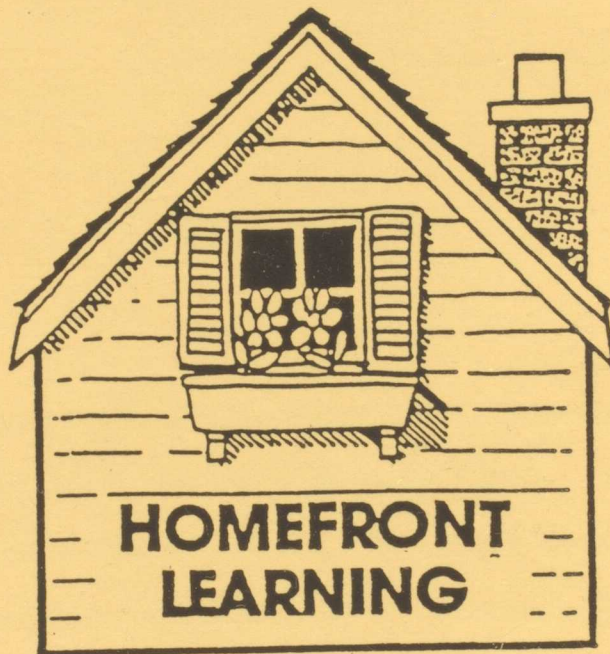


# HOMEFRONT LEARNING TUTOR GUIDE



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Revised and edited by Ann Hinkle & Maureen Nurse 1988

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This guide has been written for volunteers who wish to help individual homebound immigrants learn to speak English. It is part of the orientation to Vancouver Community College's Homefront Learning volunteer training program. The purpose of the guide is orientation and training. Its goal is to familiarize the volunteers with the program, help them organize their lessons, provide them with a variety of lesson ideas and inspire them.

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INTRODUCTION

Welcome to Homefront Learning Program. The Program began in September 1979 when King Edward Campus, Vancouver Community College received a special project grant from the Ministry of Education for volunteer tutors to help homebound adults from eighteen different language groups learn to speak English. The response from the community both in terms of numbers and enthusiasm indicated that there was an obvious need for this type of specialized program. Since then, the Homefront Learning Program has become part of the Neighbourhood English Department at King Edward Campus.

As a Homefront tutor you will receive the Homefront Tutor Guide, both pre-service training and in-service training, teaching materials and a Statement of Completion.

The purpose of the Tutor Guide is to help you with your lesson planning. Some general principles of language learning, a lesson plan outline and two sample lessons are provided. (Appendix F & G). The Tutor Guide also includes a list of materials which can form the basis of many lessons (Appendix D) as well as two ways of assessing your learners' language needs. There are a variety of activities designed to improve your learners' speaking and listening comprehension skills as well as their reading and writing skills.

Homefront Learning provides a unique opportunity to meet and help adults from another culture. We are continually made aware through our learners of the contribution and commitment of the volunteer tutors to the Program. We welcome your interest in joining Homefront Learning and hope you thoroughly enjoy your tutoring.



## ORIENTATION TO THE PROGRAM

### The Learners

For many people regular attendance in a class is not possible. Homefront Learning is designed to provide free English language instruction to non-English speaking adults who are unable to attend existing classes for a variety of reasons - physical, cultural or personal. There are many reasons why some people need to learn at home. Some of the Homefront learners are handicapped or are recovering from a serious illness or an accident. Many young mothers hear about Homefront Learning while receiving pre-natal care or while in the hospital. Newcomers hear about Homefront Learning from various agencies and welcome the opportunity to learn English at home while they are getting settled and looking for work. Poverty is a very serious problem for many Homefront learners. Still others work long hours for low wages and haven't the time, the money or the energy to go to a class because they have family responsibilities to deal with as well.

### Objectives of the Program

Helping your learners to speak and understand English is the main objective of the program, so plan to make two visits a week to their home for a minimum of four months. It is important to build up their confidence in their ability to learn the language. A tutoring situation provides a unique opportunity for lessons tailored to their special language needs. In addition, there is another important consideration. You may be your learners' first Canadian friend. Therefore, another equally important objective is that your learners establish a pleasant and friendly contact with a member of the community outside their ethnic group.

### Free Training

As a Homefront Tutor you will be required to complete four short pre-service training sessions. During the training you will be given a brief lesson in another language so that you will have some appreciation of what your learners will be experiencing. Later, you will be shown how to start teaching someone who doesn't speak more than a few words of English. A video tape of a tutoring session will be shown and after you have been assisted in preparing a lesson, you will tutor a student for one hour. For the complete training schedule, refer to Appendix A.

### Meeting your Learners

Once you have completed the training, you will be introduced to your prospective learner(s) by one of the Homefront Instructors. Every effort will be made to find you a satisfying tutoring situation.

Your Homefront Instructor will accompany you on your first visit to your learner's home. This will be an opportunity for you to get acquainted with your learners before you begin tutoring. Tell them something about yourself and exchange phone numbers. Show a friendly interest in them, their families and in their ethnic traditions and values. This interest should facilitate a comfortable learning situation for everybody concerned. A mutually convenient tutoring schedule should be set up at this time. This visit will also give you an opportunity to find out how much English they know and to determine with whom they need to communicate in English and what they need to be able to say and understand. Either immediately before or immediately after you have met your learners, your Homefront Instructor will give you a package of appropriate materials to use and will discuss their use with you.



## Guidance and Support

Once you have started tutoring, remember that your Homefront Instructor is available to offer suggestions and is interested in discussing teaching techniques and sharing your triumphs and frustrations. You are welcome to visit the Homefront office to pick up new materials and to discuss your learners' progress. Phone 875-6111, local 554 or 555 whenever you need to. Due to the nature of the program, we are often on-duty but off-campus. If you phone and no one is in, please, leave a message.

### Homefront Office

Room 3193

Phone: Ann Hinkle      875-6111 local 554  
Maureen Nurse      875-6111 local 555

We must hear from you a minimum of once a month. We call every tutor during the last week of each month. As some of you are hard to reach, it's helpful if you also try to call us during this time. Let us know how your tutoring is going, and how many hours you have taught that month.

Workshops which are both social and educational in nature are held on a regular basis. You will receive a newsletter before each one. The workshops provide an opportunity for you to renew friendships, meet other tutors and hear what they are doing. Many of the tutors become very attached to their learners and feel they are using their own initiative in a very satisfying and necessary volunteer activity. At the workshops you will receive further training in teaching pronunciation, reading, and writing, listening skills and

vocabulary and structure. It is also an opportunity for you to consult with your Homefront Instructor and choose some new material which would be suitable for your learners.

Upon completion of your four month commitment, a Vancouver Community College Statement of Completion will be sent to you acknowledging your initial period of service. We hope that you will continue to tutor for many months more.



LESSON PLANNING

Helpful Suggestions

A lesson plan will provide a framework for your tutoring sessions. It will help you present your lesson in manageable pieces, vary the learning activities and calculate how much material you can cover. You may find that you need to spend more time than you had planned on one part and less on another. Just how much time you will spend on each item, however, will be determined by the needs and interests of your learners.

Make sure that you know what the objective of the lesson is. Determine what it is you want your learners to be able to do by the end of the lesson. Keep the lesson lively by planning a variety of activities but be careful not to overload your learners with too much material. Check to see if you accomplished what you set out to do before planning for your next visit but remember that your lesson plans are only guides and are to be used as such.

The Homefront Lesson Plan Form is on the next page. Two lesson plans, one for a beginner and one for an intermediate, are included in the appendices. (Appendix F & G).

HOMEFRONT LESSON PLAN FORM: 1 HOUR

TUTOR \_\_\_\_\_

LEARNER \_\_\_\_\_

DATE OF SESSION \_\_\_\_\_

HOMEFRONT INSTRUCTOR \_\_\_\_\_

LESSON TOPIC: \_\_\_\_\_

<u>MATERIALS NEEDED</u>	
(MINS) (5)	1. <u>WARM-UP</u>
(10)	2. <u>REVIEW</u>
(15)	3. <u>LESSON: PART 1: OBJECTIVE</u> <u>LEARNING ACTIVITIES</u>
(10)	4. <u>BREAK</u>
(15)	5. <u>LESSON: PART 2: OBJECTIVE</u> <u>LEARNING ACTIVITIES</u>
(5)	6. <u>CLOSING</u>



## SOME GUIDELINES FOR TUTORING ADULTS

In order to have your learners achieve as much as possible, it is important to keep in mind some general principles of learning as well as some purely practical suggestions.

### Learning Styles

People learn at different speeds and in different ways. Some learn well through listening and speaking while others need the written form. Involve as many of the learners' senses as possible. The more senses involved in learning the better. Hear it. Say it. See it. Touch it. Write it. Do what is best for your learners, but remember that oral fluency is of the utmost importance.

### Appropriate Material

Maximum learning takes place when the material suits the learners' immediate needs. Ask yourselves: What do my learners need this for? Because adults lead very complex lives, they will not remember material unless it is practical, meaningful and related to their experience. Simply stated: We learn what we need to learn. A pregnant woman may be very interested in learning how to fill out a form regarding her health but a healthy young man may have no need for this language learning material and, therefore, be far less likely to learn the material and retain it. For this reason, we have included the Mapping Technique and the Role Technique in the Tutor Guide. Use them to assess your learners' language needs.

Adult learners' experiential background must be considered as it will be difficult for them to learn material for which they have no relevant background. Look at the material and see what life experiences or general knowledge they need to have in order to learn whatever you are teaching. Try to draw on their life experiences. Go from the familiar to the unfamiliar.

Learning occurs when what is being learned has meaning. It is important that adult learners understand the words, phrases and content of the material being presented. Pictures, pantomime and bilingual dictionaries are invaluable aids to communication. If you are bilingual, supply the word or the necessary explanation but speak English again as quickly as possible. Remember, your visit may be your learners only opportunity to speak English.

Adults want to apply what has been learned as soon as possible. Therefore, provide opportunities for them to use the vocabulary or skill they have just learned in a simulated and/or a real-life situation. For example, a dialogue for taking the bus to the Army and Navy can begin with a role play in which the tutor is the bus driver and the learners are the passengers. Later, you and your learners could actually take the bus and transfer the learned material to a real-life situation in the community.

### Reinforcement

Reinforce learning by means of reward. Knowledge of results - feedback - is a valid form of reinforcement that is sometimes overlooked. Show your pleasure at their successes. Enjoy the experience. It reduces the tension for both the learners and the tutors. Learning a language can be a strain.

### Sufficient Practice

Learners will need to repeat a phrase or skill many times before it is really learned. Repetition is important. Therefore, allow for this when you first introduce something new and remember to review it in subsequent lessons over and over again. Learning is an active process.



## Your Manner of Speaking

One of your strongest assets is your ability to speak English fluently so be careful about the way you speak. As you may be your learners' only English speaking contact, don't use broken English. They need a correct model to imitate. By lapsing into broken English you may be simply reinforcing their errors. Instead, use short, simple sentences. Limit yourself to eight or ten-word sentences and choose short, simple, frequently used words. The shorter the word, the easier it is to hear and repeat. Common words are essential to your learners and will help them to communicate more effectively than unusual or seldom heard words.

Your learner will understand you better if you speak a little slower than you normally do and enunciate clearly. However, don't speak so slowly that each word in a sentence sounds like a separate item.

## Gestures

Use your hands to indicate to your learners when you want them to speak or listen. When they are speaking, listen actively. Lean forward a little and nod your head occasionally. When you are confused, shrug your shoulders. Shake your head to indicate they have made a mistake. The natural rhythm of a sentence can be shown by clapping.

## Correction

Consider the amount of correction you should do. Too much correction is discouraging. Generally speaking, the correction should be given "matter of factly" even if it is the twenty-fifth time. You will sense

whether your learners appreciate time to struggle and work out the correct response or prefer help more quickly. However, don't ignore common but totally unacceptable errors such as, "I no speak English." or "What means that?" as they may become a habit.

## A Summary

At the end of your tutoring session, sum up what has been covered during the lesson. This will provide your learners with a sense of accomplishment. Do leave something behind for your learners to work on during the week. This can be a tape recording, flash cards, or a written assignment. However, be accepting if an assignment isn't finished or your learners seem to be making little progress. It's difficult for any adult to learn to speak another language, especially while fulfilling all the other responsibilities of a day-to-day existence.

Kind of English		Purpose of Visit		Places Visited	
Formal English	Writing Letters	Formal English	Formal English	Formal English	Formal English
Informal English	Speaking	Informal English	Informal English	Informal English	Informal English
Formal English	Formal English	Formal English	Formal English	Formal English	Formal English
Informal English	Informal English	Informal English	Informal English	Informal English	Informal English



## ASSESSING LANGUAGE NEEDS

### The Mapping Technique

This is one way of determining the type of lesson your learners need. You must find out where they go and which of the four English skills they need in that situation. This information will determine the content of your lessons.

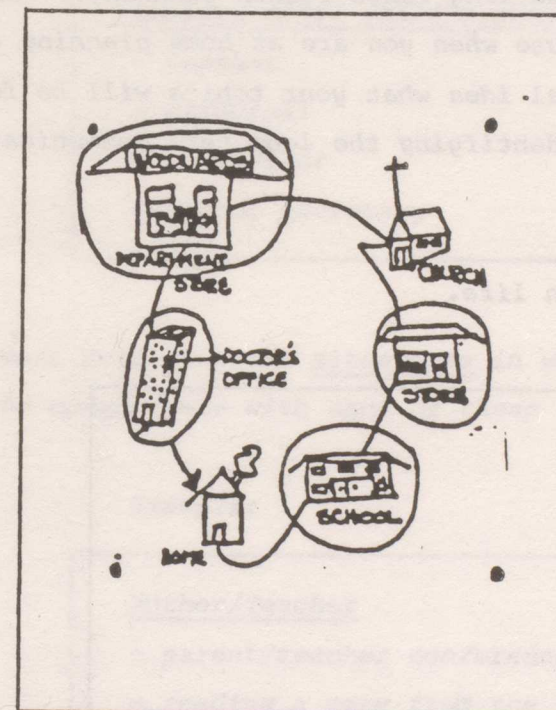
### Method

Begin by drawing your apartment or house on a sheet of paper and then tracing chronologically the places you visited on the previous day, weekend or week. (See map on next page). When your "map" is complete, explain that you want to look at the kinds of English used in each situation. On a separate sheet, pinpoint the kinds of English used by filling in a "language needs grid."

Places visited	Purpose of visit	Kinds of English			
		Speaking	Reading	Writing	Listening
Grocery store	To buy bread, fruit, soup	salutations asked prices	labels on cans, prices	cheque	prices and location of bread

When you have finished your "map, help your learners "map their activities of the previous day, weekend or week. They may go to a few places, such as the doctor's office, where they can speak their own language. Circle all the situations in which they used English and fill in their "language needs grid" together. (The "mapping technique" can also be used to

stimulate conversation in the form of an oral journal of the past weekend. In that case the "language needs grid" would not be necessary). Please note that you only need to map your day the first time in order to illustrate how the technique works.



In some cases, learners may not be able to travel outside their home. In that case, map their home and talk about what they do in each of the rooms in the course of a day.

Even truly homebound learners have a number of occasions when they need English. Their contact with the English-speaking world may be in the form of flyers in the mail, telephone calls, TV and radio, and health emergencies.



### The Role Technique

The role technique focuses on the various roles assumed by the learners within our society and all the communication situations which arise as a result of these roles. This should enable you to identify your learners' communication needs and to do some long range lesson planning. This technique is one that you would use when you are at home planning your lessons so that you have a general idea what your topics will be for the next four months. A model for identifying the long term communication needs of your learners follows.

#### Method

Determine your learners' roles in life.

Example:

#### Woman

- mother
- worker
- friend
- neighbour
- wife

Then decide what your learners' responsibilities are in each of these roles.

Example:

#### Mother

- child's education
- child's health
- home management
- individual needs and interests

#### Worker

- carrying out job duties
- relating to co-workers

The next step is to determine with whom your learners have to communicate in relation to each of these responsibilities.

Example:

#### Looking after child's education

- teacher
- principal
- counsellor
- school secretary

Next determine the situations in which your learners have to or would like to communicate with each of these people.

Example:

#### Mother/Teacher

- parent/teacher conference (discussing child's progress)
- reading a note from the teacher (field trip, sports day)
- excusing a child from school or recreational activities

Finally, decide the language, factual information and cultural information your learners will need in order to communicate in each of these situations.

An example is on the next page.



Example:

Communication Situation: Parent Teacher Conference -  
Discussing child's school progress with the teacher.

LANGUAGE	FACTUAL INFORMATION	CULTURAL INFORMATION
-asking about progress/under- standing teacher's response	-report card procedure	-relationship between parent and teacher
-asking about problem/under- standing teacher's response	-marking system	-attitudes towards subject matter (many immigrants regard recreation and other "non-academic" studies a waste of time)
-asking for clarification	-parent & teacher conference pro- cedure	
-understanding teacher's questions /responding to teacher's questions	-system for assign- ing homework	-attitudes towards discipline in schools
-reading report card		-rights of parents and children

LEARNING ACTIVITIES

Homefront Tutors will encounter the challenge of presenting appropriate material to their learners in a number of interesting ways. The same material must be presented in different ways until it has been learned. For this reason, a variety of learning activities, first to develop speaking and listening skills and then to develop reading and writing skills, are described in this section of the Tutor Guide.

Speaking and Listening Activities

Dialogues

Dialogues provide a practical and entertaining way of using newly learned structures and vocabulary. The dialogue that you choose to teach should arise from something that you have been doing with your learners. For instance, if they have been learning the parts of the body, they could learn this type of conversation.

Tutor (Doctor)	Hello. How are you feeling?
Learner (Patient)	Not very well.
Tutor	That's too bad. What's the matter?
Learner	My head aches. My chest aches.
	My stomach aches.
Tutor	You have the flu. Go to bed and sleep.

Introduce the dialogue and then say it several times while your learners listen. Hold up your right hand and then your left hand to indicate the two speakers. Repeat the dialogue sentence by sentence and have your learners repeat after you. Continue to use your hands to indicate speaker #1 and #2. Repeat each sentence until your learners can say each one clearly. As your learners progress, emphasize the speed, stress and intonation of the dialogue. At this point, you be speaker #1 and the learners speaker #2. Later, reverse parts and continue until your learners are familiar with both parts and able to take part #1 or part #2 with no difficulty. Make sure your learners have copy of the conversation and be sure to review it constantly.



If your learners are beginners, dialogues such as the following are appropriate immediately after you have met your learners.

Tutor Hello. My name is \_\_\_\_\_.  
What's your name?  
Learner My name is \_\_\_\_\_.  
Tutor Hello \_\_\_\_\_. I'm glad to meet you.  
Learner I'm pleased to meet you.

---

Tutor Hello. How are you?  
Learner I'm fine, thanks. How are you?  
Tutor I'm fine thanks.

---

Tutor Hello. How are you doing?  
Learner Fine thanks. How are you?  
Tutor I'm okay. How's your mother?  
Learner She's fine.  
Tutor Give her my regards.  
Learner Thanks. I will.

---

After your learners have learned the colours and the names of articles of clothing, you might use the newly acquired vocabulary in a shopping dialogue.

Tutor (Clerk) Hello. May I help you?  
Learner (Customer) Yes. I'm looking for a red blouse.  
Tutor What size do you wear?  
Learner Size 12.  
Tutor Do you like this one?  
Learner Yes. It's very nice. Can I try it on?  
Tutor Certainly. The dressing room is over there.

The next step involves showing your learners how substitutions can be made. In the last dialogue, you could change the article of clothing and the size. This might also mean that you have to change from the singular to the plural. For example:

Tutor (Clerk) Hello. May I help you?  
Learner (Customer) Yes. I'm looking for some jeans.  
Tutor What size do you wear?  
Learner Size 14.  
Tutor Do you like these?  
Learner Yes. They're very nice. Can I try them on?  
Tutor Certainly. The dressing room is over there.

Of course, other changes are possible too. Use pictures or symbols to cue your learners. Show them a picture of some jeans and write number 14. Next show them a picture of a green dress and write number 8.

As your learners acquire more English, they can work out dialogues with you. In other words, there is less need for the tutor to take up the dialogue. For instance, you could have them create one-half of the dialogue.

Tutor (Waitress) Are you ready to order?  
Learner (Customer) \_\_\_\_\_  
Tutor I'm sorry. We're not serving breakfast now.  
Learner \_\_\_\_\_  
Tutor Fine. Do you want a salad too?  
Learner \_\_\_\_\_  
Tutor We don't have any apple juice today.  
Learner \_\_\_\_\_  
Tutor Fine. Is that all?

After they have written the dialogue, it should be done orally until your learners are able to produce both parts with ease. Be aware that often learners continue to make the same mistakes because they just don't hear an unstressed word or syllable. Help them by showing them what to listen



for. Use your fingers to show them that they are dropping the third word or saying the third syllable of a word incorrectly. Then model it for them. Sometimes it helps to build up a sentence backwards as often learners miss the end of a long sentence or fail to notice the preposition. For example:

at 2 o'clock  
in the restaurant at 2 o'clock  
I'm going to meet John in the restaurant at 2 o'clock

For more advanced learners, another way of developing a dialogue is to outline the situation and assign the learners a task. For example:

You have to phone the dentist's office and change an appointment for your child because you are sick and can't take him. Explain to the receptionist and make a new appointment.

This is the stage where you should help your learners expand their use of the language by pointing out other ways of saying the same thing. For instance, there are a lot of ways of apologizing for having to change an appointment. It can be said formally or very informally.

I'm terribly sorry but  
I know it's an awful lot of trouble but  
I realize it's very inconvenient but  
Gosh, I hate to tell you this but

Dialogues gradually progress from those which are made up by the tutors to those created completely by the learners as the learners acquire more and more language.

#### SELECTED SPEAKING AND LISTENING ACTIVITIES

##### Telephone Assignments

Using the telephone seems an insurmountable difficulty to many learners. They need practice. Role play the conversation first with your learners,

then have someone phone them while you are there and perhaps again after you have left. Even though you have a set time for your tutoring sessions, ask your learners to phone you to confirm the date and the time. Bear in mind that in order to be able to cope with telephone calls effectively, they will need to be able to say:

Hello. May I speak to \_\_\_\_\_?  
Just a minute. I'll get her.  
I'm sorry. She's not here. Who's calling?  
I don't speak English. My son comes home at 3:30. Please call then.

As your learners acquire more language, have them phone a theatre or the aquarium and make at least two inquiries. Even quite advanced learners find using the telephone a challenge. Prepare a list of about ten questions and have them phone and listen to one of the B.C. Telephone tapes. (Pamphlet available at the Homefront Office).

##### Maps

Use a map of your learners' neighbourhood or downtown Vancouver. Teach your learners to ask and answer questions such as:

What street is this?	It's .....
Where is the .....?	It's on ..... ?
	The ..... is between ... and ...
	The ..... is next to the .....
What does the ..... look like?	The ..... is big red building with a large tree in the front yard.

While looking at a map, your learners should learn to follow simple directions such as the following:

You are standing in front of the Royal Bank. Walk two blocks north on \_\_\_\_\_ Street. Turn left and walk three blocks. The \_\_\_\_\_ store is on your right hand side.



As your learners progress, use city maps or a map of B.C. Have your learners tell you how to get from A to B. Familiarize them with the grid system.

### A Bag of Articles

Take along a large bag filled with different articles. As you take each article out of the bag, ask one or two questions such as the following:

- What is it? What colour is it?
- Where can you buy it? (department or store)
- Do you like/eat/wear/have a ..... ?
- What do you use it for?
- Have you used/worn/eaten a ..... ?


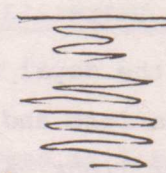

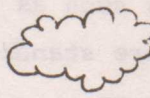
Intermediate learners should be taught to give a definition of the article. For example:

- Tutor: What is it?
- Learner: It's a can opener
- Tutor: Tell me what a can opener is. How do you use it?
- Learner: A can opener is a kitchen gadget which you use to take the lid off cans.

### The Weather

Discuss the weather. Your learners will need some social conversation. With beginners, you may need to use a calendar and make symbols on the calendar.

MAY 1982

SUN	MON	TUES	WED
			
1	2	3	4

- Tutor: What day is today?
- Learner: Today is Wednesday.
- Tutor: What's the weather like?
- Learner: It's cloudy.
- Tutor: What was the weather like yesterday?
- Learner: It was raining.

For intermediate learners, find the weather forecast in the paper or tape it. The vocabulary is much the same day after day, so, once it has been learned, your learners will find listening to the news easier as there will be at least one item they can understand.

### Instructions

Have your learners tell you or show you how they do some common activity -- wash a sweater, make a bed, change a flat tire, bake a cake. It doesn't matter what it is. Write down your learners' way of doing it, step by step, so that you say it the same way all the time. Do a simple sketch, if you can, to use as a visual clue for each step. Then have your learners repeat each sentence after you enough times so that they can say it properly. In the end, given the occasional verbal or visual clue, your learners should be able to tell you the whole process from start to finish.

### Life Histories

People need to be able to talk about themselves. It's an important emotional need and a way of making friends. Teach your learners how to answer questions such as the following:

- Where were you born? How many brothers and sisters do you have?
- Where did you grow up? Where did you go to school?
- When did you get married? What work did you do in your country?
- When did you come to Canada? etc.

At first it may seem insensitive to ask such questions. In that case,



elicit from your learners a narration of the events in their lives over the past year, month by month. For instance, last January I ..... In February I .....

#### THE TAPE RECORDER

For variety, use a tape recorder. Have a friend record the passage and the questions as your learners may have become very accustomed to your voice and need practice in listening to someone else. Record a set of instructions and have your learners follow it by writing something, drawing a picture or by acting out the instruction while you watch.

Record or read a short passage or a dialogue to your learners. After they have heard it twice, check your learners' listening ability by questioning them orally. Check to see that they understand the main idea. Question for explicit or implicit information depending upon their level of ability.

To practice a structure, record a sentence and ask your learners to transform it by changing it to the past, plural or negative. Alternately, record a sentence and ask your learners to make a substitution within the sentence and the other necessary changes. For example, ask your learners to change the person to John in the following sentence:

Tutor: We live in Vancouver. John  
Learner: John lives in Vancouver.

Pause long enough for your learners to respond and then record the correct response after this pause.

To help your learners with new vocabulary, record a list of words and allow sufficient time after each word for your learners to say the word. A written sheet should accompany the recorded exercise. With more advanced learners have them indicate the number of parts (syllables) and circle the accented one. For example:

corrosive 3 (accent in the middle).

#### Pronunciation, Stress and Intonation

##### Pronunciation

Learning the pronunciation of a foreign language is a two-fold process. Your learners must learn to recognize significant vowel and consonant sounds and be able to produce these sounds. Most native speakers know how to make the sounds of English very well but have never stopped to analyze how a sound is produced. However, if your learners are to improve their pronunciation, they must be helped to discover how a sound is made. Simple diagrams can be drawn to show your learners where to put their tongues. Then a mirror can be used so that they can check to see if they have the correct lip and tongue position. Sit so that your learners can watch your mouth and encourage them to do so. A piece of paper can be held in front of your mouth to illustrate the amount of aspiration. Encourage them to put their hands on their throats to see whether or not the vocal cords vibrate.

The most common teaching technique used to improve pronunciation is the sound drill. A sound drill can be done during each of your visits. It only takes five to ten minutes and even advanced learners can profit from a sound drill. Be sure to demonstrate how each sound is made. (Diagrams are available in the Homefront office.) Have your learners demonstrate the sound(s) for you before beginning the drill.

In this example of a sound drill the objective is for your learners to produce /t/ and /d/.

Begin by writing /d/ and /t/ on a piece of paper. Demonstrate the sounds. Have your learners point to the sound they hear as you say the words "send" and "sent" a number of times varying the order. Continue with more word pairs from column one and two until your learners can recognize the difference between the two sounds. If your learners can recognize the difference between the two sounds. If your learners can hear the difference, they are ready for production practice. If not, they need more recognition practice. Your learners must hear the difference between the sounds before they can say them.



Column 1	Column 2
send	sent
lend	lent
spend	spent
bend	bent
build	built

Have your learners repeat after you, the words in column one, the words in column two and then each pair (send, sent, etc.) until they are able to make the /t/ and /d/ sounds. Next, your learners should use the sounds they have been practicing in sentences with the correct intonation and stress. For example:

Dad spent ten dollars.

Did Tom send it?

Plan sound drills according to your learners' needs. Remember each pair should be drilled in the three positions: initial, medial, and final. Other difficult pairs are:

/f/	/v/	feel	veal	rifle	rival	safe	save
/p/	/b/	pack	back	simple	symbol	cap	cab
/k/	/g/	kill	gill	bicker	bigger	buck	bug
		cap	gap				

### STRESS

Stress is the intensity with which syllables are spoken. In some languages, the stressed syllable always occurs at the same place. English is a free stress language where stress can fall on any syllable. There are actually four levels of stress for sentences, but for practical purposes, especially at the beginners' level we should concentrate on stressed and unstressed syllables.

As a rule, only nouns, verbs, adjectives, adverbs, demonstratives and interrogatives are stressed. However, they are not given equal stress. To help your learners, tap the table as you say a sentence to indicate the words with the greatest stress.

Example: Mary usually visits her sister three times a week.  
noun adverb verb noun adjective noun noun

"What's your name?" asked the teacher.  
interrogative noun verb noun

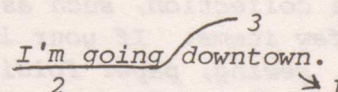
### INTONATION

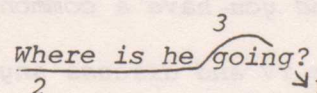
Intonation is the rising and falling of the voice as we speak. The four pitch levels usually described for English are:

- 4 extra high (used for emphasis)
- 3 high
- 2 normal
- 1 low

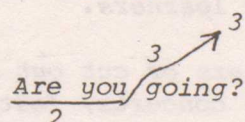
The end of a sentence is usually rising or falling. There are two main intonation patterns in English.

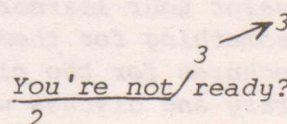
Pattern 1 2 3 1 ↓ This pattern is used for most statements, requests, commands and wh questions. (who, where, when, why, what)

Example: a) I'm going /downtown. 

b) Where is he going? 

Pattern 1 2 3 3 This is the pattern for yes/no questions or any question with statement word order.

Example: a) Are you going? 

b) You're not ready? 

In order to be understood easily, your learners must put the accent on the correct syllable of the word and speak with the proper intonation.



### Activities for a Relaxing Break

In a one-hour tutoring situation, as experienced by Homefront tutors and learners, it is essential that approximately ten minutes be set aside halfway through the lesson for a relaxing break.

Here are some ideas for a relaxing break.

1. If it's a nice day, take a walk around the block or backyard and have the learners describe the garden or the buildings in the neighbourhood. If it's too cold to go outside, have the learners show you around the house or one particular room which they then describe.
2. Have the learners teach you some words from their native language. Listening to some music from their country or learning a step from a folk dance, is also a relaxing break.
3. Show the learners something you've made or describe one of your hobbies. You could also take books or equipment and demonstrate a craft. If you have a collection, such as postcards, stamps or coins, take along a few items. If your learners are interested in plants, pottery, art, sewing, paper folding or cars, have them show you something they have done or tell you about their special interest. You may find you have a common interest.
4. Listen to the radio or TV and discuss any idioms, expressions or story lines that come up during the program.
5. Take some pictures or postcards of tourist spots in Vancouver or of your travels and show your learners.
6. Take some brochures or flyers or cut out a column from the paper advertising plays, movies, concerts, festivals, craft fairs, sports events, free lectures, free clinics or sales and tell your learners about them. Try to acquaint your learners with the neighbourhood or the city by finding something for them to do during the week. Collect pamphlets or brochures for the closest Neighbourhood House, community centre or library and discuss what programs are available that may be of interest to them.
7. Take a coffee or tea break. Talk about food preferences, share foods or recipes.
8. Take along a picture from the newspaper and tell them about it or tell them about the headlines. Most adults are very interested in the news and enjoy someone taking the time to explain a newspaper article in very simple English.

9. Compare hand and facial expressions for expressing anger, surprise, hello and goodbye. For more advanced learners, you may want to play a simple form of charades during the break. Pantomime is fun. Using props, have your learners act out a series of commands.



## READING AND WRITING ACTIVITIES

### The Alphabet

Beginners may need to learn the English alphabet. Print the letters of the alphabet. Put a dot in another colour to show your learners where they put their pencils to start the letter. Show your learners the direction in which they are to move their pencils.

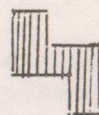
For example:



When you are teaching beginners to print words, don't mix capitals and small letters. Use capitals properly. Point out the configuration of words.

For example:

dog



(Signatures should be in cursive writing as they cannot be forged as easily). Always remember to work from left to right and from top to bottom as this may not be the habit of your learners. Also, if your learners have trouble keeping their place on the page, suggest that they put a piece of paper under the word or line they are reading.

### Sight Words

Next, your learners will need to build up a small vocabulary of words they can identify by sight. Start by printing some words on flash cards. Have them match the printed word to the appropriate picture. Then give them practice in copying the same words. If this is difficult, have them trace over a dotted outline.

For example:



Games can be played to aid beginners in recognizing the words. An adaptation of Bingo can be played. Print the words to be learned on cards and have your learners mark the words with an X as you say each one.

At some point your learners must learn to print the words from memory. Encourage your learners to remember the spelling by printing the first letter of a word and drawing dashes for the remaining letters.

For example: picture

learner's copy

or

tutor dictates

d \_ \_ \_

c \_ \_ \_

Over a period of time, you and your learners will build up quite an extensive collection of sight words on flash cards. Consider putting a picture on the back so that your learners can check themselves. For easy access, group your flash cards by topic such as food, furniture, tools, occupations, leisure time activities or by teaching point such as synonyms, or verbs and keep them in separate envelopes. Occasionally, number the cards and put the words that your learners are uncertain of on tape so that they can practice independently.

## SELECTED READING & WRITING ACTIVITIES

### A Dictionary

Encourage your learners to start a dictionary. Use one page for each consonant but two pages each for the letters a, e, i, o, u, c and g. This is the start of your work on the English sound system. Start with the consonants but remember that c and g have two sounds so leave them until later. For examples: cat, city, go, gym. To avoid confusion, only do one of two consonants each time you visit. List the words that your learners know that begin with those consonants remembering not to restrict your list to nouns. Then do the short vowels. Use a key word for each. For example: a apple, e end, i it, o on u up. A lot of learners have trouble distinguishing between the short vowel sounds. Finally list the long vowel words they know. Review the dictionary words frequently. The dictionary should grow and grow.

### Numbers

Provide your learners with adequate practice in reading and writing



numbers--dates, street addresses, telephone numbers, time, prices, cheques and measurements.

#### Dialogues, Songs or Jazz Chants

After your learners have memorized a dialogue, song or jazz chant, there are a number of reading and writing activities that can be done depending upon their level of English. People, who are not accustomed to our alphabet, may need practice in copying a few words or a few lines from the familiar material. Later, they may be ready to fill in the blanks to complete the dialogue, song or jazz chant. Another time, they could write the second speaker's part of the dialogue. Next, you could print each word of the dialogue, song or jazz chant on a separate card and have them arrange the cards in order. With a dialogue, the words of each speaker should be in a different colour. These techniques can be used with any material that your learners have learned orally. It is essential to vary the activities in order to work with the same words until they have been learned.

#### An Address Book/An Appointment Book or Calendar

Begin by noting the times of the tutoring sessions and your phone number. Then add the phone numbers of your learners' doctors, dentists and friends. Explain and include the emergency phone number 911 for ambulance, police and fire.

#### A Journal

A journal, kept by your learners, provides practice in reading and writing. Learners can choose one day each week to write about their activities. At first, you will have to do the journal together, drawing the information from your learners and printing it in very simple sentences to make a story. It is worth doing, as your learners will be much more interested in reading about their own interests and activities. It also has the added advantage of saving you, the tutors, time spent looking for easy adult reading material.

When you are working with learners who can write a short story by themselves, go over what they have written with them and point out the types of errors that have been made. Don't do the corrections for them. Point out what is missing, awkward or incorrect and help them make the corrections. Ask them to rewrite it before the next lesson. This should also give you an idea of what to teach the next time you visit.

Your learners may want to do simple illustrations or on special occasions include photographs in the journal. If it's possible, the journal should be kept in a separate book in order to make it more special and something that can be treasured by your learners. For many, it becomes a record of their early days in Canada.

#### Letters and Short Notes

Your learners could write to someone in the family such as a school age child or a pen pal such as another Homefront learner. Go over the letter together before it is mailed.

As they progress, your learners could write:

1. a friendly letter
2. a letter of complaint (a mistake on the bill)
3. a thank you letter (a visit, present, help)
4. a letter of application

A short note could be written to:

1. the milkman, delivery man or paper boy
2. a child's teacher or a babysitter
3. a repairman
4. a landlord or a tenant
5. a family member
6. the boss or a co-worker



## READING SELECTIONS

Reading selections chosen to focus on your learners' interests and reading level can be effectively used by tutors. After the appropriate material has been chosen, begin by reading the selection to your learners. This should be followed by a discussion of the general idea of each paragraph and an examination of specific vocabulary items. Give your learners some practice in reading for specific details. Ask a question and direct your learners to read until they find out the answer. As a final comprehension check, ask your learners to tell you in their own words what the reading selection is about.

To improve your learners' oral reading, read a phrase and then have your learners read the same phrase. Read the selection together phrase by phrase in this manner as often as necessary, until your learners are confident. In the end, your learners should be able to read the whole passage alone. In this way your learners can hear the proper pronunciation of words that may just be part of their passive vocabulary.

Taped selections are invaluable to learners. They can listen and follow the printed words or they can listen, look and read aloud as well. This technique is sometimes called echo reading or impress reading but whatever the title, people who have learned another language recommend it highly.

## A P P E N D I C E S



# APPENDIX B

## RIGHTS AND RESPONSIBILITIES OF HOMEFRONT TUTORS

### Homefront Tutors Will:

1. be treated as co-workers--members of the HOMEFRONT LEARNING TEAM;
2. be given a suitable assignment;
3. receive in-service training for the assignment and regular service training;
4. be given guidance and direction;
5. be given regular feedback of work done; and
6. be given information about the Outreach Department at King Edward Campus.

### Homefront Tutors Have The Responsibility To:

1. be sincere in their offer to tutor;
2. believe in the value of tutoring;
3. be ethical, especially in discussing learners, co-workers, and the program;
4. be willing to participate in the pre-service training program, in-service workshops and evaluation;
5. carry out duties reliably and punctually;
6. tutor the learners a minimum of two hours per week for a period of four months;
7. notify the learners when an appointment cannot be kept;
8. notify the Homefront instructors when problems arise;
9. plan lessons so that they will be of maximum help to the learners;
10. keep a record of lessons taught and time spent tutoring;
11. phone or visit the Homefront instructors at least once a month; and
12. refer any learners who require more than language tutoring to the Homefront instructors or to the appropriate agency.

## HOMEFRONT TUTOR TRAINING SESSIONS

SESSION ONE	SESSION TWO
Welcome and Introduction An Interaction Activity A Language Learning Activity The Adult Learner Break Needs Assessment -- Mapping Method, Role Method Language and Culture Homefront Learning Tutor Guide Review of ESL Resources Used in Homefront Learning	Themes and Learning Activities for Tutors Lesson Planning for the Beginner Lesson Planning Session Break Focus on the Intermediate Learner
SESSION THREE	SESSION FOUR
Practise Teaching Orientation Library Tour Videotape of a Tutoring Session Discussion	Practice Tutoring Session Break - Group Discussion of the Tutoring Experience Assignment of Learners to Homefront Tutors Evaluation of Training Session



## APPENDIX C

### LESSON ACTIVITIES: AN OVERVIEW

#### Speaking/Listening

1. role play dialogues
2. ask and answer questions
3. give or follow instructions
4. describe something (car, family, country, kitchen)
5. narrate a short story (cartoons, real-life)
6. practise a sound drill

#### Reading/Writing

1. read sight words (labels, signs, forms)
2. make a dictionary
3. match the printed words with the pictures
4. fill in the blanks with the correct word
5. write what your learners say and read it together - do related questions/answers
6. read a short story, description, recipe, directions - do related questions/answers
7. write the second speaker's part of a dialogue
8. write a letter, diary, short note.

#### Opening/Break/Closing

1. sing songs (O Canada, Alphabet song, children's records, commercial jingles) learn a song from your learner's country
2. play a game (Bingo, Fish, Hearts, Scrabble)
3. retell a story from their child's books (The Three Bears)

## Appendix C continued

4. do some exercises, walk around the yard/block/nearest shopping area
5. look up things in the telephone book (place of work, child's school, King Edward Campus, doctor, community centre, TV repair place)
6. go through a flyer, catalogue (name objects, find prices)
7. locate a TV program for that evening from the TV guide
8. keep a calendar of activities (tutor's next visit, family birthdays, favourite TV shows, special days, appointments for family members)
9. watch part of a TV show (soaps, children's shows, game shows)



APPENDIX D

MATERIALS TO COLLECT AND USE FOR LESSONS

Forms to Complete

bank  
post office  
income tax  
S.I. number  
job application  
credit application  
course registration

Labels Giving Directions

prescriptions  
washing instructions  
safety  
first aid  
assembly instruction (bicycles)  
operating instructions (washing machines)

'Notices' Coming into the Home

school notices  
school consent forms  
reports  
telephone bill  
hydro bill  
pay slips  
programs/tickets  
price tags  
warranties  
guarantees

Print Materials Delivered or Sent to the Home

newspapers	
- ads/comic strips/movies/articles/advice column	
flyers	catalogue
calendar	telephone directory
pictures	(yellow pages)
magazines	citizenship booklet
menus	driver's manual
recipes	maps - Vancouver
brochures	- British Columbia
	- Canada

Signs & Symbols

traffic signs  
safety symbols

APPENDIX E

A BRIEF REVIEW OF GRAMMATICAL TERMS

(Only for Homefront Tutor's Use)

NOUN	book; street; dog; man; Maria; sugar.
VERB	go; run; speak; come.
ADJECTIVE	hot; big; quick; happy; sad.
ADVERB	happily; sadly; quickly.
PRONOUN	you; it; he; I.
PERSONAL ADJECTIVE	my; your; his.
PREPOSITION	to; from; on; in; under.
SINGULAR/PLURAL	book/books; dog/dogs; man/men
ARTICLES	the; a; an.
SUBJECT/OBJECT	Mary has a book.

S O

\*\*\*\*\*

TENSES	IRREGULAR	REGULAR	BE
Simple Present	I come	I work	I am
Simple Past	I came	I worked	I was
Simple Future	I will come	I will work	I will be
Present Continuous	I am coming	I am working	
Past Continuous	I was coming	I was working	
Future Continuous	I will be coming	I will be working	
Present Perfect	I have come	I have worked	I have been
Past Perfect	I had come	I had worked	I had been
Future Perfect	I will have come	I will have worked	I will have been
Present Perfect Continuous	I have been coming	I have been working	
Past Perfect Continuous	I had been coming	I had been working	
Future Perfect Continuous	I will have been coming	I will have been working	



A LESSON FOR THE BEGINNER

HOMEFRONT LESSON PLAN

1 HOUR

LESSON TOPIC: Asking for help

<u>MATERIALS NEEDED:</u> Vocabulary pictures, picture story, worksheets	
(MINS)	
(5)	1. <u>WARM-UP</u> Review standard greetings "Hello, How are you?" etc.
(10)	2. <u>REVIEW</u> Review vocabulary needed in the story, newspaper, letters, mail, pick up, going away, using pictures and mime.
(15)	3. <u>LESSON</u> <u>PART 1</u> <u>OBJECTIVE</u> The learner will be able to ask for help and to agree to help someone.  <u>LEARNING ACTIVITIES</u> Tutor models dialogue. Learner listens and looks at sequenced pictures. Tutor repeats dialogue, and learner repeats after tutor (as many times as necessary). Tutor plays one part, and learner the other, and reverse. Finally, learner reads written dialogue.  Hi, Could I ask you a favor? Sure, what?  We're going away on Friday. Sure. Anything else? Could you pick up our newspaper?  Yes, Could you pick up our mail, too? Sure, No Problem  We'll come back on Wednesday Okay, see you then.
(10)	4. <u>BREAK</u> Exercises: learners respond to commands such as "stand up" and "sit down".
(15)	5. <u>LESSON: PART 2: FOLLOW-UP ACTIVITIES</u>  - Using worksheet with picture, have student ask for help; tutor responds. Then reverse. e.g. "Could you pick up the newspaper?" "Could you feed the cat?" "Could you answer the phone?" etc. Answer: "Yes", "Sure", "No problem", "Okay". - Using examples from the worksheet, have student write the answer (copying if necessary)
(5)	6. <u>CLOSING</u> Jazz chant for pronunciation, stress and intonation.

A LESSON FOR THE INTERMEDIATE LEARNER

HOMEFRONT LESSON PLAN

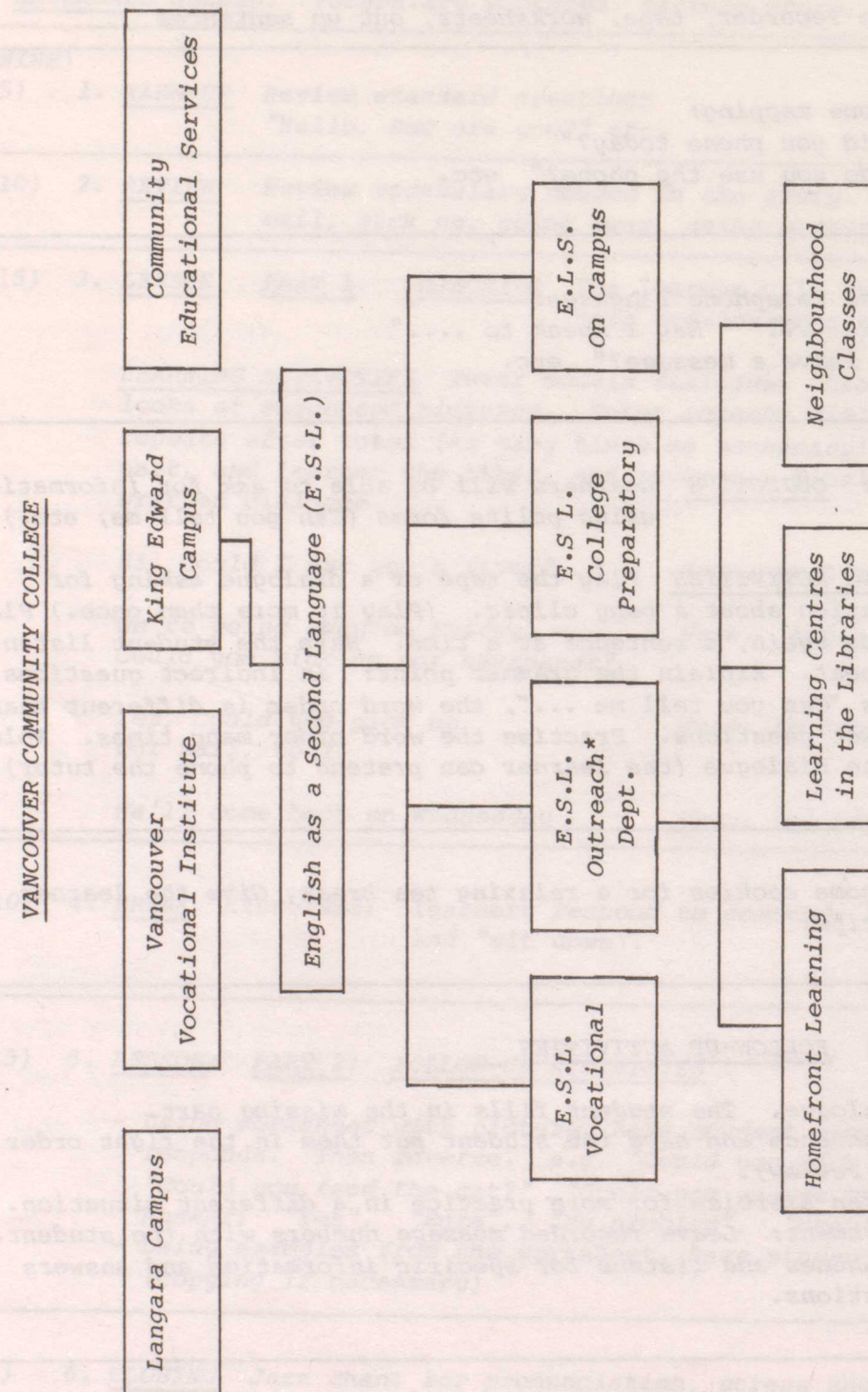
1 HOUR

LESSON TOPIC: Phoning for Information

<u>MATERIALS NEEDED:</u> tape recorder, tape, worksheets, cut up sentences	
(MINS)	
(5)	1. <u>WARM-UP</u> Telephone mapping; "Who did you phone today?" "When do you use the phone?" etc.
(10)	2. <u>REVIEW</u> Practise telephone language: "This is ...." "May I speak to ...." "May I leave a message?" etc.
(15)	3. <u>LESSON: PART 1: OBJECTIVE</u> Learners will be able to ask for information using polite forms (Can you tell me; etc.)  <u>LEARNING ACTIVITIES</u> Play the tape of a dialogue asking for information about a baby clinic. (Play it more than once.) Play the tape again, a sentence at a time. Have the student listen and repeat. Explain the grammar point: in indirect questions such as "Can you tell me ...", the word order is different than in direct questions. Practise the word order many times. Role play the dialogue (the learner can pretend to phone the tutor).
(10)	4. <u>BREAK</u> Bring some cookies for a relaxing tea break. Give the learner the recipe.
(15)	5. <u>LESSON: PART 2: FOLLOW-UP ACTIVITIES</u>  -- One sided dialogue. The student fills in the missing part. -- Cut up the sentence and have the student put them in the right order (for grammar review). -- Use the written exercise for more practice in a different situation. -- Contact assignment: Leave recorded message numbers with the student. -- The student phones and listens for specific information and answers assigned questions.
(5)	6. <u>CLOSING</u> Discuss freely a different topic. How do you like living in Vancouver? (problem of adjustment, etc.)



## APPENDIX H



## APPENDIX I

### ESL Journals

**TESL TALK:** Citizenship Development Branch  
 Ministry of Citizenship  
 77 Bloor Street West  
 5th Floor  
 Toronto, Ontario  
 M7A 2R9

This journal is published four times a year by the government of Ontario. It is an excellent Canadian ESL journal. Free\*

**TESL REPORTER:** Brigham Young University  
 Box 157  
 Laie, Hawaii 96762  
 USA

This journal is published four times a year by Brigham Young University. It contains a wide variety of articles concerned with various aspects of ESL. Free\*



## APPENDIX J

Prepared by Paul Cook, Former Homefront Tutor & King Edward Campus Librarian (1985).

### Learning on the Homefront

This brief bibliography represents a select list of items suitable for use by Homefront Volunteers, which are obtainable from KEC Library. Copies of many of these items are also available through the local Public Library systems, or can be purchased at the Campus Bookstore.

The KEC library has an integrated collection of print and non-print materials. Non-print items include audio-cassettes, film strips and slides, cine film, video-cassettes, and visual materials and kits selected especially for use in the teaching of ESL students.

There are a number of titles which combine printed graded drills with audio-cassettes for specific teaching purposes (e.g. "Consonants and Vowels"; "Stress and Intonation"). A few ESL titles have been produced for specific ethnic groups (e.g. "English pronunciation exercises for Japanese students"; "Practical English for Chinese"; "English-Khmer phrase book (Cambodians)"; etc.

A selection of "EASY READERS" is kept in the special section (level 3). Arranged in title order, they are graded into:

beginner - yellow dot  
intermediate - pink dot  
advanced - blue dot

Titles include a selection of simplified versions of classics in the English language, especially written books on popular topics and personalities, simple story books with adult interest, etc. A separate list of available titles can be found in the special "HI-LO" booklist kept at the Reference desk.

There are many basic text and cassette sets, and only a selection of the more popular and easily obtainable of these are given in the following pages. For full listings or more information, please consult the microfiche catalogue or ask the Duty Librarian to help you.

Titles marked with the location HFL should be borrowed by Tutors direct from the Homefront Learning Department, although extra copies are available for loan from the library in case of difficulty.

Video-cassettes and cine-film material cannot normally be borrowed from the library, but a special preview room is available in the library if you wish to use the facility. The following items may be of special interest to you:

## APPENDIX J

Learning on the Homefront cont'd.

Media Guides (housed at the Film Booking desk)

English as a second language: Media Guide.  
Film catalogue (VCC holdings) 1980  
Film catalogue supplement 1983.  
National Film Board of Canada: Film Video Catalogue.

Visual Materials:

Homefront Learning programme: a tape/cassette kit  
Telecollege videotape: 3 programmes on one cassette

If you have any queries, please ask the Duty Librarian at the Reference/Information Desk in the library, or contact the Campus Librarian direct at local 511.



1001 pitfalls in English grammar spelling and usage. PE1460 H66  
HOPPER, V.F. Barrons 1970  
Probably more useful to the tutor than to the student, but may help solve those difficult problems.

Applying for Unemployment Insurance HFL & LIB o/o  
HINKLE, A. VCC, KEC, NED 1983  
One of the series "Community Survival Skills", for ESL students  
Produced as part of specially funded project B.C. Ministry of Education.  
Also includes "Using Ministry of Human Resources".

Bright ideas: a collection of ideas for ESL teachers PE1128 A2 B74 (PD)  
HOUSE, J. ed.  
A series of volumes published at irregular intervals. Contains a gold mine of ideas for ESL teachers from beginners to advanced levels.  
B.C. Teachers English Alternative Language.

Citizenship: an ESL workbook for beginners HFL & PE1127 H75  
CUNNINGHAM, H. VCC, KEC 1984  
A student workbook, designed to prepare new Canadians for their citizenship hearing. Stories, maps and a variety of exercises. For local B.C. students, use with SAWKINS, Preparation ....

Communicate what you mean PE1128 P64  
POLLOCK, C.W. Prentice Hall 1982  
Grammar for high level, ESL students.

Connections. PE1128 C666  
BOYD, J.R. & M.A. Regents 1981  
Communicative listening and speaking activities. Asking for help, politely complaining, saying no, giving an excuse, warmly thanking and many more.

Consonants and vowels PE1137 E56  
-- Macmillian 1971  
A companion to the two part "Stress and intonation", (q.v.)  
Series of drills and exercises to practice e.g. fricative, nasal, sibilant consonants; front or simple vowels, etc.

Conversation book: English in everyday life-bks 1 and 2 PE1128 C4  
CARVER, T.C. and others Prentice-Hall 1977  
Although American rather than Canadian, has many useful sections. Getting acquainted; shopping; travel; homes; health; leisure, weather, seasons and dates; etc.

Decisions PE1128 B683  
BOWERS, B. & GODFREY, J. Dominie Press 1983  
Varying linguistic ability and development of communication skills for ESL and ABE students.

Driving: an ESL workbook for beginners HFL & PE1128 E546  
CUNNINGHAM, H. VCC, KEC 1984  
A simple, clear and concise approach to learning how to pass the driving test, designed especially for ESL students.

English as a second language: Media guide. At reference desk.  
LEE, Jen. VCC, KEC Library 1981  
A listing of some 200 items of film and visual material for teaching ESL.  
(Materials available for on-campus use only.)  
Annotated list, indexed by subject and graded difficulty.

English as a second language for adults. PE1128 A2  
-- B.C. Ministry of Education 1984  
English for work. Describing yourself; job market information; job applications; interviews; understanding labour laws; preventing accidents; reporting injuries; etc.

English for adult competency: books 1 and 2 PE1128 K423  
KELTNER, A. and others Prentice Hall 1981  
Oral language patterns and vocabulary. American, but useful sections.  
Introductions; shopping; health; housing; jobs; community resources; etc.

English pronunciation exercises for Japanese students PE1137 G73  
GRATE, H.G. Regents 1974  
Text with audio-cassettes. Includes chapter on consonants, vowels, intonation, etc.

English series - various titles PE1128 A2 D5/D599  
DIXON, R.J. Regents/Dominie Press 1971  
Series of titles, published 1971 to 1983. Topics such as "Easy reading selections in English; Tests and drills in English; Essential idioms; Graded Exercises; Conversations in English".

English-Khmer phrasebook with useful wordlist. PE1130 K45 E5  
Centre for Applied ... Linguistics 1980  
For Cambodians. Includes useful forms of etiquette, using numbers, dealing with money, locating things, health, food, clothing, housing, jobs.

English-as-a-second language kit for Vietnamese ... PE1128 A2 B758  
-- B.C. Ministry of Education 1979  
Folder containing series of sample material and ideas for teachers. Intended for K - 12, but useful for volunteer tutors working with Vietnamese students.

Guided writing for E.S.L. learners PE1128 A2 G42  
GIACOMELLI, E. VCC, KEC 1979  
Two volumes. Designed as bridge from controlled to free composition, 2000 to 3000 word vocabularies. Who, what, where, why, how.



Handbook of English grammar for teachers of ESL. PE1112 E44 (P.D.)  
 ENGEL, E. Ontario Min. Citizenship 1979  
 A simple approach to grammar for those who may need a refresher before teaching others.

Hi-lo readers: a list of basic books Reference Desk  
 -- VCC KEC Library 1981

High interest/low vocabulary. Useful listing of some of the "Easy reader" series, and includes some Vancouver Public Library locations for the Learning Centres in the Libraries.

Improving aural comprehension BF323 L5 M632  
 MORLEY, Joan Un. Michigan Press 1976  
 Divided into units, some are more useful than others. Includes numbers (cardinal/ordinal), proportion comparison, spatial relationships, time and temporal sequence, etc.

Insurance HFL & PE1127 149  
 PIERCE, K. VCC, KEC, NED 1984  
 Property insurance, life insurance and car insurance simply explained with illustrations for ESL students.

Introduction to teaching E.S.L. to adults PE1128 A2 S4  
 SELMAN, Mary Pampass Press 1979  
 A handbook of basic information about adult learning as it applies to second language. Intended for tutor rather than student.

Jazz chants PE1128 A2  
 GRAHAM, Carolyn Oxford U.P. 1978  
 Marvellous practice for stress and intonation, as well as fun breaks during more formal teaching sessions. Rhythms of American English for ESL students. Very effective with groups.

Key words for health and medical care HFL only  
 -- MOSAIC 1983  
 A series of five handbooks - English/Italian, Portuguese, Spanish, Greek, Hindi, Punjabi, Chinese, Japanese, Vietnamese, Polish, Russian, Ukrainian, French, German, Hungarian. All bi-lingual.

Lado English series; Canadian edition. PE1128 A2 L3  
 LADO, R & TREMBLAY, R. Centre Educational... 1976  
 A graded series, book 1 to bk. 6. includes audio-cassettes together with student book, workbook and teachers notes. Very popular ESL tool.

Let's get on with the job HFL & HF 5383 L47  
 PINTON, R & STRONG, I. VCC, KEC 1984  
 A job search manual for the ESL classroom". A simple, in-depth illustrated workbook on all aspects of job hunting. Useful multi-lingual appendices of relevant vocabulary.

Let's talk: a book of conversations HFL & PE1128 F5  
 FINOCCHIARO, M. Regents 1970  
 Teaching suggestions and student help. Greetings, the family and home, the community, and more.

Line by line: English through grammar stories. PE1131 M58  
 MOLINSKY, S.J. & Bliss B. Prentice Hall 1983  
 Companion volume to "Side by side" - tenses, pronouns, adverbs, adjectives, etc. - all integrated into situational stories. Apartment problems, driving a truck, plans for the weekend, etc.

Listening in the real world PE1126 N42 R67  
 ROST, M.A. Lingual House 1978  
 Claims to bridge the gap between the ESL classroom and informal English encountered in everyday life.

Little stories for big people PE1121 G6  
 GONSHACK, S. Regents/Dominie Press 1976  
 Over 100 short stories to demonstrate situations and emotions for ESL students. Love, hate, envy, bewilderment, frustration, excitement, etc.

New horizons in English PE1128 M38  
 MELLGREN, Lars Addison-Wesley 1980  
 A popular and comprehensive series. Graded book 1 to book 6, includes teachers guides, student books and workbooks, & audio cassettes. Two editions, both good, but with minor changes.

Orientation to Vancouver HFL & TEAL 917.11  
 DRAGMAN, J. VCC, KEC, NED 1983  
 Pre-literacy level up, includes basics such as directions, tourist information for new residents, and city highlights.

Oxford picture dictionary of American English PE2835.5 P3  
 PARNWELL, E.C. O.U.P. 1978  
 The world, the human body, clothes, tools, the living room, the kitchen and many more. A series of subject linked colourful illustrations, for building vocabulary. Also what/where is it?

Passage to ESL literacy PE1128 L653  
 LONGFIELD, D.M. Delta 1981  
 Visual discrimination, sound symbol association, sight word recognition, etc.

Pd's in depth: pronunciation/aural discrimination drill HFL & PE1137 T733  
 TRAGER, E.C. ed. ESL Publications 1982  
 The stops, the nasals, fricatives and affricates, other sound contrasts, grammatical endings and relaxed pronunciation patterns.



Practical English (for Chinese speakers) PE1130 C4 P7  
 YEE, Sut Yung Ying Chinese Media Comm. 1971  
 A four part series covering 65 lessons, originally broadcast on KPIX channel 5 TV, San Francisco. Includes Chinese text and audio-cassettes.

Practical English grammar HFL & PE1128 T39  
 -- Collier-MacMillan 1968  
 Practical aid to the student seeking explanations and grammar rules.

Préparation for citizenship JL189 S3  
 SAWKINS, M. VCC KEC 1985  
 Specially prepared for B.C. students, includes info. as to cassette tape if you need pronunciation practice.

Pronunciation contrasts in English PE1137 N55  
 NILSEN, Don L.F. & A.P. Regents 1973  
 Useful profile diagrams of mouth positions for lips, teeth and tongue. All your current problem words, plus some you haven't even thought of yet - sit/seat; ship/sheep; cried/crowd; etc.

Puzzles for English practice: 3 books PE1128 P89  
 METHOLD, K and others Longmans 1978  
 Although produced in England, these three books contain lots of ideas for bringing fun into ESL teaching. Some can be used as is, others need adaptation. Graded.

Rapid review of English grammar HFL & PE1128 P67  
 PRANISKAS, J. Prentice-Hall 1975  
 A text for students of ESL

Reading and writing on the job; Canadian ed. PE1413 W742  
 BUHLER, A.A. Scholastic/TAB 1980  
 Job hunting skills, job application forms, office skills, etc. Introduction to the job market for ESL students. Student book and Teachers Guide. "Real life" series.

Real life reading: Canadian edition PE1413 W74  
 MELLOTT, R.S. Scholastic 1980  
 Reading signs and labels, following directions, forms and applications, reading newspaper, consumer education.

Real life writing PE1413 W75  
 LEVIN, B.J. Scholastic / TAB 1980  
 "A Scholastic program in functional writing". Writing to give or organize information, letters, etc.

Sewing: an ESL workbook for beginners HFL. LIB o/o  
 RABINOWITZ, M. VCC, KEC, NED 1984  
 Vocabulary, stories, dialogues and situations relating to sewing.

Side by side: Book 1 and Book 2 PE 1131 M58  
 MOLINSKY, S. & BLISS, B. Prentice-Hall 1981  
 Although published with text and cassettes, the library does not yet have multiple copies of the cassettes. Conversations - question and answer "What is your name?" to complex structures.

Stories with cassette tapes PN6120 R2  
 VARIOUS AVC Corp. 1979  
 A whole series of simple stories with read-along audio-tapes. The scarlet letter; Red badge of courage; Connecticut Yankee in Arthur's Court; and many more. Separate teachers notes.

Stress and Intonation: part 1 and part 2 PE1137 E56  
 -- Collier-Macmillan 1967  
 Includes major and minor stress, word stress, rhythm, graded word lists and comprehension practice.

Telecollege videotape (ABE/ESL for volunteer tutors) Video #LC41  
 -- Telecollege 1984  
 You the volunteer; Teaching ESL; Teaching adults to read and write. Three programmes on one tape - can be viewed in the library. Goes with book "Working together" LC41 H68

Telephone gambits BJ2195 F69  
 FOX, James and others Queens Printer 1983  
 A really useful book for teaching of all aspects of telephone etiquette to ESL students. Includes greetings, closings, emergency calls, reservations, wrong numbers, etc.

Title bibliography of the Mel Henderson Collection Reference Desk  
 -- VCC KEC Library 1984  
 The "TEAL COLLECTION" is housed in the P.D. library, and is the professional collection for BC Teachers of English as an Additional Language. Lots of "goodies" for any teacher.

Using the Health Department HFL. LIB o/o  
 DRAGMAN, J. VCC, KEC, NED 1983  
 One of the series "Community Survival Skills" for ESL students. Clear, concise and easy to use, this volume includes Health Department Services, Home Care, Child Health Centre, & Dental.

Using the telephone for emergencies HFL. LIB o/o  
 HOUSE, J. VCC, KEC, NED 1983  
 One of a series of special books of community survival skills. Includes reporting Medical emergencies, Crime, Fire, etc.



Whaddaya say?

WEINSTEIN, Nina

Dominie Press

1982

PE1137 W45

Not everyones choice, but useful to some for guided practice in relaxed spoken English. "Wanna- want to; gonna- going to; ya- you; donno- don't know; etc.

What's the story: sequential photographs ...

PE1131 M37

MARKSTEIN, L./D. Grunbaum

Longman

1981

Separate units containing e.g. a) a simple illustrated story; b) comprehension test; c) words and phrases; d) word order; e) punctuation and (if you wish to use it); f) a cloze test.

Working together: a handbook for volunteer tutors.

LC41 H68

HOUSE, J & RABINOWITZ, M. BC Min. of Education

1984

Originally produced to accompany the TELECOLLEGE presentation the book relates to 3 video programmes (see "Telecollege videotape"), but can also be used as a standalone.

Your home: an ESL workbook for beginners

HFL & PE1128 C86

CUNNINGHAM, H. & others

VCC, KEC, NED

1983

Originally produced to accompany a KNOW TV production (video #\*\*\*\*\*), can be used as a very basic introduction when starting with a new ESL student.