great (dialogue and stories)

This book is divided into eight chapters with four dialogues and one passage in each chapter. The dialogues are short and lively and all readings are meant to be realistic and topical (Schools and Children, Food, Birthdays - Forty and Going Grey, etc.) There are practical work exercises, comprehension questions and discussion points. It comes with a tape, answer key and word list. (LB to UB)

Puffin Canadian Beginners' Dictionary

Although designed for children from grades 1 to 3, the text and illustrations are not handled in a childish way. Definitions are generally clear. There are tables of shapes, prime ministers and a few other odds and ends. (High LB to UB)

Real Stories

This is a collection of 30 short simplified versions of American newspaper and wire-service reports. There is a wide variety of stories, each with pre-reading, comprehension, sequencing, and vocabulary-building questions. In addition, there are discussion questions and several review quizzes. (High PI)

Sewing 84

A job-specific book, this provides good, clear drawings, detailed vocabulary support and a lot of dialogue reading and practice. A few of the lessons have a more general application (What's wrong? It's too loose (tight). What's the guy to do? etc.) (LB to UB)

Sounds Easy (Series)

This series of phonic/spelling workbooks provides extensive opportunities for practice with controlled vocabulary, all supported with clear, lively drawings. There are answer keys and clear tables of contents.

Spaghetti Again

This reader centres on the life of a widowed mother of three children. It injects a lot of feeling and cultural content into very natural dialogue readings. There are pre-reading, comprehension, vocabulary, and discussion activities throughout the twelve chapters. There is also a word list, phrase list (often quite idiomatic), and a list of structures used. The readings start out quite simply and become progressively more difficult. There is also a tape. (UB to PI)

Spellbound

This speller provides a comprehensive view of spelling problems. Its chapters cover several problem areas. The vocabulary level would probably be difficult for most UB's, though some examples and exercises could be useful. This book could find use during tutorials and as a teacher's sourcebook. (PI)

Stories for Advanced Beginners

These are 25 short, practical stories that are about common life experiences, i.e. job worries, flight arrangements, bus trips, blood donors, laundromats, Chinese New Year, etc. There are extensive comprehension and vocabulary building exercises with each story. A good index of topics, functions and grammatical points would be a real asset. (UB to PI)



### Stories for Advanced Beginners II

A selection of stories similar to Stories for Advanced Beginners, Book II also has 25 stories with good exercises. There are a couple of pre-reading devices before each story, and the appendices of two grammatical guides (verb tenses and structure) are useful. (UB to PI)

### Stories We Brought With Us

Twenty-one folk tales from around the world are presented twice in this text. Version A uses simpler vocabulary and structures than Version B. Each version comes with its own set of comprehension, vocabulary building and reading in context questions. While the stories may have some appeal, some of the context questions may be too subtle and should be used with care. The text comes with a glossary that is not page-indexed. (High UB to PI)

### Using the Telephone for Emergencies

The material here addresses three functions: identifying, reporting and requesting. It provides very useful drawings in its three sections - Medical Emergencies, Crime and Fire (N.B. some people may find the nude embarrassing) - and has a lot of short dialogues and passages for reading and practice. (LB)

### Using the Health Department

An introduction to Health Department services is followed by more detailed passages and dialogues on Home Care, Child Health Centres and Dental Clinics. Some specifics (fees, availability of services, etc.) should be updated before presentation. (LB to UB)

### The Word Book

This companion book has over 30 exercises designed to familiarize students with the dictionary and to increase their vocabulary. Many activities could be exploited for tutorials or remedial work. The dictionary includes many tables (The Metric System, Canadian Holidays, Irregular Verbs, Common Abbreviations, Prime Ministers of Canada, Prefixes and Suffixes), and a map of Canada.

## APPENDIX III

### References for Writing

(Many of the works listed in other sections have writing activities included.)

### Comp Comp

The first three sections of this text are based on writing simple sentences, compound sentences, and complex sentences, and the fourth section is based on comprehension and composition. For our levels, the first section is most appropriate. An advantage of this text is the rigid process the students have to conform to in order to complete the precis properly. (UB to PI)

### Picture Stories for Beginning Composition

Each unit starts off with a picture story that is supported by a humorous story. (It is claimed that the humour is *universal* - you be the judge). The guided writing and conversation activities that follow could lead to students rewriting the story. (UB to PI)

### What's the Story (see Reading Section)

### Write Now (Elementary Guided Composition Through Pictures and Puzzles)

This book consists of almost 100 different pictorial and textual prompts for guided writing. The text is sometimes too British and the layout is sometimes too *busy* but there are a lot of good ideas. (LB to PI)

### Write from the Start

Using a variety of organizational styles (grammar exercises, interactions, picture stories, etc.) this book is a serviceable, if somewhat erratic, sourcebook for writing activities. While the vocabulary levels are not always consistent, many ideas could be easily adapted to classroom use. There is an extensive section of grammatical exercises based on the texts. (UB to PI)

### A Writing Book (see Communication Skills)



# English Language Skills

## Scope and Sequence for Grammar

LB = Lower Beginner  
 UB = Upper Beginner  
 PI = Pre-Intermediate  
 LI = Lower Intermediate  
 UI = Upper Intermediate  
 LA = Lower Advanced  
 UA = Upper Advanced

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 Vancouver Community College

PR Passive Recognition ★ Introduce ● develop ■ maintain

	LB	UB	PI	LI	UI	LA	UA
1. articles ✓	★	★	★	★	●	●	●
2. nouns							
a. singular, plural ✓	★						
b. possessive - Mary's ✓	★						
c. countable, uncountable		★					
3. pronouns							
a. subject - she ✓	★						
b. object - her ✓	★						
c. possessive - hers		★					
d. reflexive - herself		★	■				
e. one		★					
4. quantitatIVES							
a. some, any, no with count/uncount		★					
b. something/where/one/body							
anything/where/one/body		★					
nothing/where/one/body		★					
c. much/many, (only) a little/few, a lot of/lots of		★					
5. prepositions							
a. time							
(i) in, on, at ✓ *	★	●					
(ii) before, after ✓	★						
(iii) next, in (a minute), for (a week), by (tomorrow)	PR	★					
	LB	UB	PI	LI	UI	LA	UA



	LB	UB	PI	LI	UI	LA	UA
5. prepositions (cont'd)							
(iv) for (two weeks), since, from...to, until/till			★				
(v) during, in, within				★			
b. place							
(i) above, below, over, under ✓	★						
(ii) in, inside, out, outside ✓	★						
(iii) near, close to, next to, beside, between, across from ✓	★						
(iv) on (the left, right, top, bottom) of	PR	★					
(v) opposite, far/a long way from, behind, at the back of, in front of	PR	★					
(vi) against		★					
c. direction							
(i) to, from, in, into, out of, up, down, around ✓	★						
(ii) through, towards, away from, by, past		★					
(iii) as far as, up to			★				
6. enough							
a. enough + noun			★				
b. adj/adv + enough (+,-)			★				
c. too vs. enough			★				
7. adjectives							
a. possessive - her ✓	★						
b. demonstrative adjectives ✓ *	★	●					
c. size, shape, colour ✓ *	★	●	■				
d. sequence (next, first, last) ✓	★						
e. nouns as adjectives		★					
f. comparatives with -er than, more...than		★	●				
g. comparatives with less...than, as...as			★				
h. superlatives			★				
i. -ed/-ing participle adjectives		PR	PR	★	●	■	
adjective clauses							
a. who, which, that, whose				★			
b. when, where, why, whom				★			
c. leaving out the relative pronoun				★			
d. restrictive clauses				★			
e. restrictive vs. non-restrictive					●		
f. in/to/for which, to/for/by whom, etc.					●	★	
g. reduction of adjective clauses					PR		●
(i) participle phrases						★	
(ii) preposition phrases						★	
	LB	UB	PI	LI	UI	LA	UA

	LB	UB	PI	LI	UI	LA	UA
adjective clauses (cont'd)							
(iii) appositives						★	
(iv) infinitive phrases						★	
h. modifying the whole sentence						★	
8. questions							
a. who (subject), what, where, when ✓	★						
b. how (= by what means) ✓	★						
c. how old/tall ✓	★						
d. what size/colour/time ✓	★						
e. why ✓	★						
f. which, which + noun ✓	★						
g. who (object)		★					
h. whose		★					
i. how long ago		★					
j. how wide/deep/tall/expensive		★					
k. how often	PR	★					
l. how much/many		★					
9. question tags							
be, do, will, have, can	PR	PR	★	●			
10. Indirect commands							
a. ask him + inf. (+)			★	●			
b. ask him + inf. (-)		PR	PR	★	●		
b. tell him + inf. (+/-)		PR	PR	PR	★	●	
11. verbs							
a. be							
(i) present (+, -, ?+) ✓	★						
(ii) past (+, -, ?+) ✓	★						
(iii) present (?-)		★					
(iv) past (?-)		★					
b. all other verbs							
(i) present hab. (+, -, ?+) ✓	★						
(ii) simple past (+, -, ?+) ✓	★						
(iii) present cont. (+, -, ?+) ✓	★						
(iv) imperative (+, -) ✓	★						
(v) present hab. (?-)		★					
(vi) simple past (?-)		★					
(vii) present cont. (?-)		★					
(viii) future (will)		★					
(ix) future (present cont.)		★					
(x) future (going to)		★					
(xi) future (present simple + time word)		★					
(xii) past cont. vs. past		PR	★	●			
	LB	UB	PI	LI	UI	LA	UA



	LB	UB	PI	LI	UI	LA	UA
<b>11. verbs (cont'd)</b>							
(xiii) present perfect: for, since, already, yet, ever, never, just		PR	★	●			
(xiv) present perfect vs. past		PR	★	●			
(xv) present perfect vs. present perfect continuous			★	●			
(xvi) past perfect in reported speech				★			
(xvii) past perfect vs. past				PR	★		
<b>12. modal auxiliaries</b>							
<b>a. requests</b>							
(i) can, could (?) ✓	★						
(ii) would (?)			★				
<b>b. ability</b>							
(i) can (+,-) present ✓	★						
(ii) can (+,-) + future time word			★				
(iii) could (+,-) = past		★					
(iv) be able to (+,-) present, future, past				★			
<b>c. permission</b>							
(i) can, may (+,?+)		★					
<b>d. prohibition</b>							
(i) can, must (-) present, future		★					
<b>e. possibility</b>							
(i) may, might (+,-,?) present, future		★					
<b>f. certainty</b>							
(i) will (+,-, ?)		★					
<b>g. necessity</b>							
(i) have to, must (+,?) present, future, past		★					
(ii) need to (+,-,?)		★					
(iii) have got to (+,-,?) present, future			★				
<b>h. lack of necessity</b>							
(i) have to (-,?) present, future, past			★				
<b>i. advice</b>							
(i) should (+, -) present, future,		★					
(ii) had better/ought to (+,-) present				★			
<b>j. could/might/must/should have + past participle (+,-)</b>					★		
<b>13. let's</b>	PR	★					
<b>14. two-word verbs - separable, inseparable</b>							
a. high frequency eg. put on			★				
b. low frequency eg. catch on				★			
<b>15. used to + Infin., still, anymore</b>		PR	PR	★			
<b>16. passive voice</b>		PR	PR	PR	★		
	LB	UB	PI	LI	UI	LA	UA

	LB	UB	PI	LI	UI	LA	UA
<b>17. hope</b>							
a. hope + so, not			PR	★	●		
b. hope + infinitive				PR	★		
c. hope + noun clause				PR	★		
<b>18. wish</b>							
a. wish + formal (subjunctive), + informal				PR	★		
b. wish vs. hope					★		
<b>19. expletives</b>							
a. it is/was + adjective ✓*	★	●					
b. there is/was + noun ✓*	★	●					
c. it is vs. there is			●				
<b>20. agreement</b>							
a. too ✓	★						
b. either, so, neither			PR	★			
<b>21. adverbs</b>							
a. frequency		★					
b. formation		PR	★				
c. too vs. very		PR	★	●			
d. comparatives, superlatives			PR	★			
<b>adverb clauses</b>							
<b>a. time</b>							
(i) when, while, since (past, present)		PR	★				
(ii) when, while (future)		PR	PR	★			
(iii) before, whenever, while, after (past (including past cont.), present, future)				★			
(iv) until					★		
<b>b. reason</b>							
(i) because		★					
(ii) since				PR	★		
<b>c. reduction of adverb clauses (participle phrases)</b>						★	
<b>d. contrast</b>							
(i) although, even though, though				PR	★	●	
(ii) where/as, while						PR	★
<b>e. purpose so that, in order that</b>					★		
<b>f. degree/result so...that, such...that</b>						★	
<b>g. condition if</b>							
(i) pres. real, future poss.				★			
(ii) pres. unreal					★	●	
(iii) past unreal					PR	★	
(iv) general time						★	
(v) mixed time						★	
	LB	UB	PI	LI	UI	LA	UA



	LB	UB	PI	LI	UI	LA	UA
21. adverbs (cont'd)							
(vi) unless							★
(vii) even if							★
(viii) Were I, Had I							PR
h. comparison as...as					★		
i. manner							
(i) seems/looks like						★	
(ii) as, as if, as though							★
j. place where, wherever						★	
22. direct speech							
a. punctuation		★					
b. say, tell, ask		★					
23. noun clauses							
a. as object in a sentence							
(i) from statements				★			
(ii) from questions: reported speech, polite questions				★			
(iii) from commands: with infinitive, with question words				★			
(iv) sequence of tenses				★			
(v) word order				★			
(vi) tense and pronoun changes				★			
(vii) say, tell, ask				★			
(viii) time markers				★			
(ix) as object of believe, know, understand				PR	★		
(x) after verbs of urgency							★
b. as object of a preposition							★
c. as subject in a sentence							★
d. "It" as subject, referring to a noun clause							★
e. who, whom							★
f. whoever, whatever, wherever, etc.							★
24. gerunds							
a. after like, love	PR	★					
b. after enjoy		PR	★				
c. be/get used to + gerund					★		
d. as subject in a sentence				PR			★
e. as object in a sentence							★
f. negation							★
g. possessive							★
h. after prepositions							★
	LB	UB	PI	LI	UI	LA	UA

	LB	UB	PI	LI	UI	LA	UA
25. Infinitives							
a. after like, love	PR	★					
b. after want	PR	★					
c. to show purpose		PR	★				
d. with too, enough (see 6. enough)			PR	PR			★
e. as subject or subject complement							★
f. as adjective or adjective complement							★
g. as adverb							★
h. to replace noun/adjective/adverb clauses							★
i. negation							★
26. gerunds vs. infinitives, as objects							
a. after certain verbs				PR	★		★
b. same meaning							★
c. different meaning							
27. verbs of perception							
see,							
hear, + obj. + bare infin.							
etc. pres. part.			PR	PR	★		
28. let/help + obj. + bare Infin.			PR	PR	PR	★	
29. causative							
a. have + obj. + full infinitive							
make + obj. + past participle						★	
b. get + obj. + bare infinitive							★
past participle							
30. adjective							
noun + prep. + noun							
verb gerund							
e.g. responsible for the arrangement/arranging							
possibility of success/succeeding							
insist on attendance/attending					PR	★	
31. catch,							
keep, + obj. + present participle							
find							PR
32. sentence structure							
a. simple sentences							
(i) S + V + O	★						
(ii) S + linking V + subject complement	★						
(iii) S + V + DO + IO		★					
(iv) S + V + IO + DO		★					
	LB	UB	PI	LI	UI	LA	UA



	LB	UB	PI	LI	UI	LA	UA
32. sentence structure (cont'd)							
b. compound sentences							
(i) and..., too	★						
(ii) and, but		★					
(iii) so			★				
(iv) too	PR	PR	★				
(v) either, so, neither			PR	★			
(vi) or						★	
c. complex sentences							
(i) adverb clauses		★	★	★	★	★	★
(ii) adjective clauses				★	★	★	★
(iii) noun clauses				★			
(iv) reduced adverb/adjective clauses (participle phrases)						★	
d. conjunctive adverbs							
(i) later (on), then, therefore, however, also				PR	PR	★	
(ii) otherwise, on the contrary							★
(iii) afterward						PR	PR
(iv) besides, still, nevertheless, in addition							PR
	LB	UB	PI	LI	UI	LA	UA

## APPENDIX V

## Text References for Structure Skills

Many very good structure or grammar-based books have not been included here.

The Resource Books produced within our own department include grammar explanation, teaching ideas and exercises.

The following grammar books are excellent but haven't been included because they have extensive indices and/or tables of contents which lend themselves to easy use by the instructor:

- Basic English Grammar, Azar
- Understanding and Using English Grammar, Azar
- English Grammar in Use, Murphy
- Practical English Usage, Swan

## 1. Articles

- a) the, a, no article

Expressways (ch. 4)  
Grammarwork-1 (16,38,39,86)  
Grammarwork-2 (13)  
Grammarwork-3 (1,97)

- b) a, an

Pronunciation Curriculum for Beginning and  
Intermediate Students of ESL (ch. 2/8)  
Expressways (ch. 4)  
Grammarwork-1 (11,14)  
Grammarwork-3 (6)

- c) a vs. some

Expressways (ch. 4)  
Getting Together (ch. 10-2,15-5)  
Grammarwork-2 (37)

## 2. Nouns

- a) singular/plural

Pronunciation Curriculum for Beginning and  
Intermediate Students of ESL (ch. 2/5)  
Expressways (ch. 4, 7, 8)  
Grammarwork-1 (15,22,28,29)  
Grammarwork-2 (4,17)  
Grammarwork-3 (3,15)  
Side by Side 1a (ch. 7,8)



## b) count/non-count

Expressways (ch. 4,6)  
 Getting Together (ch. 10-1)  
 Grammarwork-1 (39,41)  
 Side by Side 1b (ch. 19,20)

**3. Pronouns**

## a) subject

Expressways (ch. 1,3,7,)  
 Grammarwork-1 (1,2)  
 Side by Side 1a (ch. 2)  
 Side by Side 1b (ch. 30)  
 Side by Side 2a (ch. 1)  
 Write from the Start (133-135)

## b) object

Expressways (ch. 8,12,18)  
 Grammarwork-1 (50)  
 Side by Side 1a (ch. 11)  
 Side by Side 1b (ch.30)  
 Side by Side 2a (ch. 1)  
 Write from the Start (133-135)

## c) possessive

Side by Side 1b (ch. 22,30)  
 Side by Side 2a (ch. 3)

## d) reflexive

Expressways (ch. 15)  
 Grammarwork-3 (77)  
 Side by Side 1b (ch. 26,30)

## e) one

Grammarwork-2 (21,22)

**4. Quantitatives**

## a) some, any, no

Expressways (ch. 4)  
 Getting Together (ch. 10-2)  
 Grammarwork-1 (41,42)  
 Grammarwork-2 (8,10,11)  
 Grammarwork-3 (13)  
 Side by Side 1b (ch. 30)

## b) some/any/no + thing/body/one

Grammarwork-2 (12)  
 Side by Side 1b (ch. 30)

## c) much/many, a few/little, a lot of/lots of

Expressways (ch. 13)  
 Grammarwork-2 (66)  
 Grammarwork-3 (11,12)  
 Pyramids (ch. 11)  
 Side by Side 1b (ch. 19)

## d) partitives

Expressways (ch. 13)  
 Getting Together (ch. 10-6)  
 Grammarwork-2 (17,18,68)  
 Side by Side 1b (ch. 20)

## e) more vs. less/fewer

Getting Together (ch. 14-1)  
 Grammarwork-3 (65)  
 Pyramids (ch. 15)  
 Side by Side 1b (ch. 28)

**5. Prepositions**

## a) time

## i) in, on, at

Basics in Listening (ch. 4)  
 Expressways (ch. 5,6)  
 Grammarwork-1 (60,61)  
 Grammarwork-2 (7)  
 Grammarwork-3 (21)  
 Side by Side 1b (ch. 21)

## ii) before, after

Expressways (ch. 6)

## iii) for, since, from..to, until/till

Expressways (ch. 5,6,12,18)  
 Grammarwork-2 (26,27)



## b) place

## i) at, on, in, out ...

Basics in Listening (ch. 3)  
 Expressways (ch. 3, 8, 12)  
 Getting Together (ch. 9-5)  
 Grammarwork-1 (33, 66, 81)  
 Grammarwork-2 (20, 29)  
 Grammarwork-3 (20)  
 Write from the Start (131, 132, 134, 135)

## ii) on the left/right/top/bottom ...

Basics in Listening (ch. 3)  
 Expressways (ch. 6, 8)  
 Getting Together (ch. 5-6, 9-5)  
 Grammarwork-3 (20)  
 Pyramids (ch. 9)

## iii) above, below, over, under

Basics in Listening (ch. 3)  
 Getting Together (ch. 9-5)  
 Grammarwork-2 (33)

## iv) beside, near, close to, between ...

Basics in Listening (ch. 3)  
 Expressways (ch. 3, 7, 12)  
 Getting Together (ch. 5-6, 6-2, 9-5)  
 Grammarwork-1 (43, 81)  
 Grammarwork-2 (32)  
 Pyramids (ch. 9, 10)  
 Side by Side 1a (ch. 7)  
 Write from the Start (131, 132)

## v) far from, at the back of, behind ...

Expressways (ch. 7, 12)  
 Getting Together (ch. 5-6, 9-5)  
 Grammarwork-1 (81)  
 Grammarwork-2 (32)  
 Pyramids (ch. 10)  
 Write from the Start (131, 132)

## c) direction

## i) to, in, out of, up, down ...

Expressways (ch. 8)  
 Side by Side 1b (ch. 24)

## ii) through, by, past ...

Grammarwork-2 (33)

## iii) up to, as far as

## 6. Enough

## a) + noun

Getting Together (ch. 14-1)

## b) adjective/adverb + enough

Expressways (ch. 15)  
 Getting Together (ch. 14-1)

## c) too vs. enough

Getting Together (ch. 14-1)  
 Grammarwork-3 (9, 10)  
 Look Again (ch. 4)  
 Pyramids (ch. 17, 18)

## 7. Adjectives

## a) demonstrative

Expressways (ch. 4)  
 Grammarwork-1 (5, 6, 24, 25, 26,)  
 Side by Side 1a (ch. 8)  
 Speak Up (ch. 4)

## b) sequence

Expressways (ch. 3, 7)  
 Grammarwork-2 (6)  
 Side by Side 1a (ch. 14)  
 Side by Side 2a (ch. 3)

## c) possessive

## i) pronoun

Expressways (ch. 2, 10, 12, 18)  
 Grammarwork-1 (3, 57)  
 Side by Side 1a (ch. 4, 5)  
 Side by Side 2a (ch. 1)  
 Write from the Start (133, 134)

## ii) from noun

Pronunciation Curriculum for Beginning and  
 Intermediate Students of ESL (4/10)  
 Expressways (ch. 6, 18)  
 Getting Together (ch. 7-1)  
 Grammarwork-1 (10, 30, 31)  
 Grammarwork-2 (2, 5)



## d) nouns as adjectives

Grammarwork-3 (7)  
Look Again (ch. 17)

## e) size, shape, colour, qualities

Expressways (ch. 7,8)  
Getting Together (ch. 5-5,9-4)  
Grammarwork-1 (9,13,14)  
Pyramids (ch. 2,3,4)  
Side by Side 1a (ch. 5)

## f) comparatives/superlatives

## i) irregular, +er than, more...than

Basics in Listening (ch. 16)  
Expressways (ch. 14,15,16,19)  
Getting Together (ch. 14-5)  
Grammarwork-2 (73-76)  
Grammarwork-3 (61)  
Look Again (all)  
Side by Side 1b (ch. 22)  
Speak Up (ch. 31)

## ii) less ... than, as ... as

Basics in Listening (ch. 16)  
Grammarwork-3 (60)  
Look Again (all)  
Pyramids (ch. 15,16,19)

## iii) superlatives

Expressways (ch. 14)  
Getting Together (ch. 11-4, 13-6)  
Grammarwork-2 (77-79)  
Grammarwork-3 (67,70)  
Look Again (many chapters)  
Pyramids (ch. 14,15,16,19)  
Side by Side 1b (ch. 23)

## 8. Question words

## a) what, where, when, who(subject)

Basics in Listening (ch. 9)  
Expressways (ch. 1,2,9,17)  
Getting Together (ch. 1-1, 1-3)  
Grammarwork-1 (7,32,67)  
Grammarwork-2 (57)  
Grammarwork-3 (36)  
Look Again (ch. 11)  
Side by Side 1a (ch. 1,2,3,7)  
Speak Up (many chapters)

## b) who (object)

Expressways (ch. 17)  
Grammarwork-2 (35)  
Look Again (ch. 11)

## c) how

## d) how + adjective

Grammarwork-2 (15,16,29)

## e) what+noun

Expressways (ch. 9,17)  
Getting Together (ch. 1-5, 1-6)  
Grammarwork-3 (22)  
Side by Side 1a (ch. 10)

## f) why

Expressways (ch. 17)  
Look Again (ch. 11)  
Side by Side 1a (ch. 12)

## g) which, which +noun

Basics in Listening (ch. 10)  
Expressways (ch. 3,9,17)

## h) whose

Grammarwork-2 (1,2)

## i) how long ago

## j) how

Expressways (ch. 17)

## k) how often

Grammarwork-2 (26,27)  
Speak Up (ch. 14)

## l) how much/many

Getting Together (ch. 10-6)  
Grammarwork-1 (27)  
Grammarwork-2 (9)  
Look Again (ch. 11)  
Side by Side 1b (19)  
Speak Up (ch. 5)



## 9. Indirect Commands

- a) ask somebody + infinitive

## 10. Verbs

- a) be

### i) present

Pronunciation Curriculum for Beginning and Intermediate Students of ESL (ch. 1/13, 2/11, 3/14, 4/14)

Expressways (ch. 1-6, 10)

Getting Together (ch. 1/1)

Grammarwork-1 (17-19, 73)

Grammarwork-2 (47)

Listen to Me (ch. 1-4)

Pyramids (ch. 1-7)

Side by Side 1A (ch. 1, 2, 4, 5, 6)

Speak Up (ch. 1-4)

Write from the Start (95-7)

### ii) past

Expressways (ch. 9, 10)

Grammarwork-1 (82-6)

Side by Side 1A (ch. 17)

- b) Other Verbs

### i) simple present

Pronunciation Curriculum for Beginning and Intermediate Students of ESL (ch. 2/6, 2/7, 5/11)

Expressways (ch. 3-6)

Getting Together (ch. 2/5, 5/1, 8/4, 10/8, 11/2, 13/4)

Grammarwork-1 (58-9, 62-5, 73, 75)

Grammarwork-2 (19, 47)

Grammarwork-3 (17-9, 57)

Listen to Me (ch. 13-16)

Look Again (All chapters)

Now Hear This (ch. 10-3)

Pyramids (ch. 1-7)

Side by Side 1A (ch. 9-12)

Side by Side 2A (ch. 1)

Speak Up (ch. 8, 9, 11)

Write from the Start (93-102, 137)

### ii) simple past

Basics in Listening (ch. 13)

Pronunciation Curriculum for Beginning and

Intermediate Students of ESL (ch. 2/9, 2/10, 3/11, 4/9, 5/10)

Expressways (ch. 3-6)

Getting Together (ch. 3/3, 7/6, 8/2, 14/2, 14/3, 14/5, 15/3, 15/4)

Grammarwork-1 (87, 89, 90-1)

Grammarwork-3 (29, 30, 33, 35-9)

Listen to Me (ch. 17-20)

Look Again (ch. 15)

Now Hear This (ch. 14-18)

Pyramids (ch. 12-3)

Side by Side 1A (ch. 15-6)

Side by Side 1B (ch. 28)

Side by Side 2A (ch. 2)

Speak Up (ch. 15-7)

Write from the Start (103-111, 135)

### iii) present continuous

Expressways (ch. 2, 6, 11)

Getting Together (ch. 15/2)

Grammarwork-1 (45-50, 75)

Grammarwork-2 (30, 31, 34, 35, 39-43, 45)

Grammarwork-3 (14, 16)

Side by Side 1A (3, 12)

Side by Side 2A (1)

Write from the Start (117-9, 121-7, 136)

### iv) imperative

Basics in Listening (12, 14, 20)

Expressways (ch. 3, 4, 6, 8, 12)

Getting Together (ch. 8/6, 10/3)

Grammarwork-1 (79, 80)

Grammarwork-2 (58, 59)

Side by Side 1B (20)

Speak Up (16, 25)

### v) future (will)

Expressways (ch. 11, 12, 16, 17)

Getting Together (ch. 2/2, 4/5, 4/6)

Grammarwork-3 (71, 72)

Side by Side 1B (21)

Side by Side 2A (3)

Speak Up (ch. 26)

Write from the Start (112-6)

### vi) future (present continuous)

Grammarwork-2 (36)

Speak Up (ch. 32)



## vii) future (going to)

Expressways (ch. 9, 16, 17)  
 Getting Together (ch. 4/2, 4/5, 4/6)  
 Grammarwork-2 (53-6)  
 Listen to Me (ch. 9-12)  
 Look Again (ch. 15)  
 Now Hear This (ch. 8, 9)  
 Side by Side 1A (14)  
 Side by Side 1B (18)  
 Side by Side 2A (3)  
 Speak Up (ch. 21, 22, 32)

## viii) past continuous

Expressways (ch. 16)  
 Getting Together (ch. 15/4)  
 Grammarwork-2 (84-6)  
 Grammarwork-3 (45-8)  
 Now Hear This (ch. 19, 20)  
 Side by Side 1B (26, 30)  
 Side by Side 2A (2)

## ix) present perfect

Grammarwork-3 (50-7)  
 Pyramids (ch. 23, 24)  
 Side by Side 2A (4, 5)

## x) present perfect versus simple past

Grammarwork-3 (59)  
 Pyramids (ch. 23, 24)  
 Side by Side 2A (5)

## 11. Modal Auxiliaries

## a) Ability

## i) can (present time)

Expressways (ch. 5)  
 Getting Together (ch. 5/2)  
 Grammarwork-1 (51-3, 55-7)  
 Side by Side 1A (13)  
 Speak Up (ch. 5-8, 10, 12)

## ii) can (future time, with time marker)

Expressways (ch. 9)

## iii) could (past)

Grammarwork-3 (92, 93)  
 Side by Side 1B (26)

## b) Permission (may / can)

Expressways (ch. 5, 10-12)  
 Getting Together (ch. 8/5)  
 Grammarwork-2 (64)

## c) Necessity

## i) must, have/has to, had to

Expressways (ch. 9, 11, 16, 18)  
 Getting Together (ch. 5/1, 12/3)  
 Grammarwork-2 (70, 72)  
 Grammarwork-3 (83, 90, 93)  
 Pyramids (ch. 21)  
 Side by Side 1A (13, 27, 28)  
 Speak Up (ch. 7, 8, 10, 19)

## ii) have/has got to

Expressways (ch. 15, 18)  
 Getting Together (ch. 2/2)  
 Side by Side 1B (27)

## d) Lack of Necessity (don't / doesn't / didn't + have to)

Grammarwork-2 (71)  
 Grammarwork-3 (84, 91)  
 Pyramids (ch. 21)  
 Side by Side 1B (28)

## e) Prohibition (mustn't / can't)

Pyramids (ch. 21)  
 Side by Side 1B (28)  
 Speak Up (ch. 6, 24)

## f) Advice (should)

Expressways (ch. 6, 10, 14, 16, 18)  
 Getting Together (ch. 5/2, 8/3, 15/5)  
 Grammarwork-3 (81)  
 Look Again (ch. 6)  
 Pyramids (21, 22)  
 Side by Side 1B (22)

## g) Possibility (may / might)

Expressways (ch. 15, 17)  
 Getting Together (ch. 4/5)  
 Grammarwork-3 (86)  
 Side by Side 1B (21)



## h) Asking for Help / Requests

## i) Can you? / Could you?

Expressways (ch. 6, 8, 10-12)

## ii) Would you?

Grammarwork-2 (60)

**12. Expletives**

## a) It is/was + adjective

## b) There is/was + noun

Expressways (ch. 3, 4)  
 Grammarwork-1 (35-8, 73)  
 Grammarwork-2 (37, 38)  
 Look Again (all)  
 Pyramids (ch. 6, 7, 10)  
 Side by Side 1A (7)

## c) It is versus there is

**13. Agreement**

## a) too

Grammarwork-2 (46, 80)

**14. Adverbs**

## a) Frequency

Getting Together (ch. 3/8, 15/1)  
 Grammarwork-1 (20, 68, 74)  
 Grammarwork-2 (25)  
 Look Again (ch. 5)  
 Pyramids (ch. 11)  
 Side by Side 1A (11, 12)  
 Speak Up (ch. 14)

## b) Formation of adverbs

Expressways (ch. 15)  
 Grammarwork-2 (23)  
 Side by Side 1B (25)

## c) Too

Expressways (ch. 7)

## d) Too versus Very

Grammarwork-1 (53)

**Adverb Clauses**

## a) Time

## i) since

## ii) when

## iii) before, after

Side by Side 1B (26)

Side by Side 2A (2)

## iv) when, while (with past continuous)

## b) Reason

## i) because

Grammarwork-2 (24)

**15. Direct Speech**

## a) Say, Tell, Ask

Expressways (ch. 12)

**16. Gerunds**

## a) As objects of verbs

Getting Together (ch. 5/3)  
 Grammarwork-3 (24, 25)  
 Side by Side 2A (7)

**17. Infinitives**

## a) As objects of verbs

Expressways (ch. 7, 9)  
 Grammarwork-1 (70-2)  
 Grammarwork-3 (23, 25)  
 Side by Side 1A (14)  
 Side by Side 1B (18)  
 Side by Side 2A (7)  
 Speak Up (ch. 10)

**18. Sentence Structure**

## a) Simple sentences

## i) Subject + linking Verb + Subject complement

Expressways (ch. 13)



- ii) Subject + Verb + Object
- iii) Subject + Verb + Direct Object + Indirect Object

Grammarwork-3 (41, 42)  
Side by Side 1B (18)

- iv) Subject + Verb + Indirect Object + Direct Object

Grammarwork-3 (40-2)

#### b) Compound sentences

- i) and, but

Grammarwork-2 (83)  
Look Again (ch. 17)

- ii) so

Grammarwork-2 (56)  
Look Again (ch. 17)

- iii) and...too

#### c) Complex sentences

- i) Adverb clauses

Side by Side 1B (26)

#### Supplementary Text References:

Modals	Basics in Listening (Chapter 11.3)
Should, as expectation	Getting Together (2/3, 2/4)
Preference: "I'd like..."	Getting Together (9/4)
Suggestions: "Why don't you ....?"	Grammarwork-1 (77)
Suggestions: "Let's ..."	Grammarwork-1 (78) Grammarwork-2 (61-3)
Separable and Non-separable Two-word Verbs	Grammarwork-2 (44)
Present Perfect Continuous	Grammarwork-2 (49-52)
Would like	Grammarwork-2 (65-9)

Go + gerund object	Grammarwork-2 (69)
Either	Grammarwork-2 (81)
Passive	Grammarwork-2 (87-90)
The other/ other/ another	Grammarwork-3 (8)
Noun clauses as objects	Grammarwork-3 (26-7)
-ing and -ed Adjectives	Grammarwork-3 (31)
Separable 2-word verbs	Grammarwork-3 (43-4)
Adverb comparison	Grammarwork-3 (63)
Punctuation: direct speech	Grammarwork-3 (96)
Mixed-tense cloze paragraphs	Write from the Start (129-30)
Mixed-tense and preposition cloze paragraphs	Write from the Start (138-40)



## APPENDIX VI

## Pronunciation Materials

Pronunciation Contrasts

This is a book of lists. Each page of the main text contrasts two phonemes in great detail, including: the production features of each, the predicted languages that would have difficulty with these phonemes, and long word lists that provide examples of the phonemes contrast. There are charts of the contrasts, many appendices (lists of words with diphthongs, vowels, clusters), glossary of terms used, and an index according to the languages method. (All Levels)

Pronunciation Curriculum for Beginning and Intermediate Students of ESL

This is an impressive work. There are 100 lessons divided into five levels with twenty lessons each. The helpful instructor notes are very thorough. Each level is available for student purchase and is prefaced with a table of contents that shows the items covered. There is an alternate set of lessons which parallels the first (though this alternate set is not available for purchase at present). Many of the phonics points on the reading curriculum are covered here. For simplicity's sake, level one is generally used with LB, level two with UB and three with PI, but instructors, of course, may use them as they feel appropriate. (All Levels)

Pronunciation Handbook

The handbook brings together several useful suggestions and examples to help instructors with preparing for pronunciation. These include:

- A Language Background Questionnaire
- Diagnostic Tests
- A Canadian Phonetic Alphabet
- A Resource Material Cross Reference Chart
- Evaluation Suggestions
- Selected Readings
- A Full-Size Vowel Colour Chart

(Teacher Reference)

Say It Right

While intended for self-directed study, it can be exploited by our classes with an instructor's guidance. Despite the subtitles, its approach is generalist with lessons on the basic features of English pronunciation that can help any language learner to improve. There are quizzes throughout and an answer key. (UB to PI)

Small Talk

See Communicative Skills Bibliography

Speak Up

See Listening Bibliography

Student Pronunciation Information Handouts (Native Language and General) - F. Cosco, R. Lehner-Brandt, B. Wood, Y. Lewandowski - VCC

Prepared in six languages (Chinese, Japanese, Polish, Punjabi, Vietnamese and Spanish), these handouts highlight features of English pronunciation that may cause difficulties for native speakers of those particular languages. There is also a general handout in English for other students that highlights features of English pronunciation that are likely to cause difficulty for most students. (Student Reference)

Whaddaya Say

The twenty lessons in this book each address a common reduction in English speech (ing: in, what do you: whaddya, etc.). The *relaxed forms* are contrasted with the *careful* and there are straightforward cloze exercises that review forms previously practised. An answer key is included. (UB to PI)



## APPENDIX VII

## Lab Materials

Audio Lab

A few other texts and tapes are presently only available through the Audio Lab.

Around Town

The arrangement of four, four-line dialogues allows for hundreds of variations on the themes and functions that this book presents, such as: watching TV, banking, asking for directions. The vocabulary and idiomatic levels are not always consistent but there is quite a lot that is useful. (UB & PI)

Beginning Listening Cycles Workbook

This introductory listening book builds slowly in difficulty with utterances keyed to illustrations throughout. Utterances are at the word or sentence level. There is an answer key. (LB)

Computer Lab

Several programs in the lab are suitable, at least in part, for LB, UB and PI students. Instructors will best become familiar with them and their possibilities when they take their lab training. Of special interest are programs in which instructors may write in their own content-stories, vocal items, etc. The lab also has binders that list the programs, teacher-created materials and test-related materials.

Get Ready (see Listening Bibliography)

Jazz Chants (see Communicative Skills Bibliography)

The Learnables

Despite the introductory claims of *effortless* and *automatic* learning, this series of drawings with incremental changes in difficulty may only be useful for some beginning students. Unfortunately, without a contextual framework or script book, the content may be difficult to place within a class program. All utterances are at the word or sentence level.

## APPENDIX VIII

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- Banking, Jennifer House, VCC, 1986
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# APPENDIX IX

## Student Needs Assessment

FULL NAME: \_\_\_\_\_

TELEPHONE NUMBER: \_\_\_\_\_

Have you studied English before? \_\_\_\_\_. If yes, please explain where and for how long.

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What do you want or need to be able to do in English?

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Where do you use English outside of school?

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What is most difficult for you?

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What kind of work do you enjoy most in class?

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What can you do to improve your English?

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What do you think of the story? (Write your answer in English.)

What do you think of the story? (Write your answer in English.)

What do you think of the story? (Write your answer in English.)

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