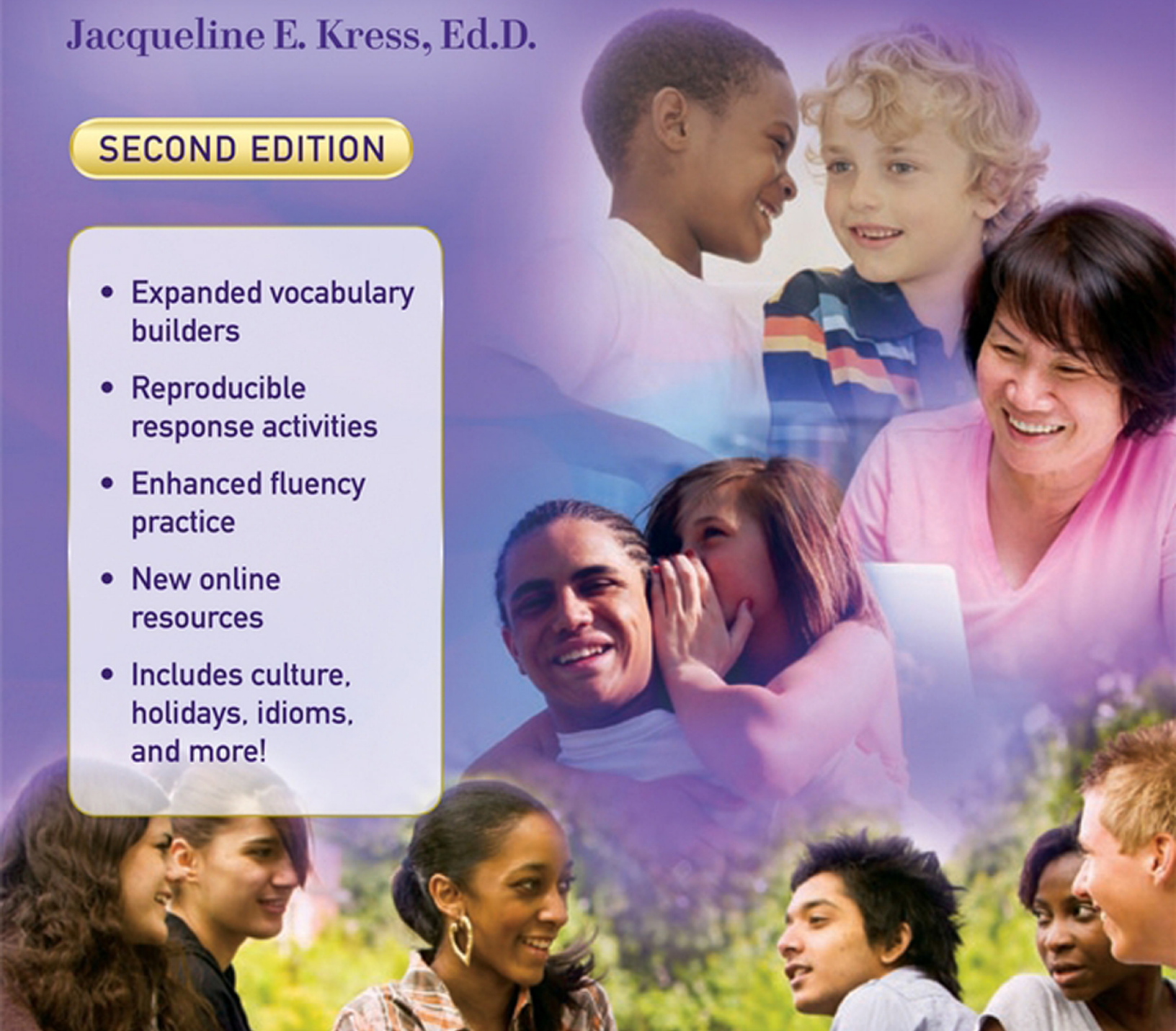


# The ESL/ELL Teacher's BOOK *of* LISTS

Jacqueline E. Kress, Ed.D.

**SECOND EDITION**

- Expanded vocabulary builders
- Reproducible response activities
- Enhanced fluency practice
- New online resources
- Includes culture, holidays, idioms, and more!





# **Jossey-Bass Teacher**

Jossey-Bass Teacher provides educators with practical knowledge and tools to create a positive and lifelong impact on student learning. We offer classroom-tested and research-based teaching resources for a variety of grade levels and subject areas. Whether you are an aspiring, new, or veteran teacher, we want to help you make every teaching day your best.

From ready-to-use classroom activities to the latest teaching framework, our value-packed books provide insightful, practical, and comprehensive materials on the topics that matter most to K–12 teachers. We hope to become your trusted source for the best ideas from the most experienced and respected experts in the field.



# The ESL/ELL Teacher's BOOK OF LISTS

Second Edition

JACQUELINE E. KRESS, Ed.D.

Copyright © 2008 by John Wiley & Sons, Inc. All rights reserved.

Published by Jossey-Bass  
A Wiley Imprint  
989 Market Street, San Francisco, CA 94103-1741—www.josseybass.com

No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, scanning, or otherwise, except as permitted under Section 107 or 108 of the 1976 United States Copyright Act, without either the prior written permission of the publisher, or authorization through payment of the appropriate per-copy fee to the Copyright Clearance Center, Inc., 222 Rosewood Drive, Danvers, MA 01923, 978-750-8400, fax 978-646-8600, or on the Web at [www.copyright.com](http://www.copyright.com). Requests to the publisher for permission should be addressed to the Permissions Department, John Wiley & Sons, Inc., 111 River Street, Hoboken, NJ 07030, 201-748-6011, fax 201-748-6008, or online at [www.wiley.com/go/permissions](http://www.wiley.com/go/permissions).

Permission is given for individual classroom teachers to reproduce the pages and illustrations for classroom use. Reproduction of these materials for an entire school system is strictly forbidden.

Readers should be aware that Internet Web sites offered as citations and/or sources for further information may have changed or disappeared between the time this was written and when it is read.

**Limit of Liability/Disclaimer of Warranty:** While the publisher and author have used their best efforts in preparing this book, they make no representations or warranties with respect to the accuracy or completeness of the contents of this book and specifically disclaim any implied warranties of merchantability or fitness for a particular purpose. No warranty may be created or extended by sales representatives or written sales materials. The advice and strategies contained herein may not be suitable for your situation. You should consult with a professional where appropriate. Neither the publisher nor author shall be liable for any loss of profit or any other commercial damages, including but not limited to special, incidental, consequential, or other damages.

Jossey-Bass books and products are available through most bookstores. To contact Jossey-Bass directly call our Customer Care Department within the U.S. at 800-956-7739, outside the U.S. at 317-572-3986, or fax 317-572-4002.

Jossey-Bass also publishes its books in a variety of electronic formats. Some content that appears in print may not be available in electronic books.

ISBN: 978-0-470-222-676

#### Library of Congress Cataloging-in-Publication Data

Kress, Jacqueline E.  
[ESL teacher's book of lists]  
The ESL : ELL teacher's book of lists / Jacqueline E. Kress.—2nd ed.  
p. cm.  
Rev. ed of: The ESL teacher's book of lists. 1st ed. 1993.  
Includes bibliographical references.  
ISBN 978-0-470-22267-6 (pbk.)  
1. English language—Study and teaching—Foreign speakers. 2. Lists. I. Title.  
PE1128.A2K74 2008  
428.0071—dc22

2008036105

Printed in the United States of America

SECOND EDITION

*PB Printing* 10 9 8 7 6 5 4 3 2 1

# About This Book

**T**his unique resource and teacher time-saver includes scores of helpful, practical lists that may be reproduced for classroom use or referred to in the development of instructional materials and lessons for English Language Learners (ELLs). Written for general education teachers, specialists in English as a Second Language (ESL), special educators, English language arts instructors, reading and language tutors, and adult education instructors, this book was designed to help teachers reinforce and enhance the learning of grammar, vocabulary, pronunciation, and writing skills by ESL students of all ability levels. For easy use and quick access, the lists are organized into ten sections: “Getting Started,” “Core English,” “Pronunciation,” “Vocabulary Builders,” “Grammar,” “Content Area Words,” “Culture,” “Teaching,” “Assessment,” and “Helpful Resources and References.”

Educators will find this book to be a ready source of good examples, key words, teachable content, and teaching ideas that might otherwise take many years and much effort to compile. Also, the resources section includes a comprehensive glossary of ESL and education terms to provide readers with an indispensable guide to the specialized language of ESL instruction.

## The Author

**Jacqueline E. Kress** is dean and professor of education at Georgian Court University in Lakewood, New Jersey, where she works with college and school faculty to prepare classroom teachers, ESL teachers, reading specialists, special education teachers, school counselors, and school administrators. Prior to her tenure at Georgian Court she served as dean at New York Institute of Technology and at Fordham University. She earned a doctorate in Reading from Rutgers University, where she was honored with the Evelyn Headley Award for her research in children’s reading comprehension.

Before becoming a dean, Kress taught reading skills and methods courses at colleges in New York and New Jersey. She also worked with native and nonnative speakers of English as a language arts classroom teacher and reading specialist in urban schools in New Jersey.

Kress’s work on behalf of at-risk students has resulted in the development of numerous education programs to improve literacy and school achievement. She is also recognized for her work in assessment and accreditation. She is coauthor of *The Reading Teacher’s Book of Lists* (Fifth Edition, Jossey-Bass, 2006) and *The Readability Machine* (Prentice Hall, 1986).





# Contents

|                               |      |
|-------------------------------|------|
| About This Book               | v    |
| The Author                    | v    |
| Preface to the Second Edition | xiii |

## **Section 1 Getting Started 1**

|  |    |
|--|----|
| List 1.1. Tips for Teaching ESL/ELLs             | 1  |
| List 1.2. Teaching Taxonomy for Beginning ELLs   | 3  |
| List 1.3. One Hundred Ways to Praise             | 10 |
| List 1.4. Meeting and Greeting                   | 12 |
| List 1.5. Realia and Manipulatives               | 15 |
| List 1.6. Predictable School Routines            | 16 |
| List 1.7. Active Response Activities             | 18 |
| List 1.8. Active Response Cards                  | 20 |
| List 1.9. Class and School Vocabulary            | 25 |
| List 1.10. ESL/ELL Students' Language Background | 28 |

## **Section 2 Core English 29**

- List 2.1. Five Hundred Most Frequently Used English Words 29
- List 2.2. Fluency Practice for Most Frequently Used Words 33
- List 2.3. Calendar Words 37
- List 2.4. Number Words 39
- List 2.5. Weather Words 41
- List 2.6. Color Words 42
- List 2.7. Time Words 43
- List 2.8. Health Words 45
- List 2.9. Family and Relationship Words 49
- List 2.10. Money Words 52
- List 2.11. Practice Checks 54
- List 2.12. Safety Words 55
- List 2.13. Transportation and Travel Words 57
- List 2.14. Traffic Signs 59
- List 2.15. Application and Form Words 61

## **Section 3 Pronunciation 63**

- List 3.1. Speech Sound Production 63
- List 3.2. Consonant Production Chart 65
- List 3.3. Vowel Production Chart 68
- List 3.4. English Sounds Not Used in Other Languages 69
- List 3.5. Problem English Sounds for ESL/ELL Students 70
- List 3.6. Problem English Contrasts for ESL/ELL Students 71
- List 3.7. Practice for Phonemes in the Initial Position 72
- List 3.8. Practice for Phonemes in the Medial Position 77
- List 3.9. Practice for Phonemes in the Final Position 81
- List 3.10. Practice for Beginning and End Clusters 84
- List 3.11. Practice for Problem Sounds and Contrasts 86

- List 3.12. Phonetic Alphabet and English Spellings 91
- List 3.13. Stress and Intonation Patterns in Words 93
- List 3.14. Stress and Intonation Patterns in Sentences 95
- List 3.15. Tongue Twisters 97

## **Section 4 Vocabulary Builders 101**

- List 4.1. Synonyms 101
- List 4.2. Antonyms 104
- List 4.3. American Idioms 106
- List 4.4. English-Spanish Cognates 112
- List 4.5. English-French Cognates 119
- List 4.6. English-German Cognates 123
- List 4.7. Collocations 127
- List 4.8. Nonreversible Pairs 129
- List 4.9. Phrasal Verbs—Separable 130
- List 4.10. Phrasal Verbs—Inseparable 135
- List 4.11. Words with Multiple Meanings 137
- List 4.12. Homophones 142
- List 4.13. Homographs and Heteronyms 150

## **Section 5 Grammar 159**

- List 5.1. Basic Sentence Patterns 159
- List 5.2. Question and Answer Sentence  
Patterns 162
- List 5.3 Negative Sentence Patterns 165
- List 5.4. Active/Passive Sentence Patterns 166
- List 5.5. The Parts of Speech 167
- List 5.6. Verbs 170
- List 5.7. Verb Conjugation 172
- List 5.8. Sentence Patterns Using *To Be* 176

|  |     |
|--|-----|
| List 5.9. Subject-Verb Agreement         | 180 |
| List 5.10. Time Agreement                | 182 |
| List 5.11. Irregular Verb Forms          | 184 |
| List 5.12. Contractions                  | 188 |
| List 5.13. Plurals                       | 189 |
| List 5.14. Pronouns                      | 191 |
| List 5.15. Possessive Forms              | 193 |
| List 5.16. Adjectives                    | 194 |
| List 5.17. Adverbs and Adverbial Phrases | 196 |
| List 5.18. Articles                      | 198 |
| List 5.19. Conjunctions                  | 199 |
| List 5.20. Prepositions                  | 200 |
| List 5.21. Capitalization                | 201 |
| List 5.22. Punctuation                   | 203 |
| List 5.23. Common Grammatical Errors     | 207 |
| List 5.24. Spelling Rules                | 208 |

## **Section 6 Content Area Words 213**

|  |     |
|--|-----|
| List 6.1. Mathematics Vocabulary—Basic           | 213 |
| List 6.2. Mathematics Vocabulary—Intermediate    | 218 |
| List 6.3. Social Studies Vocabulary—Basic        | 220 |
| List 6.4. Social Studies Vocabulary—Intermediate | 222 |
| List 6.5. Geography Vocabulary—Basic             | 224 |
| List 6.6. Geography Vocabulary—Intermediate      | 226 |
| List 6.7. Science Vocabulary—Basic               | 227 |
| List 6.8. Science Vocabulary—Intermediate        | 229 |

## **Section 7 Culture 233**

|   |     |
|---|-----|
| List 7.1. Seasons, Holidays, and Culture            | 233 |
| List 7.2. Fall (Autumn) Holidays and Seasonal Words | 235 |

|  |     |
|--|-----|
| List 7.3. Winter Holidays and Seasonal Words | 240 |
| List 7.4. Spring Holidays and Seasonal Words | 247 |
| List 7.5. Summer Holidays and Seasonal Words | 251 |
| List 7.6. Month-by-Month Commemorative Dates | 252 |
| List 7.7. Flag Pledge and Patriotic Songs    | 255 |
| List 7.8. Government                         | 258 |
| List 7.9. States                             | 260 |
| List 7.10. Common Names                      | 262 |
| List 7.11. International Proverbs            | 265 |
| List 7.12. <i>Dichos</i> : Spanish Proverbs  | 268 |
| List 7.13. Idioms Across Five Languages      | 270 |

## **Section 8 Teaching 273**

|  |     |
|--|-----|
| List 8.1. ESL Standards                              | 273 |
| List 8.2. Thematic Language Units                    | 274 |
| List 8.3. Word Walls                                 | 277 |
| List 8.4. Conversation Starters                      | 279 |
| List 8.5. Discussion Starters                        | 282 |
| List 8.6. Helping Students with Audience Recognition | 286 |
| List 8.7. Activities for Developing Auditory Skills  | 288 |
| List 8.8. Activities for Developing Aural Skills     | 290 |
| List 8.9. Activities for Developing Oral Skills      | 292 |
| List 8.10. Activities for Grammar Instruction        | 296 |
| List 8.11. Activities for Vocabulary Development     | 300 |
| List 8.12. Activities for Improving Writing Skills   | 305 |
| List 8.13. Taste and Touch Lessons                   | 309 |
| List 8.14. Journaling                                | 310 |
| List 8.15. Interviewing                              | 311 |
| List 8.16. Surveys                                   | 313 |

|  |     |
|--|-----|
| List 8.17. Strategies for Inclusive ESL/ELL Classrooms | 314 |
| List 8.18. New Literacies                              | 316 |
| List 8.19. Test-Taking Strategies                      | 317 |
| List 8.20. Bingo Blank                                 | 320 |
| List 8.21. Fill-in Event Calendar                      | 321 |
| List 8.22. Five-by-Five Data Organizer                 | 322 |

## Section 9 Assessment 323

|   |     |
|---|-----|
| List 9.1. Language Assessment Guidelines                | 323 |
| List 9.2. Assessing Language Proficiency                | 325 |
| List 9.3. Assessing Auditory and Aural Skills           | 327 |
| List 9.4. Assessing Oral Language Skills                | 329 |
| List 9.5. Assessing Reading Comprehension               | 332 |
| List 9.6. Assessing Written Language Skills             | 333 |
| List 9.7. Tests for Assessing English Language Learners | 336 |

## Section 10 Helpful Resources and References 341

List 10.1. ESL/ELL Virtual Reference Library 341

List 10.2. Web Sites for ESL/ELL Teachers 345

List 10.3. Glossary of ESL/ELL Language Learning  
Terms 348

# Preface to the Second Edition

**B**ecause you have picked up this book, you are probably aware of the growing number of students in our schools for whom English is a second, or even third, language. When the first edition of *The ESL Teacher's Book of Lists* was published in 1993, about 13 percent of the school population spoke a language other than English at home. As of 2007, according to the National Center for Education Statistics, this proportion had risen to more than 20 percent. That's about 10.6 million school-aged children. As the number of English language learners has increased, so has the need for materials that teachers can use to support their developing language skills.

That's where this book comes in. Like the first edition of *The ESL Teacher's Book of Lists*, the goal of this book is to put practical, classroom-tested content into the hands of ESL and regular classroom teachers, like you, to help provide effective instruction to ELLs. Much has changed in language, education, and testing since the first edition was written. In response, *The ESL/ELL Teacher's Book of Lists* presents updated and expanded versions of the original lists, and forty completely new ones. As was the previous volume, *The ESL/ELL Teacher's Book of Lists* is a convenient repository of easy-to-find teaching content, not a manual for implementing a particular approach to language teaching and learning.

The ten sections of *The ESL/ELL Teacher's Book of Lists* cover all the bases: getting started, core English vocabulary, pronunciation, vocabulary builders, grammar, content area words, culture, teaching, assessment, and helpful resources and references. Each list begins with a brief introduction that provides background and teaching suggestions.

Section 1, "Getting Started," includes teaching tips and a taxonomy to help organize instruction, must-know classroom vocabulary for typical directions and learning activities, one hundred ways to acknowledge good work, and templates for making active-response cards for whole-class participation. Tips for working with response cards are also included.

Section 2, "Core English," provides lists of English words that are essential in daily life, including the five hundred most frequently used English words, and lists that focus on numbers, weather, time, health, family and relationships, money, transportation, safety, and more. This section is especially helpful to students in newcomer programs.

Section 3, "Pronunciation," has fifteen lists to help you pinpoint potential pronunciation problems and provide practice. Yes, there is a list of tongue twisters! Practice words for mastering English stress and intonation patterns are included as well.

Sections 4 and 6, “Vocabulary Builders” and “Content Area Words,” offer twenty-one lists ranging from synonyms, American idioms, cognates, and collocations to basic and intermediate vocabulary in math, social studies, geography, and science. The content area words are more important than ever given the increasing emphasis on academic English and standardized testing. The content area word lists were drawn from the vocabulary of current popular textbooks in each discipline.

In Section 5, “Grammar,” more than twenty lists present the parts of speech and sentence patterns, including patterns for negation, for questions and answers, and for active and passive sentences. Common grammatical errors and spelling rules are also included in this section.

Section 7, “Culture,” is new. Use the Month-by-Month Commemorative Dates and the Seasons and Holidays lists to plan themed units throughout the year and as a foundation for current events and newspaper reading. Other lists in this section use proverbs and idioms to discuss similarities and differences in world cultures. The “Common Names” list introduces students to the most common first and last names in the United States. The “Government and States” list and the “Flag Pledge and Patriotic Songs” list are musts for civics units.

Sections 8 and 9, “Teaching” and “Assessment,” go hand in hand and provide suggestions and ideas to support lesson planning all year. Lists include ideas for thematic language units, word walls, conversation and discussion starters, and targeted activities to improve listening, speaking, reading, and writing skills. In addition, there are templates for common activities such as bingo, calendars, and advance organizers. Assessment activities are organized by target area (for example, auditory skills and reading comprehension) to make it easy to match an activity to your instructional needs. An annotated list of commonly used standardized tests and their publishers rounds out Section 9.

Finally, in Section 10, “Helpful Resources and References,” you will find a comprehensive list of Web sites for ESL/ELL teachers and the URLs for a virtual ESL/ELL reference library. Plan to spend time online visiting the Web sites listed. Bookmark those you find most useful, and introduce students to those that have special features (such as audio pronunciation guides). Section 10 also includes an extensive glossary of ESL/ELL language learning terms, an indispensable guide to the specialized language of ESL instruction.

Other than “Getting Started,” the sections are not meant to be used in a particular order. Instead, I invite you to spend some time scanning the table of contents and browsing through the pages of *The ESL/ELL Teacher’s Book of Lists*. I am confident that you will find many new and effective strategies to address the range of needs of your ELL students and to keep your classes interesting.

JACQUELINE E. KRESS



# Section One

# Getting Started

## List 1.1. Tips for Teaching ESL/ELLs

Language development research tells us that second-language acquisition follows the same natural order as first-language learning. The initial stage is a silent period in which individuals develop the ability to hear the sounds, rhythms, and patterns of the language and match some words to actions, ideas, and things. It is often a frustrating time for English language learners (ELLs) because they cannot communicate their needs or ideas and they feel isolated from others in the classroom.

In the second stage, ELLs begin to put their knowledge of words and syntax together to speak in simple sentences. They augment their productive communication with gestures, pointing, and simple diagrams or pantomimes.

As listening and speaking competence continues to develop, ELLs' readiness for reading and writing emerges. Although we think of these stages as coming one after another, it is more accurate to think of them as a progression of starting points for three stages that continue along an increasingly integrated pathway toward proficiency. Here are some tips to help you support ELLs' transition to proficiency.

- Welcome students every day with a smile, a greeting, and their given names.
- Speak clearly and slowly, and use short, simple sentences.
- Face students when speaking to them; communicate with facial expressions and gestures.
- Watch students' body language and facial expressions for signs of comprehension.
- Pause between sentences to give students processing time.
- Praise students' efforts and successes appropriately; use "One Hundred Ways to Praise" (List 1.3).
- Use the same language for repeated tasks and routines.
- Demonstrate or pantomime responses to directions until all students understand and can perform them.
- Introduce yes/no active response cards immediately to enable active participation; frame questions for yes/no responses.
- Use choral response and whole-group active response cards to limit individual students' anxiety.

- Use realia, labels, and pictures to name objects and show actions.
- Establish routines for attendance, calendar review, assignments, homework review, and so on.
- Read to students daily using high-interest controlled vocabulary materials with lots of pictures.
- Present information in more than one modality: words and graphics plus spoken language.
- Provide computer-aided practice for individual students to give opportunities for self-paced work, including self-selected topics.
- Construct word walls to prompt students' memories and help them to be independent.
- Provide bilingual dictionaries at appropriate grade levels and encourage students to use them.
- Plan nonverbal ways for students to show they have understood stories, directions, and so on; for example, have them select appropriate pictures or draw diagrams.
- Write page numbers and other information on the board after giving directions to "turn to page . . ." or "underline the answer. . ."
- Post homework assignments in the same place every day.
- Establish assessment systems that enable students to record and monitor their own progress in at least one or two areas.
- Have students keep word books and journals and add to them frequently.
- Post a world map (or regional map as needed) and have students identify their countries of origin.
- Provide opportunities for students to share cultural and linguistic information; for example, have them label a family tree with family relationships in both English and their first language; or have them list each language's greeting or its words for *excellence*, *student*, *learning*, and so on.
- Plan music and art exhibits to showcase cultures represented in the class.
- Remember that students know much more than they can say—don't water down content; do simplify the language.
- Gather content reading materials on several grade levels.
- Use cognates to help connect new learning with prior knowledge.
- Establish class rules with brief commands and gestures: *Sit. No talking. Show me the answer. Go to page \_\_\_\_.*
- Post the names of students in groups and point to each group's list of names when calling students to a learning station or table. Seeing and hearing group members' names helps ELLs learn the names and eases communication within the group.
- Start portfolios of students' work at the beginning of the term and add to them as they progress throughout the year.

## List 1.2. Teaching Taxonomy for Beginning ELLs

A taxonomy is an ordered list that categorizes many elements. The following teaching taxonomy organizes essential English language objectives to provide ideas and guidance for lesson planning. It is not meant to be followed in sequence. The taxonomy includes elements that are also part of an English Language Arts (ELA) curriculum, but it does not replace your reading, spelling, or writing objectives. ELLs need both ELA and English as a Second Language (ESL) instruction to succeed. Copy the list and put a check or date next to the elements needed by your current ELL students to plan a month, term, or year at a time.

### Personal and Family Information

- ☐ Personal identity information: name, address, phone number, parents' names, guardian's name, country of origin, age, nationality, birth date, Social Security number
- ☐ Spelling of first and last names
- ☐ Responses to questions about grade, school, teacher
- ☐ Responses to and requests for personal information, for example, *Where do you . . . ? Who are . . . ? When did . . . ? What is . . . ?*
- ☐ Completing an information card, including providing a signature
- ☐ Responses to questions about parents, siblings, sponsors
- ☐ Family members and relations
- ☐ Pets and other animals

### Social Interaction and Self-Expression

- ☐ Greetings and good-byes
- ☐ Asking and thanking
- ☐ Introductions to peers, nonpeers; shaking hands; kissing
- ☐ Expressing like/dislike, agreement/disagreement
- ☐ Manners and customary phrases for events: birthdays, anniversaries, holidays, illness, giving compliments and congratulations, and so on
- ☐ Beginning and ending conversations
- ☐ Asking for assistance or services; offering help
- ☐ Small talk about family, friends
- ☐ Expressing emotions and feelings: anger, frustration, love, affection, fears, needs, concerns, hopes, wishes
- ☐ Asking for clarification
- ☐ Expressing lack of understanding or lack of English skills
- ☐ Polite and impolite language
- ☐ Making eye contact
- ☐ Manners as a guest and host
- ☐ Invitations: making, accepting, and refusing
- ☐ Apologizing and expressing regret
- ☐ Using the phone: answering, making a call, leaving messages
- ☐ Writing a letter, addressing an envelope
- ☐ Post office: types of mail, cost of postage
- ☐ Writing e-mail and text messages

## Class and School

- ☐ Classroom elements: books, desks, screen, whiteboard, chalk, pens, blackboard, learning center, overhead projector, computer, table, pencil sharpener, closet, and so on
- ☐ Class directions, such as *point to, show, circle, print, copy, color, put an X through, sit down, line up, take out your \_\_\_ book, turn to page\_\_\_, stop talking, raise your hand, turn to your neighbor*
- ☐ Class procedures: flag salute, announcements, calendar, weather, class schedule, morning exercises, attendance, permission form, bathroom pass, hall pass
- ☐ School locations: classroom, library, principal's office, cafeteria, gym, locker room, nurse's office, and so on
- ☐ School personnel: teacher, secretary, custodian, principal, librarian, and so on
- ☐ School activities: learning, subjects, assembly, clubs, field trips, home room, sports teams, newsletter, school home page, permission forms, medical exam, testing program, guidance counselor, resource room
- ☐ School assessments: homework, directions, grades and report cards, cheating, independent and group work
- ☐ Test-taking skills

## Calendar, Time, and Weather

- ☐ Calendar: days of the week, dates, months, seasons
- ☐ Read, write, and say the current date
- ☐ Holidays, birthdays, anniversaries, school holidays, vacations
- ☐ Writing and reading dates in alternate forms
- ☐ Concepts of yesterday, today, and tomorrow
- ☐ Difference between weekday and weekend
- ☐ Telling time: digital and analog clocks, watches
- ☐ Concepts of day, noon, midnight, dawn, morning, evening, and so on
- ☐ Telling time with Roman numerals
- ☐ Concepts of starting and ending time, beginning and end, opening and closing time, class periods, terms, semesters, school year
- ☐ Weather conditions: hot, cold, cool, sunny, cloudy, rainy, snowing
- ☐ Weather phrases and related vocabulary: *What's it like out? How will it be later? What's the temperature? Hazy, hot, and humid. Winds will die down later. Weather vane, meteorologist, weather report, tracking the storm, and so on*

## Health and Safety

- ☐ Vocabulary for body parts
- ☐ Vocabulary for health problems and illnesses: *Does your head hurt? I have a headache.*
- ☐ Making and keeping appointments with doctors, nurses, dentists
- ☐ Medical-related vocabulary: *illnesses, clinic, hospital, procedures*
- ☐ Medical insurance-related vocabulary needed for applications and claims
- ☐ Emergencies: calling 911, describing the emergency, giving the location
- ☐ Symbols and vocabulary for *poison, emergency, no smoking, flammable, danger, caution, and so on*

- ☐ Staying safe at home: locking doors, fire safety, dangerous objects, child safety, bathtubs, leaving children, seasonal issues, firecrackers
- ☐ Recognizing and following directions and symbols for walking to school and crossing streets
- ☐ Reporting incidences of bullying, abuse, or assault

## **Life and Living**

- ☐ Recognizing and using color names
- ☐ Recognizing and using shape names
- ☐ Recognizing and using names for foods
- ☐ Recognizing and using food-related vocabulary: *breakfast, lunch, dinner, supper, snack, beverage, drink, buying lunch, bringing lunch, packing lunch, eating lunch, nutrition*, and so on
- ☐ Working with recipes and food measurements
- ☐ Understanding the food pyramid and nutrition
- ☐ Making a shopping list, using coupons, shopping
- ☐ Setting the table
- ☐ Using table manners
- ☐ Reading prices using dollars and cents
- ☐ Selecting clothing: types, sizes, colors, fabrics, parts
- ☐ Shopping for clothes: store types, prices, sales, ads, trying on/fitting room
- ☐ Doing laundry: how, when, and why
- ☐ Recognizing, reciting, and writing numbers 1–10, 1–100, beyond 100
- ☐ Counting by 2, 5, and 10
- ☐ Recognizing odd and even numbers
- ☐ Recognizing and writing number words one to ten, one to one hundred, beyond one hundred
- ☐ Recognizing and using ordinal numbers
- ☐ Recognizing and understanding the use of a comma in numbers
- ☐ Recognizing and using money: coins, bills, counting, making change
- ☐ Reading prices and currency amounts
- ☐ Understanding decimal and comma use in currency
- ☐ Counting money and making change
- ☐ Setting up bank accounts (savings, checking), writing checks, using the ATM
- ☐ Making and using a budget
- ☐ Recognizing and using measurements: *cup, quart, gallon, ounce, pound*

## **Home and Community**

- ☐ Names for rooms in house and related vocabulary
- ☐ Names for types of housing: *house, apartment, condo, mobile home, attached, ranch, split level, co-op, rooming house*, and so on
- ☐ Names for furniture and furnishings
- ☐ Locations in community: churches, theaters, shopping mall, library, schools, government buildings, supermarkets, hospitals
- ☐ Signs and symbols for restrooms, entrance, exit, accessible route, parking

- ☐ Community workers and their jobs
- ☐ Government: local, state, federal
- ☐ U.S. flag, Pledge of Allegiance, patriotic songs
- ☐ Names of mayor, governor, and president
- ☐ Names and associated words for common jobs
- ☐ Employment vocabulary: *getting a job, earning a living*
- ☐ Types of entertainment and sports and related vocabulary
- ☐ Common games, rules, and related vocabulary

### **Transportation and Directions**

- ☐ Directions: left, right; ahead, behind; up, down
- ☐ Directions: north, south, east, west; compass; compass rose
- ☐ Using directions to find a location, giving directions to a location
- ☐ Using a map to locate a city, state, the United States, birthplace, country of origin
- ☐ Asking for clarification of directions
- ☐ Using online direction service to find directions to important places in city
- ☐ Transportation words
- ☐ Highway and travel words and symbols
- ☐ Travel safety: child safety seats, leaving children or pets in cars, speed limits, parking zones, calling for help, emergency equipment for car

### **Beginning Literacy**

- ☐ Alphabet: recognize, recite, alphabet song, print upper- and lowercase
- ☐ Understanding alphabetical order
- ☐ Writing upper and lower letters in cursive and to form words
- ☐ Recognizing book parts
- ☐ Directionality for print: left to right, top to bottom
- ☐ Copying words (print) in correct order and direction
- ☐ Labeling pictures
- ☐ Matching words and pictures
- ☐ Discriminating between rhyming and nonrhyming words
- ☐ Discriminating individual words in sentences
- ☐ Phonemic awareness
- ☐ Following one-, two-, and three-step verbal directions
- ☐ Giving one- and two-step verbal directions
- ☐ Rhymes and chants
- ☐ Singing along with repetitive songs
- ☐ Recognizing word order in sentences
- ☐ Listening to and getting the gist of a story read aloud
- ☐ Sequencing pictures
- ☐ Relating sounds to beginning and ending phonemes
- ☐ Segmenting words into individual syllables and sounds
- ☐ Recognizing and using rhyming words and word families
- ☐ Recognizing and using short vowels
- ☐ Recognizing and using long vowels

- ☐ Blending sounds
- ☐ Recognizing and using diphthongs and digraphs
- ☐ Discriminating minimal pairs
- ☐ Recognizing sight vocabulary in frequency lists, word walls, labels
- ☐ Recognizing and using sound clusters
- ☐ Recognizing silent letters
- ☐ Recognizing and using root words
- ☐ Recognizing and using prefixes and affixes
- ☐ Accent reduction

## **Nouns, Pronouns, and Modifiers**

- ☐ Articles: *a, an, the, some*
- ☐ Singular and plural regular nouns
- ☐ More than one noun as subject (*and, series*)
- ☐ Compound nouns
- ☐ Countable and noncountable nouns
- ☐ Personal pronouns
- ☐ Object pronouns
- ☐ Possessive pronouns
- ☐ Demonstrative pronouns
- ☐ Adjectives of color, size, age
- ☐ Other descriptive adjectives
- ☐ Comparison of adjectives
- ☐ Adverbs of frequency
- ☐ Adverbs of manner
- ☐ Adverbs of time and place
- ☐ Comparison of adverbs
- ☐ Using *many* and *much*

## **Verbs**

- ☐ Verb: *to be*
- ☐ Verb: *be + not*
- ☐ Verb: *have/don't have*
- ☐ Simple present tense: affirmative
- ☐ Simple present tense: negative
- ☐ Simple present tense: questions
- ☐ Simple past tense: affirmative
- ☐ Simple past tense: negative
- ☐ Simple past tense: questions
- ☐ Simple past tense: irregular verbs
- ☐ Common verbs in present tense
- ☐ Future tense: *will + verb*
- ☐ Future tense: *going to*
- ☐ Verbs: command forms
- ☐ Verbs: negative commands

- ☐ Common two-word verbs
- ☐ Past continuous tense: *was* + verb + *ing*
- ☐ Verb pattern: Verb + *to* + verb
- ☐ Passive voice

### **Sentence Patterns**

- ☐ Distinguishing nouns and verbs
- ☐ Sentence pattern: noun + verb
- ☐ Sentence pattern: subject + *be* + verb + *ing*
- ☐ Sentence pattern: subject + *be* + verb + *ing* + noun
- ☐ Sentence pattern: questions using *who, what, where, when, how, why*
- ☐ Compound sentences
- ☐ Sentence pattern: tag questions
- ☐ Sentences beginning with *there is, there are*
- ☐ Sentences using nonspecific *it*: It's time to go. It's raining.
- ☐ Subject-verb agreement
- ☐ Sentence pattern: subject + *be* + verb + prepositional phrase
- ☐ Sentences using transitions : *however, therefore*, and so forth
- ☐ Sentences using *if* clauses

### **Reading and Learning from Text**

- ☐ Using a picture dictionary
- ☐ Using a bilingual dictionary
- ☐ Using a chart or graph to answer questions
- ☐ Using an index to find information
- ☐ Using a table of contents to find information
- ☐ Recognizing and using sequence and chronology markers
- ☐ Using context clues to aid comprehension
- ☐ Choral reading
- ☐ Reading and understanding poetry
- ☐ Reading and understanding expository text
- ☐ Reading and understanding narrative text
- ☐ Finding information through key word searches on the Internet
- ☐ Fluency
- ☐ Sentence rhythms

### **Spelling, Capitalization, Punctuation, and Writing**

- ☐ Using objects, drawings, charts, and other media to support spoken message
- ☐ Irregularly spelled but frequently used words
- ☐ Spelling rules
- ☐ Punctuation marks and sentence types
- ☐ Capitalization rules and proper nouns and adjectives
- ☐ Language registers and writing for the audience
- ☐ Writing a description



- ☐ Writing a paragraph with time sequence
- ☐ Writing directions using numbered steps
- ☐ Writing a story
- ☐ Writing dialogue
- ☐ Keeping a journal
- ☐ Writing a book report

### **Other Instructional Targets**

- ☐ Antonyms
- ☐ Contractions
- ☐ Conjunctions
- ☐ Homographs and homonyms
- ☐ Idioms
- ☐ Prepositions: *to, in, on, under, near*
- ☐ Prepositions: *at, from, for, with, next to, between, behind, over*
- ☐ Synonyms

## List 1.3. One Hundred Ways to Praise

Learning to speak another language is not easy. It takes motivation, courage, perseverance, attention, and work. Recognizing students' efforts and gains builds confidence, motivates, confirms, shows respect, acknowledges, rewards, and sets standards for accomplishment. Use words of praise often—even for small successes; it will encourage greater ones. Be genuine and specific about what was praiseworthy. Remember, your smile and tone convey a lot, even with a limited vocabulary.

Excellent!  
Good work!  
You did well today.  
Impressive!  
Wow!  
A+  
Fantastic!  
Good thinking.  
This is great!  
Very good!  
This is clever.  
Much better.  
Keep it up.  
Interesting!  
Good job!  
This is well done.  
Very nice!  
I like the words you chose.  
You are creative.  
Superb!  
Beautiful work.  
What neat work!  
Congratulations!  
Very interesting!  
You have improved a lot.  
Terrific!  
Good point!  
You made a great start.  
Super!  
I like your idea.  
This is excellent.  
Well done!  
\* \* \* \*  
GR 8!  
Awesome!  
Fantastic!  
I like your topic.  
Great style!

This is well organized.  
Very convincing!  
Good use of details.  
You've really mastered this.  
Excellent beginning!  
Good observation.  
You've got it!  
Your family will be proud of this.  
This shows your talent.  
That's really nice.  
\* quality!  
You're on target.  
Expert work.  
You know this well.  
Thank you!  
You've made my day.  
Very creative.  
Very interesting.  
I like the way you're working.  
That's an interesting way of looking at it.  
Now you've figured it out.  
Keep up the good work.  
You're on the ball today.  
This is something special.  
Excellent work.  
That's the right answer.  
Exactly right.  
I like your choice of words.  
I can tell you were very careful with this.  
You made me smile.  
You're quite an expert.  
Very informative.  
You really caught on!  
Be sure to share this—it's great!  
You're a Rising Star!  
You're on the right track.  
This is quite an accomplishment.  
I like the way you handled this.

This is coming along nicely.  
You have been paying attention.  
You've put in a full day today.  
This is prize-winning work.  
Bravo!  
I like your style.  
Hurray!  
Clear, concise, and complete!  
A well-developed theme!  
You're right on the mark.  
Good reasoning.  
Dynamite!

Outstanding!  
This is a winner!  
Great going!  
I knew you could do it!  
What neat work!  
You really outdid yourself today.  
That's a good point.  
That's a very good observation.  
You've got it now.  
This shows you've been thinking.  
Very fine work.  
That's quite an improvement.

## List 1.4. Meeting and Greeting

Meeting people, making new friends, and finding their way around in school and in the neighborhood are priorities for new ESL/ELL students. Many students will have some knowledge of the spoken forms of the following frequently used words and phrases but may not have adequate pronunciation and visual recognition skills, fluency, or natural intonation or accent patterns to be understood or to understand others. Use these words and phrases to develop appropriate dialogues for role-playing in class.

Hello.

Hi.

Good morning.

Good afternoon.

Good evening.

Hi, there.

How are you?

How're you doing?

How's it going?

How have you been?

Fine, thanks. And you?

Good, thanks. And you?

I can't complain. And you?

Fine, thank you. And you?

What's your name?

My name is \_\_\_\_\_.

Your name, please.

I'm [name]\_\_\_\_\_.

May I have your name?

Where do you live?

I live on \_\_\_\_\_ Avenue.

What's your address?

I'm at 34 Locust Drive, Montville.

My address is 612 Second Avenue,  
Allenhurst.

Street Avenue Road Drive Circle  
Court Place Boulevard Lane Way

Do you go to school?

Where do you go to school?

What school do you attend?

What school are you in?

Are you in high school?

Do you go to the high school?

Do you go to [name of school]?

What grade are you in?

What class are you in?

What are you taking this year?

What classes do you have this year?

What do you have fourth period?

I'm a freshman [sophomore, junior, senior].

I'm a student at \_\_\_\_\_.

I go to \_\_\_\_\_ School.

I attend \_\_\_\_\_.

I'm in third grade.

I'm in middle school.

I'm in Mr. Cox's class.

I'm taking algebra.

I'm in the ESL class.

I have math fourth period.

I have math fourth period with Mr. Bix.

Where's the cafeteria?

Where is the library?

Principal's office, school nurse, book room,  
attendance office, boys' locker room, girls'  
room, Coach's office, home room, assem-  
bly hall, theater, auditorium, stage, hockey  
field, gym, chemistry lab, IT office, mul-  
timedia center, AV storeroom, visitors'  
entrance, teachers' room, teachers' lounge,  
staff room, custodian's office

Do we have practice?

Is there a game tonight?

Would you like to go to the game?

Do you like to dance?

Do you like music?  
Would you like to listen to some music?  
What kind of music do you like?  
What's your favorite group?  
Do you like to go to concerts?

I'm hungry.  
Are you hungry?  
Do you want to get some lunch?  
Do you want lunch?  
Do you want to eat now?  
I'm starved.  
I'm famished.  
I'm thirsty.  
I need something to drink.  
I'm dry. I'd like some water.  
Would you like a bottle of water?  
Where can I get a bottle of water?  
Where can I get something to eat?  
Where can I buy a snack?

Would you like a cup of coffee? Tea?  
I'd like a cup of coffee, please.  
May I have a cup of coffee, please?  
What can I get you?  
Can I get you something?  
What would you like to have?  
A burger and large fries, please.  
Just an iced tea, please.

Thank you.  
Thanks a lot.  
Call me tonight.  
What's your phone number?  
I've got to go now.  
I have to run.  
Have a nice day.  
See you later.  
See you tomorrow.  
Bye now.  
Bye-bye.  
Good-bye.  
So long.  
Good night.

Are you new here?  
When did you move here?  
Where did you live before?  
Where are you from?  
Are you from \_\_\_\_\_?  
Where are you going?  
What's the matter?  
Is something the matter?

Excuse me.  
I'm sorry.  
Pardon me.  
I apologize.  
That's all right.  
No problem.

Go ahead.  
Come on, let's go.  
Come on in.  
I appreciate it.  
You're very kind.  
No, thank you.  
Yes, please.  
May I help you?  
Would you help me, please?  
Of course.  
It would be a pleasure.  
My pleasure.

Who is that?  
That's Alex.  
Would you introduce us?  
Philip, this is Alex.  
Nice to meet you.  
Please join us.  
Thanks for calling.

Congratulations!  
Happy Birthday!  
What's that?  
I don't know.  
Who knows?  
I'm sorry for your loss.  
I was sorry to hear about your \_\_\_\_\_.  
Is there anything I can do to help?  
Can you use some help?

I'm sorry, I don't understand English.

Would you repeat that more slowly,  
please?

What does \_\_\_\_\_ mean?

Please say that again.

I'm sorry, I don't understand.

Pardon?

How do you say \_\_\_\_\_ in English?

How do you pronounce this word?

How do you spell \_\_\_\_\_?

Is this the correct word?

Is this the correct spelling?

I don't understand the directions.

Please repeat the directions.

What should I do next?

I'm finished with the assignment.

## List 1.5. Realia and Manipulatives

Realia—objects used to illustrate and teach vocabulary—are now commonplace in ESL/ELL classrooms. These artifacts provide multisensory experiences with words that express some facet of American life and, in addition to providing a natural context for learning, they facilitate students’ cultural experiences. Manipulatives—objects that can be manipulated or changed during problem solving—have long been used in mathematics, and they add active learning to any classroom.

|  |                                       |
|--|---------------------------------------|
| action figures                                 | newspaper want ads                    |
| bingo tokens                                   | phone books                           |
| blocks   | plastic flowers                       |
| brochures from states, cities                  | plastic fruit                         |
| buttons  | play jewelry                          |
| catalogs                                       | play money                            |
| checks   | postcard collection                   |
| clothing                                       | puppets                               |
| costumes                                       | receipts                              |
| counting rods                                  | recipes and cookbooks                 |
| coupons  | rock collection                       |
| dental floss, toothbrush, toothpaste           | rulers                                |
| digitized audio files of sounds, conversations | seeds, flowerpot, watering can        |
| dollhouse with furniture                       | shell collection                      |
| empty food packages                            | shoe collection                       |
| fruit  | small dolls with clothes              |
| games  | small flags from around the world     |
| globe  | supermarket circulars                 |
| greeting cards for many occasions              | top or other spinning toy             |
| holiday decorations and figures                | touch panel (with different textures) |
| jars and containers                            | toy animals (plastic or stuffed)      |
| keys   | toy boats                             |
| leaf collection                                | toy cars                              |
| magazines of all types                         | toy dish set                          |
| maps   | toy doctor’s kit                      |
| measuring cups                                 | toy musical instruments               |
| measuring spoons                               | toy phones                            |
| menus  | toy pots                              |
| miniature houses                               | train and bus schedules               |
| miniature tools                                | travel and tourism brochures          |
| movie or concert tickets                       | vegetables (real or plastic)          |

## List 1.6. Predictable School Routines

Getting off to a good start in any teaching and learning setting is important. One effective strategy is to establish routines from the very first meeting. For ESL/ELL classes the routines should engage the students, review core vocabulary, and use as many senses as possible. Write the class agenda on the board, post it on a bulletin board, or give it to students on a handout. The following list contains typical class activities and vocabulary.

### ***Class Commands***

Use gestures and demonstrations to show students what the commands mean. Begin with four commands and practice them until all students respond easily. Then add a few more commands and mix up the order. Review daily until students follow the directions without hesitation.

Sit down.  
Stand up.  
Raise your hand.  
Put your hand down.  
Raise both hands.  
Put both hands down.  
Take out a piece of paper.  
Take out a pencil.  
Give me your paper.  
Give me your pencil.  
Take out your language notebook.  
Put your language notebook away.  
Open your language notebook.  
Close your notebook.  
  
Look at me.  
Look at the door.  
Look at the window.  
Look at the flag.  
Look at your desk.  
Look at the calendar.  
Look at the blackboard.  
  
Point to the door.  
Point to the window.  
Point to the flag.  
Point to your desk.  
Point to your chair.  
Point to the calendar.  
Point to the blackboard.  
  
Stand up and walk to the door.  
Walk to your desk.

Sit down.  
Stand up and walk to the blackboard.  
Walk to your desk.  
Sit down.  
Stand up and walk to the window.  
Walk to your desk.  
Sit down.  
Stand up and push your chair in.  
Pull out your chair and sit down.  
  
Take out your language notebook.  
Open your notebook.  
Write your name on the top line.  
Write the word *class* in your notebook.  
Copy the word *class* two times.  
Underline the word *class*.  
Copy the word *class* again.  
Circle the word *class*.  
Close your book.  
Put your book away.  
  
Get your language notebook.  
Open to a new page.  
Take out your language book.  
Open to page \_\_\_\_\_.  
Close your book.  
Put your book away.  
  
[Student's name], please hand out the paper.  
[Student's name], please hand out the pencils.  
[Student's name], please collect the paper.  
[Student's name], please collect the pencils.



**Calendar Routines**

Most teachers include a calendar routine at the beginning of the day or class. Start with the name of the day and the date. Later add birthdays and special events. In addition to oral recitation, have students write the day and date in their language notebook.

This is the calendar.  
Today is [weekday name].  
This month is \_\_\_\_\_.  
Today's date is [month, date].  
Today is \_\_\_\_\_'s birthday.  
Happy Birthday, \_\_\_\_\_.

**Weather and Season Routines**

Weather routines often follow the calendar exercise. Below the calendar place a row of pictures of different sky and weather conditions with the descriptions captioned. Have students pick the sky and weather conditions that match the day's weather and pin them to the calendar in the appropriate spaces. Also have a digital thermometer nearby so students can read the temperature and post it on the calendar.

Today's sky is [blue, gray, cloudy, foggy, dark].  
Today's weather is [sunny, rainy, snowy, windy].  
Today's temperature is \_\_\_\_\_ degrees.  
It is [cold, cool, mild, warm, hot].  
We are in the \_\_\_\_\_ season.  
Colors of [season] are [use pointer to point to the list on the word wall for seasons].  
Special days in [season] are [use pointer to point to list on word wall for seasons].  
Things we do in [season] are [use pointer to point to list on word wall for seasons].

**Flag Salute**

Teachers often end their opening exercises with the flag salute. On the bulletin board closest to the flag have the Pledge of Allegiance written out and point to the words as they are said.

Please stand up.  
Face the flag.  
Put your hand over your heart.  
Say the Pledge of Allegiance with me.  
I pledge. . . .

## List 1.7. Active Response Activities

Active response activities allow all students to participate throughout an exercise, greatly increasing time on task for every student. In addition, during ELLs' silent period, before they are able and confident enough to respond orally, students can practice and demonstrate their acquisition of target vocabulary, idioms, structures, and more. The following exercises are examples of activities that can be used with response cards for letters, numbers, yes/no, true/false, 1-2-3-4, A-B-C-D, same/different, and before/after answers. See List 1.8, on active response cards, for additional information on their use.

Distribute the appropriate set of cards to students and have them place the cards face up on their desks. Demonstrate how to select and show the answer. For "strip" cards, which have more than one answer (numbers, letters), show how to hold the card with fingers on the correct answer. Begin slowly and wait until everyone has responded, picking up the pace when everyone has understood the question-response pattern. Repeat challenging items to allow students to correct an earlier incorrect response. Do the drill silently as a quiz or have students vocalize their answers as they show them.

### Yes/No Response Cards

Is Hector a boy? Is Anna a boy?  
Do birds fly? Do cats bark?  
Are baby lions called kittens?  
Can you use a paddle to write?  
Do you see with your ears?  
Is this blue? [Show card or object.]  
Is this California? [Point to state on map.]  
Is this breakfast? [Show picture of a meal.]  
Is this a sweater? [Show picture of clothing.]

### Same/Different Response Cards

The sounds at the beginning of *pit/pen*  
The sounds at the beginning of *sigh/slight*  
The sounds at the beginning of *big/pig*  
The sounds at the end of *pat/pad*  
The sounds at the end of *bang/bank*  
The sounds at the end of *hit/hid*

### Before/After Response Cards

Study: before or after a test?  
Practice: before or after a performance?  
Pay: before or after picking a sandwich?  
Wet: before or after the rain?  
Sleepy: before or after a nap?

### True/False Response Cards

Ms. Polk is the science teacher.  
It is raining today.  
It snowed yesterday.  
The custodian cleans the school.  
Rene has red hair.  
The U.S. flag has twenty-five stars.  
George Washington is president.  
New York City is the capital of New York.

### Letter Response Cards

Show me an *M* [any letter].  
Show me the letter for [make a specific sound].  
Show me the letter at the beginning of \_\_\_\_\_.  
Show me the letter at the end of \_\_\_\_\_.  
Show me the silent letter in \_\_\_\_\_.

### Number Response Cards

Show me a 7 [any number].  
Show me  $2 + 6$  [any addition fact].  
Show me  $10 - 4$  [any subtraction fact].  
If plums cost twenty-five cents each, how many can I buy with one dollar?  
How many sides does a triangle have?  
How many shoes are in seven pairs?

### 1, 2, 3, 4 or A, B, C, D Response Cards

Where do you sleep? 1. table; 2. desk; 3. bed; 4. lamp  
Which one goes with parties? 1, 2, 3, or 4 [show pictures]  
I have a toothache. Call: A. the nurse; B. the dentist; C. the clerk; D. the minister  
The boy in the story had: A. a dog; B. a cat; C. a monkey; D. a pony

*Note:* To minimize memory problems and focus language, show images one at a time using presentation software.

## List 1.8. Active Response Cards

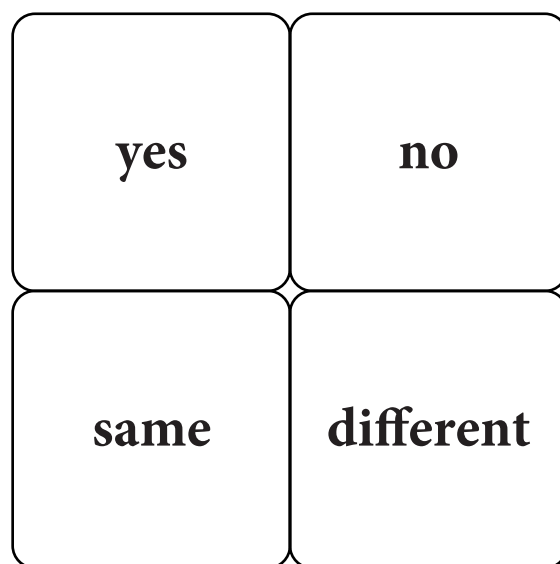
Response cards may be used with ESL/ELL students of any age and for both simple and complex exercises. See List 1.7, on active response activities, for exercises that work well with whole-class active response techniques. Photocopy a set of active response cards (letters, numbers, yes/no, true/false, 1-2-3-4, A-B-C-D, same/different, before/after) on heavy index stock for each student in the class. Cut the cards apart and distribute to the students. Demonstrate how to show the answer.

### Yes/No Example

Ask, *Is Hector a boy?* Show the yes card to the class. Say, *Yes, Hector's a boy.* Then return the card to the desk and ask the next question: *Is Anna a boy?* Show the no card. Say, *No, Anna's not a boy.* Tell the class it is their turn to answer the questions, and begin a drill. Begin slowly and wait until everyone has responded, picking up the pace when everyone has understood the question-response pattern. Repeat challenging items to allow students to correct an earlier incorrect response.

*Variations:* Model the response and vocalization and have students show and say with you. Have them show the answer while you vocalize the correct answer. Do the drill silently as a quiz.

For letters and numbers: cut one-line strips, not individual letters or numbers. Have students show the correct answer by holding it between their thumbs and forefingers.



**true**

**false**

**1**

**2**

**3**

**4**

**A**

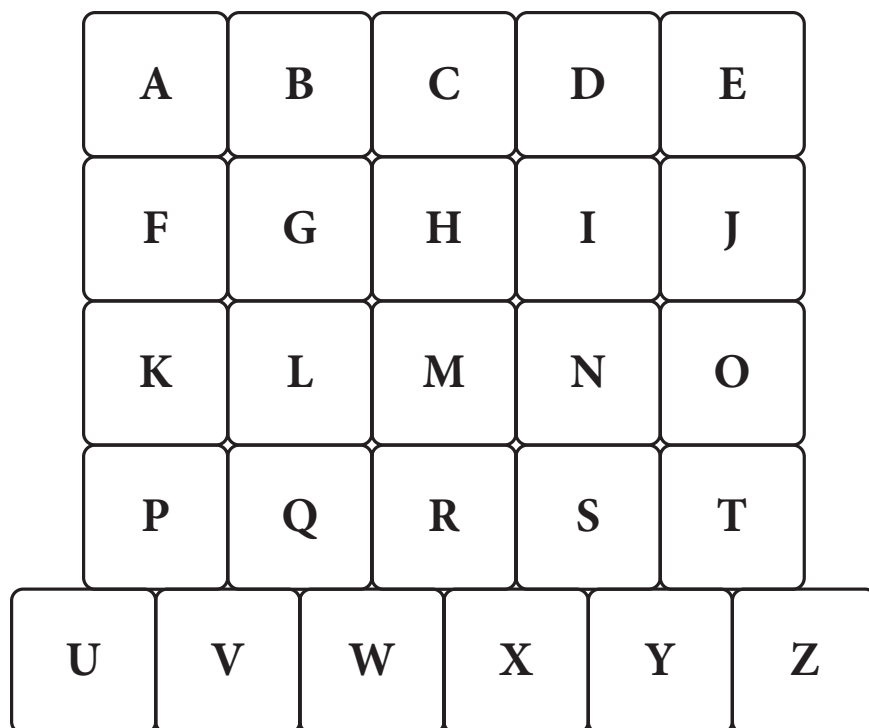
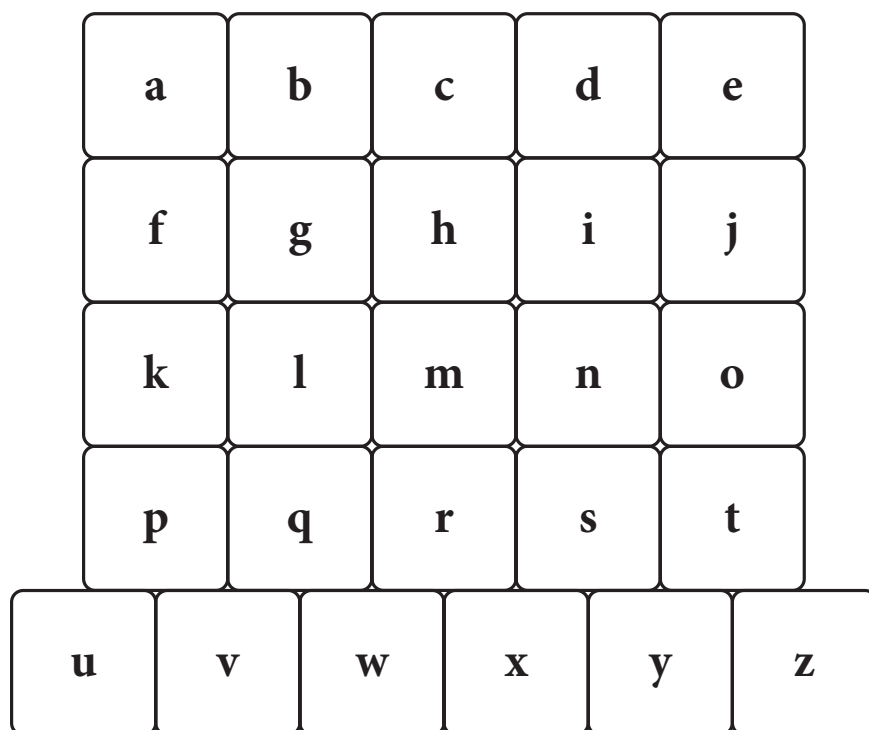
**B**

**C**

**D**

**before**

**after**



|    |    |    |    |    |    |    |    |    |     |
|----|----|----|----|----|----|----|----|----|-----|
| 1  | 2  | 3  | 4  | 5  | 6  | 7  | 8  | 9  | 10  |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 18 | 19 | 20  |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 28 | 29 | 30  |
| 31 | 32 | 33 | 34 | 35 | 36 | 37 | 38 | 39 | 40  |
| 41 | 42 | 43 | 44 | 45 | 46 | 47 | 48 | 49 | 50  |
| 51 | 52 | 53 | 54 | 55 | 56 | 57 | 58 | 59 | 60  |
| 61 | 62 | 63 | 64 | 65 | 66 | 67 | 68 | 69 | 70  |
| 71 | 72 | 73 | 74 | 75 | 76 | 77 | 78 | 79 | 80  |
| 81 | 82 | 83 | 84 | 85 | 86 | 87 | 88 | 89 | 90  |
| 91 | 92 | 93 | 94 | 95 | 96 | 97 | 98 | 99 | 100 |



## List 1.9. Class and School Vocabulary

One way to help newcomers become comfortable in their new surroundings is to help them learn the names of things they say, see, and do in school. Labels on objects and a word wall about “our classroom” or “our school” are useful aids in mastering this important category of vocabulary. Using the same idioms and vocabulary in daily routines will also make learning them easier.

### Assignment Directions

|                     |                            |                         |
|---------------------|----------------------------|-------------------------|
| Ask your neighbor   | Hand in your _____         | Raise your hand         |
| Check your work     | Next one                   | Show me the _____       |
| Circle              | No talking                 | Skip one                |
| Cross out           | Pass out the _____         | Take turns              |
| Draw a line         | Point to _____             | Write your name on your |
| Fill in the answer  | Put an X on the _____      | paper                   |
| Fill in the blank   | Put the date on your paper |                         |
| Finger-width margin | Quiet, please              |                         |

### General Class and School Words

|                    |                          |                           |
|--------------------|--------------------------|---------------------------|
| absent             | co-ed                    | flunk                     |
| achievement test   | combination lock         | game                      |
| administration     | computer lab             | girls' room               |
| advanced placement | crayons                  | grades                    |
| advisor            | dance                    | graduate                  |
| aide               | data projector           | graduation                |
| assembly           | dean                     | guidance counselor        |
| assignment         | desk                     | guidance office           |
| attendance         | desktop                  | gym                       |
| auditorium         | detention                | gymnasium                 |
| backpack           | dictionary               | half-day                  |
| ballpoint          | dismissal                | hall pass                 |
| bathroom           | education                | headphone                 |
| bell               | ELL (English Language    | headset                   |
| blackboard         | Learner)                 | highlighter               |
| book               | enroll                   | holiday                   |
| book room          | ESL (English as a Second | homeroom                  |
| bookstore          | Language)                | homework                  |
| boys' room         | exam                     | honor roll                |
| bus pass           | examples                 | honors class              |
| cafeteria          | exercises                | instructor                |
| campus             | extracurricular activity | janitor                   |
| cassette tape      | faculty                  | lab                       |
| class discussion   | fail                     | laboratory                |
| classroom          | file                     | language lab              |
| club               | finals                   | language proficiency test |
| coach              | fire drill               | laptop                    |

|                   |                  |                  |
|-------------------|------------------|------------------|
| lavatory          | pen              | school secretary |
| learn             | pencil           | scores           |
| learning group    | pencil sharpener | seat             |
| lecture           | period           | security guard   |
| librarian         | permission slip  | snow day         |
| library           | photocopy        | software         |
| locker            | placement test   | stage            |
| locker room       | playground       | state tests      |
| looseleaf paper   | portfolio        | student          |
| lunch             | present          | study hall       |
| lunch box         | principal        | superintendent   |
| map               | probation        | tardy            |
| marker            | professor        | teach            |
| marking period    | program          | teacher          |
| media center      | prom             | teachers' lounge |
| midterms          | PTA              | teachers' room   |
| note              | pupil            | team             |
| notebook          | quiz             | term             |
| nurse             | reading group    | test             |
| nurse's office    | recess           | textbook         |
| online            | remedial         | theater          |
| open house        | report card      | truant           |
| orientation       | resource room    | tutor            |
| pad               | ruler            | vacation         |
| parent conference | safety glasses   | vice principal   |
| party             | schedule         | warning notice   |
| pass              | school           | whiteboard       |
| PC                | school bus       | workbook         |

### Course Titles

|                       |                                    |                      |
|-----------------------|------------------------------------|----------------------|
| Algebra               | Data Processing                    | History              |
| American Government   | Drama                              | Home Economics       |
| Art                   | Driver's Education                 | Industrial Education |
| Basic Math            | Earth Science                      | Italian              |
| Bilingual _____       | English                            | Latin                |
| Biology               | ESL (English as a Second Language) | Literature           |
| Black Studies         | European History                   | Mathematics          |
| Bookkeeping           | Foreign Language                   | Music                |
| Business English      | Forensic Science                   | Philosophy           |
| Business Math         | French                             | Phys. Ed.            |
| Calculus              | General Math                       | Physical Education   |
| Chemistry             | Geography                          | Physical Science     |
| Civics                | Geometry                           | Physics              |
| Composition           | German                             | Precalculus          |
| Computer Science      | Gym                                | Psychology           |
| Cooperative Education | Health                             | Science              |
| Dance                 |                                    | Shop                 |

Social Studies  
Sociology  
Spanish  
Spelling

Stenography  
Technical Education  
Technology  
Trigonometry

Typing  
U.S. History  
Vocational Education  
World History

### **Types of Schools**

private school  
public school  
day care center  
nursery school  
kindergarten  
preschool  
elementary school

middle school  
intermediate school  
junior high school  
secondary school  
senior high school  
regional high school  
vocational school

technical school  
trade school  
junior college  
community college  
college  
university

### **Common School Idioms**

as easy as ABC  
back to basics  
bookworm  
cap and gown  
handouts  
higher education  
honor roll  
in ink  
in pen  
in pencil  
in single file  
Ivy League  
on campus  
school of thought  
show of hands  
show-and-tell  
teacher's pet  
the three R's  
to be absent  
to be present  
to be tardy  
to brainstorm something  
to call the roll  
to collect homework  
to collect the papers  
to copy  
to cover a lot of ground  
to crack a book  
to cram  
to cut class  
to daydream  
to demonstrate  
to dictate

to discuss  
to do an assignment  
to do an example  
to do homework  
to do math  
to do research  
to draw a blank  
to drop out of school  
to erase the board  
to fill in the blanks  
to flunk out  
to get credit for  
to get partial credit  
to get through a course  
to go off campus  
to goof off  
to hand out  
to have one's nose in a book  
to hit the books  
to know one's ABC's  
to learn  
to learn by heart  
to learn by rote  
to lecture  
to line up  
to listen carefully  
to make the grade  
to meet the requirements  
to memorize  
to pass  
to pass the papers out  
to pass with flying colors

to pay attention  
to play a tape  
to play hooky  
to print  
to put on one's thinking cap  
to read  
to read out loud  
to read through something  
to read to oneself  
to report to the office  
to salute the flag  
to sharpen a pencil  
to sign  
to sign in  
to sign up  
to skim the chapter  
to study  
to take [name of course]  
to take a course  
to take a test  
to take an exam  
to take attendance  
to take notes  
to take the roll  
to talk about  
to type  
to work one's way through college  
to write  
to write a paper

## **List 1.10. ESL/ELL Students' Language Background**

According to the U.S. Census Bureau's 2006 American Community Survey, 19.7 percent of the U.S. population over the age of five—some 54.9 million people—speak a language other than English at home. This may seem surprisingly high. However, more than half (55.8 percent) of these individuals not only speak their native language but also speak English very well. Children in many of these households develop competence in both languages as they grow up. In contrast, more than 24.2 million people in the United States are non-English or limited English speaking. Census data for 2006 indicate that nearly 5 percent of all U.S. households are linguistically isolated. That is, no member of the household aged fourteen or older speaks English very well.

Data submitted by states to the U.S. Department of Education identified four hundred languages spoken by students who are limited English proficient (LEP). The first of the following tables shows the languages, other than English, spoken most frequently in U.S. homes. The second table shows the most common language groups of LEP students. Spanish is by far the most frequently spoken other language in either category, accounting for 61 percent of non-English home language use and 79 percent of the language backgrounds of LEP students.

### **Languages Spoken at Home**

- |               |                    |                  |                         |
|---------------|--------------------|------------------|-------------------------|
| 1. Spanish    | 7. Other Germanic  | 13. Other Slavic | 19. Other Indic         |
| 2. French     | 8. Scandinavian    | 14. Armenian     | 20. Other Indo-European |
| 3. Italian    | 9. Greek           | 15. Persian      | 21. Chinese             |
| 4. Portuguese | 10. Russian        | 16. Gujarathi    | 22. Japanese            |
| 5. German     | 11. Polish         | 17. Hindi        | 23. Korean              |
| 6. Yiddish    | 12. Serbo-Croatian | 18. Urdu         | 24. Khmer               |

### **Language Groups of LEP Students**

- |                   |              |                    |                     |
|-------------------|--------------|--------------------|---------------------|
| 1. Spanish        | 7. Arabic    | 13. Portuguese     | 19. Chinese (other) |
| 2. Vietnamese     | 8. Russian   | 14. Urdu           | 20. Chamorro        |
| 3. Hmong          | 9. Tagalog   | 15. Serbo-Croatian | 21. Marshallese     |
| 4. Cantonese      | 10. Navajo   | 16. Lao            | 22. Punjabi         |
| 5. Korean         | 11. Khmer    | 17. Japanese       | 23. Armenian        |
| 6. Haitian Creole | 12. Mandarin | 18. Chuukese       | 24. Polish          |

For additional information visit the U.S. Census Bureau at <http://www.census.gov> or the National Clearinghouse for English Language Acquisition at <http://www.ncela.gwu.edu>.

# Section Two

# Core English

## List 2.1. Five Hundred Most Frequently Used English Words

Some word lists are graded and reflect the typical school-based development of young children's reading skills. The following list is different. It provides, in ranked order, the English words most frequently encountered in newspapers, magazines, textbooks, children's books, and novels. The first one hundred words account for approximately 50 percent of the words in a given piece of prose. The first three hundred make up approximately 65 percent. For ESL/ELL students of any age to become fluent listeners, speakers, readers, and writers of English, they need to recognize these words both aurally and in print, be able to pronounce them alone and in phrasal units, and be able to read and write them.

### 1–50

|       |      |      |       |       |
|-------|------|------|-------|-------|
| the   | in   | he   | as    | at    |
| of    | is   | was  | with  | be    |
| and   | you  | for  | his   | this  |
| a     | that | on   | they  | have  |
| to    | it   | are  | I     | from  |
| <hr/> |      |      |       |       |
| or    | but  | we   | there | she   |
| one   | not  | when | use   | do    |
| had   | what | your | an    | how   |
| by    | all  | can  | each  | their |
| word  | were | said | which | if    |

### 51–100

|       |       |       |      |       |
|-------|-------|-------|------|-------|
| will  | many  | some  | him  | two   |
| up    | then  | her   | into | more  |
| other | them  | would | time | write |
| about | these | make  | has  | go    |
| out   | so    | like  | look | see   |

**51–100 (continued)**

|        |       |      |      |      |
|--------|-------|------|------|------|
| number | my    | call | find | get  |
| no     | than  | who  | long | come |
| way    | first | oil  | down | made |
| could  | water | its  | day  | may  |
| people | been  | now  | did  | part |

**101–200**

|       |        |      |       |          |
|-------|--------|------|-------|----------|
| over  | little | live | very  | name     |
| new   | work   | me   | after | good     |
| sound | know   | back | thing | sentence |
| take  | place  | give | our   | man      |
| only  | year   | most | just  | think    |

|         |        |      |        |        |
|---------|--------|------|--------|--------|
| say     | much   | mean | boy    | also   |
| great   | before | old  | follow | around |
| where   | line   | any  | came   | form   |
| help    | right  | same | want   | three  |
| through | too    | tell | show   | small  |

|         |       |         |      |           |
|---------|-------|---------|------|-----------|
| set     | well  | such    | ask  | land      |
| put     | large | because | went | different |
| end     | must  | turn    | men  | home      |
| does    | big   | here    | read | us        |
| another | even  | why     | need | move      |

|         |        |        |        |          |
|---------|--------|--------|--------|----------|
| try     | change | away   | letter | still    |
| kind    | off    | animal | mother | learn    |
| hand    | play   | house  | answer | should   |
| picture | spell  | point  | found  | American |
| again   | air    | page   | study  | world    |

**201–300**

|       |         |        |       |         |
|-------|---------|--------|-------|---------|
| high  | between | last   | never | light   |
| every | own     | school | start | thought |
| near  | below   | father | city  | head    |
| add   | country | keep   | earth | under   |
| food  | plant   | tree   | eye   | story   |

|       |           |         |        |          |
|-------|-----------|---------|--------|----------|
| saw   | along     | next    | life   | together |
| left  | might     | hard    | always | got      |
| don't | close     | open    | those  | group    |
| few   | something | example | both   | often    |
| while | seem      | begin   | paper  | run      |

|           |       |       |       |         |
|-----------|-------|-------|-------|---------|
| important | car   | sea   | four  | hear    |
| until     | mile  | began | carry | stop    |
| children  | night | grow  | state | without |
| side      | walk  | took  | once  | second  |
| feet      | white | river | book  | later   |

|        |        |           |       |        |
|--------|--------|-----------|-------|--------|
| miss   | watch  | let       | cut   | song   |
| idea   | far    | above     | young | being  |
| enough | Indian | girl      | talk  | leave  |
| eat    | real   | sometimes | soon  | family |
| face   | almost | mountain  | list  | it's   |

**301–400**

|       |           |          |       |         |
|-------|-----------|----------|-------|---------|
| body  | questions | horse    | knew  | usually |
| music | fish      | birds    | since | didn't  |
| color | area      | problem  | ever  | friends |
| stand | mark      | complete | piece | easy    |
| sun   | dog       | room     | told  | heard   |

|        |        |         |          |          |
|--------|--------|---------|----------|----------|
| order  | top    | short   | hours    | measure  |
| red    | ship   | better  | black    | remember |
| door   | across | best    | products | early    |
| sure   | today  | however | happened | waves    |
| become | during | how     | whole    | reached  |

|         |         |         |         |        |
|---------|---------|---------|---------|--------|
| listen  | fast    | five    | true    | table  |
| wind    | several | step    | hundred | north  |
| rock    | hold    | morning | against | slowly |
| space   | himself | passed  | pattern | money  |
| covered | toward  | vowel   | numeral | map    |

|        |        |        |         |        |
|--------|--------|--------|---------|--------|
| farm   | cold   | sing   | town    | field  |
| pulled | cried  | war    | I'll    | travel |
| draw   | plan   | ground | unit    | wood   |
| voice  | notice | fall   | figure  | fire   |
| seen   | south  | king   | certain | upon   |

**401–500**

|         |         |         |         |        |
|---------|---------|---------|---------|--------|
| done    | fly     | correct | shown   | front  |
| English | gave    | of      | minutes | feel   |
| road    | box     | quickly | strong  | fact   |
| half    | finally | person  | verb    | inches |
| ten     | wait    | became  | stars   | street |

### 401–500 (*continued*)

|         |            |            |           |            |
|---------|------------|------------|-----------|------------|
| decided | building   | rest       | stay      | less       |
| contain | ocean      | carefully  | green     | machine    |
| course  | class      | scientists | known     | base       |
| surface | note       | inside     | island    | ago        |
| produce | nothing    | wheels     | week      | stood      |
| <hr/>   |            |            |           |            |
| plane   | boat       | warm       | though    | yes        |
| system  | game       | common     | language  | clear      |
| behind  | force      | bring      | shape     | equation   |
| ran     | brought    | explain    | deep      | yet        |
| round   | understand | dry        | thousands | government |
| <hr/>   |            |            |           |            |
| filled  | object     | power      | dark      | fine       |
| heat    | am         | cannot     | ball      | pair       |
| full    | rule       | able       | material  | circle     |
| hot     | among      | six        | special   | include    |
| check   | noun       | size       | heavy     | built      |



## List 2.2. Fluency Practice for Most Frequently Used Words

Practice in reading and speaking the most frequently used words helps all students to develop their sight-reading and natural speaking abilities and their reading rhythms. The sentences in group 1 use only the first one hundred most frequently occurring words in American English. The sentences in group 2 use the three hundred most frequently occurring words. Use these phrases and sentences for choral reading exercises and as dictation for listening and writing practice.

### Group 1

Be on time.  
 They will do it.  
 Come down from there.  
 Go with him.  
 He and I will write the numbers.  
 Come get some water.  
 We were all there.  
 Now is the time.  
 Who called?  
 Write the first word.  
 When can you find more time?  
 Go see them now.  
 How are they?  
 Which one is it?  
 How do you do it?  
 No way! He *cannot* do it.  
 She has been to the water.  
 Did you get it all?  
 People write one word at a time.  
 Is this all there is?  
 Some of the time I write numbers.  
 Will we go out now?  
 Look up the word.  
 Look at me.  
 I have this other oil to use.  
 I have to see him now.  
 Look for some water in there.  
 She said I could go there.  
 What would make her find some more?  
 It was all I had.  
 Did you like it?  
 Who called her about it?  
 I could see him with her.  
 They were with other people.  
 Go, but do not call him.

They will write about each other.  
 There were many people.  
 Call me first.  
 Did you have a long day?  
 You said you could do it.  
 He made part of it.  
 Is that water?  
 Many people could do it.  
 Your day is long.  
 These days are not all long.  
 That one is for you.  
 This one is for me.  
 You and I will go now.  
 She will write to him.  
 Use this first.  
 We were all there.  
 First, oil it.  
 There were many more people than at first.  
 May I have these?  
 Part of the time I write words.  
 I write about many people.  
 There are two more days to go.  
 People could see the many parts.  
 I like many parts.  
 People like water.  
 What are these?  
 Many of them see the other part first.  
 When will they find us?  
 I will go see her in two more days.  
 Write it down.  
 Write about the other day.  
 She said you can do it.  
 In time, we will look at them.  
 Go into it with all you have.  
 Call him now.

This is the way to look at it.  
 Each of you will use one.  
 Which one is his?  
 Come and get some water.  
 She could find some over there.  
 He or she will find the way to do it.  
 Do you see it?  
 Many more people went into the water.  
 Have you some time to talk?  
 I had many calls to make.  
 Each one had a number.  
 I had no more time to look for him.  
 Look at what time it is!  
 Other people look up to him.

Did you see her come and get it?  
 Would you go now?  
 Write the numbers as you see them.  
 See how he does it?  
 This has to be number one.  
 Look down there.  
 My number is one.  
 Is that all there is?  
 So, this is where you are!  
 There is oil on the water.  
 Which part was his?  
 Which way is it to the water?  
 I like many other people.  
 More water will find its way down there.

## Group 2

I know his name.  
 That is a good sentence.  
 She is an American now.  
 Ask her where she lives.  
 I will take over the work.  
 Ask where I could find them.  
 I want to learn to read.  
 I know the answer.  
 It's a good list.  
 I miss my family.  
 I like being in a new state.  
 I have a good idea.  
 It is almost time to go.  
 Turn around and look this way.  
 Soon I will see my family.  
 I want to leave this place.  
 Turn here to go to the sea.  
 Show me where it is.  
 Tell me what you want.  
 Turn it off now.  
 There was enough to eat.  
 We play, spell, and read in school.  
 Close it up so no water gets in.  
 My home was in a different country.  
 After a long time I saw a new plant.  
 They have a white car.  
 It was more than four miles away.  
 A few children left the school.  
 Mother had a letter from the school.

It is just what I want.  
 Did you mean that?  
 Can you help me?  
 Point to the first word on the page.  
 Point to the first sentence.  
 I study every day.  
 Father read the letter.  
 I can tell my own story.  
 It is a very big tree.  
 I saw the light before he did.  
 This is a hard example.  
 Let her cut it now.  
 Young boys sometimes watch men work.  
 I have many books in school.  
 The river water came up high.  
 Move over, so I can see.  
 I found the answer before he did.  
 Think a little, work a little.  
 Try another answer.  
 Hand mother the letter.  
 I could hear the sound of the sea.  
 A second later I could see it.  
 Sometimes we go to the mountains.  
 I found the answer on the page.  
 He likes to study about the world.  
 The plant began to grow.  
 The plant cannot grow without water.  
 First, we talk; second, we walk.  
 The young girl grew up in the city.

|  |   |
|--|---|
| Give the school book back to mother.     | They planted every tree in the city.      |
| Most of us like to eat good food.        | Men thought about the hard work.          |
| Old men still learn new things.          | What does it mean?                        |
| Every year we grow more food.            | When does school end this year?           |
| First we start, then we stop.            | The light was in our eyes.                |
| Between us we have four feet.            | Show me what you want.                    |
| I need a picture of a different animal.  | Keep the animals away from the house.     |
| Three small boys came to my home.        | We need to read to see where to turn.     |
| Think about one very good thing.         | Three old men were kind to father.        |
| This year we will give the most help.    | We never start something new at night.    |
| In the new country we will start over.   | The tree began to grow in the earth.      |
| The mother took her children to the sea. | It is just a picture of an animal.        |
| The girl brought the papers to school.   | We could always hear the sound.           |
| I saw the picture of a face.             | Good works gave him a good name.          |
| He gave the most back to his people.     | The letter was still in the house.        |
| The man came to show us the house.       | The boys and girls came to play together. |

---

We could hear the sounds of many people's songs.  
Sometimes my mother lets me carry important papers.  
Because of the water, we had to go to a new place.  
Open it now and let the children come into the school.  
Mother likes to keep three small plants around the tree.  
It took a long time for the animal to walk around the tree.  
The sound of all the children was like a song.  
Before father had a car he would walk to the city.  
One book can make a big difference in your life.  
Change is important if you want to grow.  
Every year the show came to the city for us to see.  
Because the animal was so large, it had to live in the country.  
I like to write letters to my family and take pictures of them.  
He is in high school now, but she is not.  
Tell me the same story again, because I like it.  
Father had a good example of an answer.  
The group likes to see pictures of mountains.  
I have a list of work I have to do for school.  
The group often got together to eat good food.  
Mother said she still likes to learn new things.  
We also took three boys to the country with our family.  
We like to eat too much once in a while.  
I walked around the house to see every side.  
There is a story to tell about every life.  
There are always enough new ideas to think about.  
Stop to hear what father will say, then start on your way again.  
In school we study about the rivers and the lands of the world.  
I thought about the sea and the sound of the water.  
Don't be mean to other people; they will not like you.  
I learn how to spell many new words while I am in school.

The boy's feet are little; the father's feet are very large.  
First, I saw the light. Then, a second later, I could hear the sound.  
I like being in high school; it's a good change.  
There is something on the list that is far more important than play.  
I saw the time and, because it might close soon, I began to run to the school.  
I had to study hard to learn to spell all the new words and numbers.  
After high school I will work hard and do many good things.  
Just before night I like to take a two-mile walk near the river.  
Once I read the book I could see why the animals are in the country and not in the city.  
I want to write a story about a mountain in my old country.  
Your ideas are important but not enough; you need to learn how to make them real.  
Work hard in school and later you will not have to work as hard as some others.  
Change does not end, but because of it we can always grow.

## List 2.3. Calendar Words

Calendar words are part of early ESL/ELL instruction and are incorporated into the daily routines of the classroom. Many teachers begin the day with a recitation of the day and date, a brief weather report, the Pledge of Allegiance, and the announcement of students' birthdays. See Section 7 for lists of holidays and other commemorative dates and their origins.

### Days of the Week

Monday  
Tuesday  
Wednesday  
Thursday  
Friday  
Saturday  
Sunday

### Abbreviations

Mon. M  
Tues. T  
Wed. W  
Thurs. TH  
Fri. F  
Sat. S  
Sun. SU

### Months

January  
February  
March  
April  
May  
June

### Abbreviations

Jan.  
Feb.  
Mar.  
Apr.  
May  
June

### Months

July  
August  
September  
October  
November  
December

### Abbreviations

July  
Aug.  
Sept.  
Oct.  
Nov.  
Dec.

### Seasons

spring  
summer  
fall (autumn)  
winter

### Months

March, April, May  
June, July, August  
September, October, November  
December, January, February

## Related Vocabulary

celebrate  
celebration  
commemorate  
commemoration  
date  
day  
decorate  
decoration  
eve

holiday  
month  
national holiday  
observance  
parade  
patriotic  
remembrance  
school closing  
season

semester break  
snow day  
spring break  
symbol  
vacation  
week  
weekday  
weekend  
winter break

### **Ways to Write a Date**

In American English we speak and write the month first, followed by the day and year. However, in most other languages the customary order is day, month, and then year. As a result, in Europe and other parts of the world, September 11, 2001, is remembered as 11/09/01. This change in the order can be a problem when students or guardians are filling out forms, making appointments, or reading notices from school. To eliminate miscommunication, be sure to write out the dates and indicate the order preferred on forms using “mm/dd/yy” or another indicator.

|                |         |            |
|----------------|---------|------------|
| March 28, 1972 | 3/28/72 | 03/28/72   |
| 3.28.72        | 3-28-72 | 03/28/1972 |

## List 2.4. Number Words

Counting numbers, also called cardinal numbers, show how much or how many. Ordinal numbers show rank or the order of things in a series. The symbols we use to show number are often called *Arabic numerals*. The term is somewhat misleading because the symbols were developed in India but spread through Europe and the rest of the world through the work of Arab and Persian mathematicians. The symbols used for numbers in the Arabic language are as follows:

|   |   |   |   |   |   |   |   |   |   |    |
|---|---|---|---|---|---|---|---|---|---|----|
| ٠ | ١ | ٢ | ٣ | ٤ | ٥ | ٦ | ٧ | ٨ | ٩ | ١٠ |
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Many languages use a full stop or period instead of a comma as the separator for thousands. In English we write 52,876 but in other languages it would be written 52.876. The written form for decimals also differs between English and other languages. In English, a decimal number uses a period, which when spoken is called “point,” as in “eighty-seven point five” (87.5). In other languages it would be written 87,5 and read “87 virgule 5.”

### Counting (Cardinal) Numbers

|    |              |
|----|--------------|
| 0  | zero         |
| 1  | one          |
| 2  | two          |
| 3  | three        |
| 4  | four         |
| 5  | five         |
| 6  | six          |
| 7  | seven        |
| 8  | eight        |
| 9  | nine         |
| 10 | ten          |
| 11 | eleven       |
| 12 | twelve       |
| 13 | thirteen     |
| 14 | fourteen     |
| 15 | fifteen      |
| 16 | sixteen      |
| 17 | seventeen    |
| 18 | eighteen     |
| 19 | nineteen     |
| 20 | twenty       |
| 21 | twenty-one   |
| 22 | twenty-two   |
| 23 | twenty-three |
| 24 | twenty-four  |

### Ranking (Ordinal) Numbers

|      |               |
|------|---------------|
| 1st  | first         |
| 2nd  | second        |
| 3rd  | third         |
| 4th  | fourth        |
| 5th  | fifth         |
| 6th  | sixth         |
| 7th  | seventh       |
| 8th  | eighth        |
| 9th  | ninth         |
| 10th | tenth         |
| 11th | eleventh      |
| 12th | twelfth       |
| 13th | thirteenth    |
| 14th | fourteenth    |
| 15th | fifteenth     |
| 16th | sixteenth     |
| 17th | seventeenth   |
| 18th | eighteenth    |
| 19th | nineteenth    |
| 20th | twentieth     |
| 21st | twenty-first  |
| 22nd | twenty-second |
| 23rd | twenty-third  |
| 24th | twenty-fourth |

**Counting (Cardinal) Numbers**

|               |                              |
|---------------|------------------------------|
| 25            | twenty-five                  |
| 26            | twenty-six                   |
| 27            | twenty-seven                 |
| 28            | twenty-eight                 |
| 29            | twenty-nine                  |
| 30            | thirty                       |
| 31            | thirty-one                   |
| 40            | forty                        |
| 50            | fifty                        |
| 60            | sixty                        |
| 70            | seventy                      |
| 80            | eighty                       |
| 90            | ninety                       |
| 100           | one hundred                  |
| 150           | one hundred and fifty        |
| 151           | one hundred and<br>fifty-one |
| 200           | two hundred                  |
| 500           | five hundred                 |
| 1,000         | one thousand                 |
| 1,100         | one thousand one<br>hundred  |
| 1,100         | eleven hundred               |
| 1,500         | one thousand five<br>hundred |
| 1,500         | fifteen hundred              |
| 2,000         | two thousand                 |
| 2009          | two thousand nine            |
| 2009          | two thousand and nine        |
| 1,000,000     | one million                  |
| 1,000,000,000 | one billion                  |

**Ranking (Ordinal) Numbers**

|                 |                                |
|-----------------|--------------------------------|
| 25th            | twenty-fifth                   |
| 26th            | twenty-sixth                   |
| 27th            | twenty-seventh                 |
| 28th            | twenty-eighth                  |
| 29th            | twenty-ninth                   |
| 30th            | thirtieth                      |
| 31st            | thirty-first                   |
| 40th            | fortieth                       |
| 50th            | fiftieth                       |
| 60th            | sixtieth                       |
| 70th            | seventieth                     |
| 80th            | eightieth                      |
| 90th            | ninetieth                      |
| 100th           | one hundredth                  |
| 150th           | one hundred and fiftieth       |
| 151st           | one hundred and<br>fifty-first |
| 200th           | two hundredth                  |
| 500th           | five hundredth                 |
| 1000th          | one thousandth                 |
| 1,100th         | one thousand one<br>hundredth  |
| 1,100th         | eleven hundredth               |
| 1,500th         | one thousand five<br>hundredth |
| 1,500th         | fifteen hundredth              |
| 2,000th         | two thousandth                 |
| 2009th          | two thousand ninth             |
| 2009th          | two thousand and ninth         |
| 1,000,000th     | one millionth                  |
| 1,000,000,000th | one billionth                  |



## List 2.5. Weather Words

A daily review of the weather is a good way to start the school day and to talk about weather words. Students enjoy taking turns as the class meteorologist, reading the day's forecast like their favorite TV personality.

### Adjectives

|          |          |            |
|----------|----------|------------|
| arctic   | damp     | misty      |
| balmy    | dreary   | overcast   |
| breezy   | drizzly  | rainy      |
| bright   | dry      | snowy      |
| brisk    | foggy    | stormy     |
| calm     | freezing | sunny      |
| chilly   | frigid   | sweltering |
| clear    | hazy     | tropical   |
| clearing | hot      | warm       |
| cloudy   | humid    | wet        |
| cold     | icy      | windy      |
| cool     | mild     |            |

### Nouns and Verbs

|               |               |                  |
|---------------|---------------|------------------|
| barometer     | gust          | snowfall         |
| blizzard      | hail          | snowflake        |
| blow          | hailstone     | squall           |
| breeze        | heat wave     | storm            |
| climate       | humidity      | sun              |
| cloud         | hurricane     | sunshine         |
| crest         | ice           | surge            |
| cyclone       | lightning     | temperature      |
| degrees       | meteorologist | thunder          |
| dew           | overflow      | thunderstorm     |
| Doppler radar | precipitation | tornado          |
| downpour      | rain          | torrent          |
| drizzle       | raindrop      | tropical storm   |
| flood         | rainfall      | weather          |
| fog           | shower        | weather forecast |
| forecast      | sleet         | weather map      |
| frost         | snow          | weather report   |
| gale          | snowstorm     | weather vane     |
| gathering     | snowdrifts    | wind             |

## List 2.6. Color Words

Coloring is a favorite childhood pastime worldwide. You probably learned the names of colors by reading the labels on your very own box of crayons. According to Binney and Smith, their famous Crayola® Crayons now come in 120 colors. The words in Group 1 are a little less challenging to new ESL/ELL students than the words in Group 2.

### Group I

|       |        |        |
|-------|--------|--------|
| black | green  | violet |
| blue  | orange | white  |
| brown | red    | yellow |

### Group II

|                |              |              |
|----------------|--------------|--------------|
| apricot        | green        | pink         |
| aquamarine     | ivory        | plum         |
| beige          | khaki        | purple       |
| black          | lavender     | red          |
| blue           | lemon yellow | rose         |
| brick red      | magenta      | salmon       |
| bronze         | mahogany     | sea green    |
| brown          | maize        | sepia        |
| carnation pink | maroon       | silver       |
| cerulean       | melon        | sky blue     |
| chartreuse     | mint green   | spring green |
| copper         | mulberry     | tan          |
| cornflower     | navy blue    | taupe        |
| cream          | off-white    | teal         |
| eggplant       | olive green  | turquoise    |
| forest green   | orange       | violet       |
| fuchsia        | orchid       | white        |
| gold           | peach        | yellow       |
| goldenrod      | periwinkle   |              |
| gray           | pine green   |              |

## List 2.7. Time Words

The Egyptians and Babylonians divided daylight and nighttime into twelve-hour periods, creating a twenty-four-period sun cycle. The length of the periods, however, changed on the basis of the length of daylight during each season. As a result, summer daylight hours were longer than daylight hours in winter. In 725, an English monk named Bede wrote a persuasive argument for twenty-four equal hours at all times, but the standard sixty-minute hour was not set until clocks were widely used in the 1300s.

Check out Time for Time at <http://www.time-for-time.com/swf/myclox.swf> and the time lesson and clocks at <http://arcytech.org/java/clock/clock.html>.

### What Time Is It?

It is one o'clock.

It's 6 A.M.

It's 6 P.M.

It's 6:30 P.M.

It's noon.

It's four thirty.

It's six in the morning.

It's six in the afternoon.

It's midnight.

It's twelve o'clock.

It's a quarter to nine.

It's a quarter after nine.

It's half past three.

It's ten after eight.

It's five of seven.

It's around seven.

It's 8:45.

It's 9:15.

It's 3:30.

It's 8:10.

It's 6:55.

It's 7-ish.

It's eight forty-five.

It's nine fifteen.

It's three thirty.

It's eight ten.

It's six fifty-five.

It's about seven.

### Time Words

sunrise

dawn

sunup

daybreak

morning

daytime

daylight

noon

high noon

midday

afternoon

sunset

dusk

twilight

sundown

evening

night

midnight

A.M. (after midnight, but before noon)

P.M. (after noon, but before midnight)

second

minute

quarter hour

half hour

hour

day

clock

watch

wristwatch

calendar

stopwatch

timer

clock radio

alarm clock

digital clock

analog clock

watch battery

hour-hand

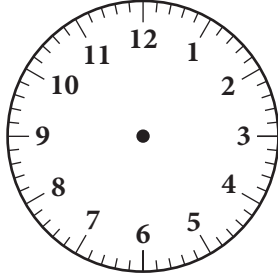
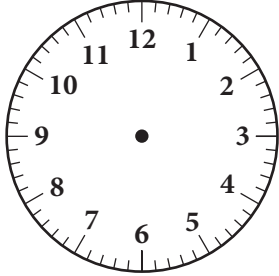
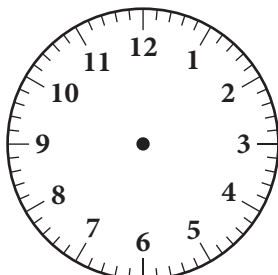
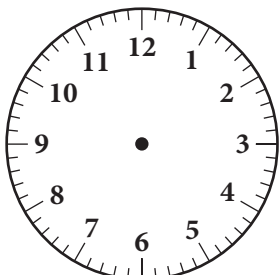
minute-hand

second-hand

## Time-Related Idioms

|   |                          |
|---|--------------------------|
| a matter of time                        | in the nick of time      |
| ahead of time                           | keep time                |
| all the time                            | kill time                |
| at one time                             | lose time                |
| be before your time                     | mark time                |
| be in the right place at the right time | on time                  |
| be only a matter of time                | pass time                |
| before your time                        | punch in                 |
| bide your time                          | serve time               |
| big time                                | set the clock            |
| buy time                                | set your watch           |
| do time                                 | synchronize your watches |
| Do you have the time?                   | take time out            |
| find the time to do something           | take your time           |
| from time to time                       | tell time                |
| give someone a hard time                | time flies               |
| have a hard time                        | time's up                |
| have the time                           | two-time someone         |
| in no time                              | wind your watch          |

## Analog and Digital Clocks for Showing the Time

|   |  |
|---|--|
|  |  |
|  |  |
| ____ : ____   | ____ : ____  |
| ____ : ____   | ____ : ____  |

## List 2.8. Health Words

Being able to communicate about health is key to staying healthy and to receiving appropriate care when ill. These lists provide core vocabulary and phrases for seeking medical and dental care, naming illnesses and complaints, identifying body parts, and following care instructions. Many limited-English speakers can receive translation assistance from local agencies or volunteers, and hospitals in most states have some interpreter services available. But waiting for an interpreter can cost time and delay treatment. Role-play multiple scenarios, including an accident, asthma attack, making appointments for an office visit, getting admitted to a hospital, and receiving outpatient care.

### Basic Phrases

|                               |                                      |
|-------------------------------|--------------------------------------|
| How are you?                  | She fell off her bike.               |
| Are you okay?                 | He took many pills.                  |
| Are you sick?                 | I think she ate poison.              |
| Are you ill?                  | He is choking.                       |
| You don't look too well.      | He was hurt on the job.              |
| Do you need a doctor?         | He's having an asthma attack.        |
| I am fine.                    | I think she's having a heart attack. |
| I don't feel well.            | I think she's had a stroke.          |
| I am sick.                    | I think he had a drug overdose.      |
| I feel dizzy.                 | She is allergic to ____.             |
| I need a doctor.              | He is diabetic.                      |
| I need help.                  | She fainted.                         |
| Please, call an ambulance.    | He is not conscious.                 |
| Take me to a hospital.        | He's having a seizure.               |
| Where is the nurse's office?  | I think he has broken bones.         |
| Where is the doctor's office? | He's bleeding.                       |
| This is an emergency.         | He's in shock.                       |

### Complaints

|                               |                 |                 |
|-------------------------------|-----------------|-----------------|
| I have a cold.                | burn            | injury          |
| I have the flu.               | chest pains     | My chest hurts. |
| I have a sore throat.         | chills          | nausea          |
| I have a backache.            | constipation    | pain            |
| I have a cough.               | cramps          | rash            |
| I have a fever.               | cut             | runny nose      |
| I have a headache.            | diarrhea        | sore            |
| I have something in my eye.   | dizzy           | sore throat     |
| I sprained my ankle.          | feel faint      | stiffness       |
| I broke my arm.               | fever           | swollen         |
| My arm hurts. (My arms hurt.) | have an ache in | tender          |
| My leg hurts. (My legs hurt.) | have an allergy | vomiting        |
| be allergic to                | head cold       | wound           |
| be in an accident             | headache        |                 |
| bleeding                      | hurt            |                 |

## People

|                  |                    |                    |
|------------------|--------------------|--------------------|
| ambulance driver | lab technician     | pharmacist         |
| care coordinator | next of kin        | physical therapist |
| dietician        | nurse              | physician          |
| doctor           | optician           | police officer     |
| emergency squad  | optometrist        | psychiatrist       |
| EMT              | orthopedic surgeon | psychologist       |
| eye doctor       | outpatient         | school nurse       |
| firefighter      | patient            | specialist         |
| gynecologist     | pediatrician       | surgeon            |

## Getting Care

|                   |                     |                   |
|-------------------|---------------------|-------------------|
| admitting         | examination room    | nuclear medicine  |
| ambulance         | hospital            | outpatient clinic |
| burn unit         | injection           | pharmacy          |
| cardiac care unit | insurance card      | physical therapy  |
| claim form        | insurance carrier   | recovery room     |
| clinic            | insurance form      | sleep center      |
| CT scan           | intensive care unit | surgical suite    |
| delivery room     | isolation           | thermometer       |
| drug store        | labor room          | treatment room    |
| EEG               | laboratory          | waiting room      |
| EKG               | MRI                 | X-ray             |
| emergency room    | needle              |                   |

## Diagnoses and Doctor's Orders

|               |                  |                 |
|---------------|------------------|-----------------|
| Ace bandage   | coma             | fluids          |
| anesthesia    | concussion       | follow-up visit |
| antibiotics   | condom           | fracture        |
| aspirin       | contagious       | gargle          |
| asthma        | contraceptive    | gauze           |
| Band-Aid      | cough syrup      | German measles  |
| bandage       | crutches         | heal            |
| bed rest      | deaf             | heart attack    |
| birth control | decongestant     | heating pad     |
| blind         | diabetes         | hepatitis       |
| blister       | diagnostic tests | blood pressure  |
| blood test    | diet             | ice pack        |
| broken        | dislocated       | infected        |
| bronchitis    | drugs            | infection       |
| cancer        | examination      | infectious      |
| cast          | examine          | inflammation    |
| chicken pox   | flu              | inhaler         |
| cholesterol   | flu shot         | injection       |

|                  |                  |            |
|------------------|------------------|------------|
| insulin          | oxygen           | soak       |
| isolation        | period           | sprain     |
| lab tests        | pills            | stitches   |
| laxative         | pneumonia        | stroke     |
| liquid           | pregnant         | surgery    |
| measles          | prescription     | tablet     |
| medication       | pulse            | tampon     |
| medicine         | recuperate       | tetanus    |
| mono             | rest             | ulcer      |
| mononucleosis    | rubella          | urinalysis |
| mumps            | sanitary napkins | virus      |
| nasal spray      | scrape           | vitamins   |
| operation        | shot             | X-ray      |
| over the counter | sinusitis        |            |

### External Parts of the Body

|               |               |               |
|---------------|---------------|---------------|
| abdomen       | face          | palm(s)       |
| Adam's apple  | finger(s)     | penis         |
| ankle(s)      | fingernail(s) | rectum        |
| arm(s)        | fist(s)       | scalp         |
| back          | foot (feet)   | shin(s)       |
| breast(s)     | forearm(s)    | shoulder(s)   |
| buttocks      | forehead      | skin          |
| calf (calves) | genitals      | sole(s)       |
| cheek(s)      | hair          | spine         |
| chest         | hand(s)       | temple(s)     |
| chin          | head          | testicles     |
| collarbone    | heel(s)       | thigh(s)      |
| dimple(s)     | hip(s)        | throat        |
| ear lobe(s)   | jaw           | thumb(s)      |
| ear(s)        | knee(s)       | toe(s)        |
| elbow(s)      | leg(s)        | tongue        |
| eye(s)        | lip(s)        | tooth (teeth) |
| eyebrow(s)    | mouth         | vagina        |
| eyelash(es)   | neck          | waist         |
| eyelid(s)     | nose          | wrist(s)      |

### Internal Parts of the Body

|          |            |           |
|----------|------------|-----------|
| appendix | heart      | muscle(s) |
| bladder  | intestines | nerve(s)  |
| blood    | kidney(s)  | rib(s)    |
| bone(s)  | liver      | spleen    |
| brain    | lung(s)    |           |

## **Dental Health**

|          |             |              |
|----------|-------------|--------------|
| bite     | false teeth | plaque       |
| braces   | filling     | porcelain    |
| cap      | floss       | root canal   |
| cavity   | gargle      | toothache    |
| checkup  | gums        | toothbrush   |
| chin     | jaw         | toothpaste   |
| cleaning | molar       | whitening    |
| crown    | mouthwash   | wisdom tooth |
| dentures | nerve       | X-ray        |
| drill    | novocaine   |              |

## **Health Idioms**

|                           |                               |
|---------------------------|-------------------------------|
| back on one's feet        | pull through                  |
| blackout                  | run a temperature             |
| breakout                  | run down                      |
| bring to                  | run some tests                |
| catch a cold              | splitting headache            |
| checkup                   | take a turn for the worse     |
| clean bill of health      | take someone's temperature    |
| come down with            | the picture of health         |
| draw blood                | throw up                      |
| feel like a million bucks | under the weather             |
| feel on top of the world  | if symptoms persist . . .     |
| flare-up                  | keep out of reach of children |
| have a physical (exam)    | pre-op tests                  |
| make an appointment       | refer you to a specialist     |
| out cold                  | take only as directed         |

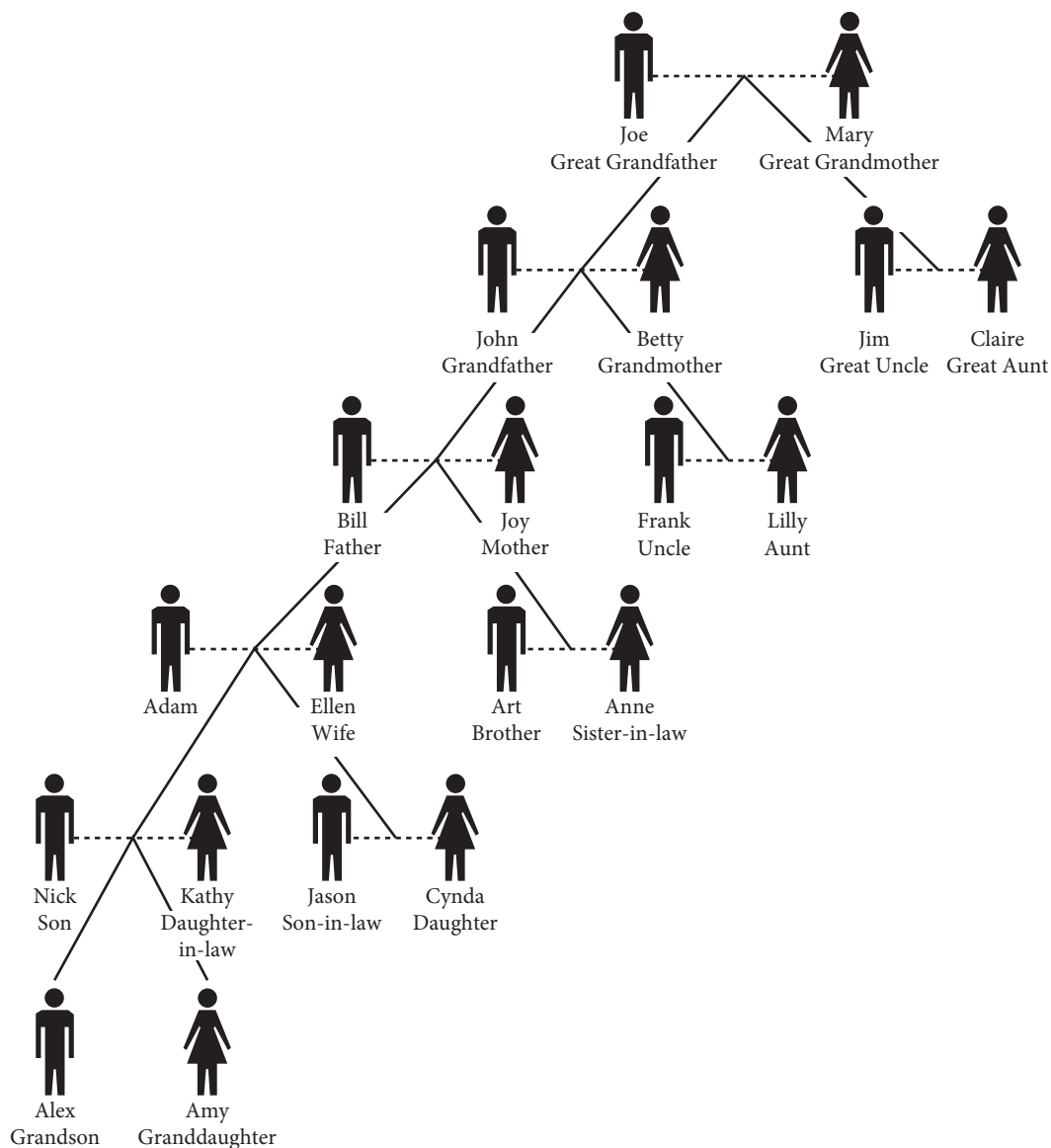


## List 2.9. Family and Relationship Words

According to French linguists Pierre Bancel and Alain de l'Etang, many of the world's six thousand spoken languages have common words and meanings for family members or kin, including the words *mama* and *papa*. In fact, they believe that these two words have been part of spoken language across the globe for at least fifty thousand years. Why? Perhaps it's because early parents were just as happy as today's modern moms and dads to respond to babies' first babbling sounds.

Use Adam's Family Relationships to practice identifying and speaking about core members of a family. Creating their own family tree helps students to master family relationship words by personalizing the learning. Several free family tree templates are available on the Web for you and your students to use.

### Adam's Family Relationships



1. Adam's great grandparents Joe and Mary married shortly after they came to the United States.
2. They had two children, John and Claire.
3. John is Adam's grandfather and Claire is his great aunt.
4. Grandpa John married Grandma Betty the same year that great aunt Claire married Jim.
5. Adam's grandparents John and Betty had two sons, Bill and Frank.
6. Frank's grandfather Joe taught him how to drive a car.
7. Bill married Joy and is Adam's dad.
8. Adam is married to Ellen.
9. Adam's brother Art is married to Anne.
10. Art plays golf with his dad, Bill, and his grandfather John.
11. Ellen and her mother-in-law, Joy, like to garden, but her sister-in-law Anne doesn't.
12. Adam and Ellen have two children, Nick and Cynda.
13. Nick married Kathy and they also have two children, Alex and Amy.
14. Alex and Amy are Adam and Ellen's grandchildren.
15. Joy is Amy and Alex's great grandma and they call her Nana Joy.

### **Immediate Family Members**

#### **Female**

wife  
mother  
mom  
mommy  
mama  
sister  
daughter  
stepmother  
half sister  
foster mother  
foster sister

#### **Male**

husband  
father  
dad, pop  
daddy  
poppa, papa  
brother  
son  
stepfather  
half brother  
foster father  
foster brother

### **Extended Family Members**

#### **Female**

great grandmother  
great aunt  
grandmother  
grandma  
granddaughter  
aunt  
niece  
cousin  
mother-in-law  
daughter-in-law  
sister-in-law  
godmother

#### **Male**

great grandfather  
great uncle  
grandfather  
grandpa, granddad  
grandson  
uncle  
nephew  
cousin  
father-in-law  
son-in-law  
brother-in-law  
godfather

**Other Relationships Words**

|            |                    |                    |
|------------|--------------------|--------------------|
| adopted    | godchild           | parent             |
| adoptive   | goddaughter        | parents            |
| baby       | godson             | partner            |
| boyfriend  | grandchild         | paternal relatives |
| bride      | grandchildren      | relations          |
| bridegroom | groom              | relatives          |
| child      | guardian           | siblings           |
| children   | immediate family   | sponsor            |
| dependent  | infant             | spouse             |
| dependents | in-laws            | teenager           |
| divorcée   | kids               | toddler            |
| family     | kin                | triplets           |
| fiancé     | maternal relatives | twins              |
| fiancée    | nana               | widow              |
| folks      | next of kin        | widower            |
| girlfriend | orphan             |                    |

**Family Event Words**

|                   |               |              |
|-------------------|---------------|--------------|
| adopt             | baptize       | anniversary  |
| be pregnant       | raise a child | separated    |
| expect a baby     | live together | get divorced |
| have a baby       | get engaged   | divorce      |
| give birth to     | be engaged    | be widowed   |
| born              | marry         | lose someone |
| birthday          | get married   | pass away    |
| birth certificate | be married to | reunion      |

## List 2.10. Money Words

Economists and others who watch the interaction of money, technology, and people predict that we are heading toward the end of cash. Instead of the now-familiar printed paper, we will be using only debit cards, online bill paying, and other electronic transfers. In the meantime, it's nice to know that annually the U.S. Treasury's Bureau of Engraving and Printing prints about 38 million notes a day, with a face value of approximately \$750 million, most of which replace old and damaged bills.

### U.S. Currency

|          |           |                         |                   |
|----------|-----------|-------------------------|-------------------|
| \$0.01   | 1 cent    | one penny               | 1/100 of a dollar |
| \$0.02   | 2 cents   | two pennies             | 1/50 of a dollar  |
| \$0.05   | 5 cents   | one nickel              | 1/20 of a dollar  |
| \$0.10   | 10 cents  | one dime                | 1/10 of a dollar  |
| \$0.25   | 25 cents  | one quarter             | 1/4 of a dollar   |
| \$0.50   | 50 cents  | one half dollar         | 1/2 of a dollar   |
| \$1.00   | 100 cents | one dollar bill         | 1 dollar          |
| \$5.00   |           | five dollar bill        | 5 dollars         |
| \$10.00  |           | ten dollar bill         | 10 dollars        |
| \$20.00  |           | twenty dollar bill      | 20 dollars        |
| \$50.00  |           | fifty dollar bill       | 50 dollars        |
| \$100.00 |           | one hundred dollar bill | 100 dollars       |

### Money-Related Words

|                  |                |                      |
|------------------|----------------|----------------------|
| ATM              | credit limit   | interest rate        |
| authentication   | credit rating  | investments          |
| balance          | credit union   | invoice              |
| bank             | currency       | lend                 |
| bank account     | debit card     | loan                 |
| bills            | debit payments | millionaire          |
| borrow           | default        | money                |
| cash             | deposit        | money order          |
| change           | direct debit   | net worth            |
| charge           | direct deposit | notes                |
| check            | discount       | on sale              |
| check card       | dollar bill    | online banking       |
| checking account | e-check        | overdraft protection |
| cleared          | e-commerce     | overdrawn            |
| coin             | e-payment      | paycheck             |
| consumer         | exchange rate  | PayPal               |
| cost             | for sale       | personal code        |
| credit card      | fortune        | PIN                  |
| credit history   | interest       | price                |

receipt  
refinance  
sales tax  
save  
savings account

sign  
spend  
teller  
tip  
total

traveler's check  
wealthy  
withdrawal

## Common Idioms

a run for the money  
be broke  
be loaded  
be minting it  
be tightfisted  
bet your bottom dollar  
blank check  
bounce a check  
cash a check  
change a bill  
cost an arm and a leg  
easy money  
endorse a check  
for my money  
funny money  
get a loan  
get change  
get your money's worth  
have money to burn  
hit the ATM  
hush money  
in the money

made of money  
make a deposit  
make a withdrawal  
Money doesn't grow on trees.  
Money is no object.  
money talks  
money to burn  
Monopoly money  
pin money  
on the money  
pots of money  
put money away  
put money in the bank  
put money on something  
Put your money where your mouth is.  
seed money  
spend money like water  
take money out of the bank  
the smart money  
throw good money after bad  
throw money around  
throw money at something

## List 2.11. Practice Checks

Students enjoy practicing bill paying with these checks, especially if the purchases include hot cars, trips to Disney World, cell phones, or other fantasy purchases. Use the newspaper or other advertising to determine the costs.

|   |   |                       |
|---|---|-----------------------|
| <b>Ima Newcomer</b><br>612 Lincoln Street, Apt. K<br>Old Town, NY 12345 |   | No. 901<br>Date _____ |
| Pay to the<br>Order of _____  | <div style="border: 1px solid black; padding: 2px; display: inline-block;">\$</div> |                       |
| _____ Dollars   |   |                       |
| Memo _____<br>Old Town Bank, Old Town, NY 12345                         |   |                       |
| 1 2 3 4 5 5 6 7 8 9    0 1 2 3 4 5 6 7 8 9    0 9 0 1                   |   |                       |

|   |   |                       |
|---|---|-----------------------|
| <b>Ima Newcomer</b><br>612 Lincoln Street, Apt. K<br>Old Town, NY 12345 |   | No. 902<br>Date _____ |
| Pay to the<br>Order of _____  | <div style="border: 1px solid black; padding: 2px; display: inline-block;">\$</div> |                       |
| _____ Dollars   |   |                       |
| Memo _____<br>Old Town Bank, Old Town, NY 12345                         |   |                       |
| 1 2 3 4 5 5 6 7 8 9    0 1 2 3 4 5 6 7 8 9    0 9 0 2                   |   |                       |

|   |   |                       |
|---|---|-----------------------|
| <b>Ima Newcomer</b><br>612 Lincoln Street, Apt. K<br>Old Town, NY 12345 |   | No. 903<br>Date _____ |
| Pay to the<br>Order of _____  | <div style="border: 1px solid black; padding: 2px; display: inline-block;">\$</div> |                       |
| _____ Dollars   |   |                       |
| Memo _____<br>Old Town Bank, Old Town, NY 12345                         |   |                       |
| 1 2 3 4 5 5 6 7 8 9    0 1 2 3 4 5 6 7 8 9    0 9 0 3                   |   |                       |

## List 2.12. Safety Words

In times of unexpected events, natural or manmade disasters, the safety of our students and schools requires knowledge of specialized vocabulary. Viewing short videos on staying safe during natural disasters or dangerous events is an effective way to introduce the following terms.

|                   |                      |                     |
|-------------------|----------------------|---------------------|
| accident          | evacuate             | lockdown            |
| alarm             | evacuation           | medical condition   |
| alert             | evacuation route     | medicine            |
| allergic reaction | exit                 | next of kin         |
| allergy           | explosion            | no admittance       |
| ambulance         | explosive            | no smoking          |
| arson             | FBI                  | no trespassing      |
| asthma attack     | fire                 | odor                |
| blast             | fire drill           | perpetrator         |
| blind             | fire exit            | poison              |
| blockade          | fire extinguisher    | police              |
| bomb              | fire fighter         | police report       |
| bomb threat       | first aid            | policeman           |
| break glass       | flammable            | polluted            |
| burn              | flood                | portable toilet     |
| caution           | fumes                | predator            |
| collapse          | gang                 | quarantine          |
| combustible       | gas                  | relief station      |
| contagious        | glass                | robbery             |
| contaminated      | guard                | sanitation          |
| cop               | gun                  | security office     |
| crash             | hall monitor         | security officer    |
| crime scene       | handle with care     | shelter             |
| danger            | hard hat area        | siren               |
| deaf              | harmful if swallowed | smell               |
| disabled          | hazard               | smoke               |
| disaster          | hazardous material   | smoke detector      |
| do not cross      | heart attack         | stroke              |
| do not drink      | Homeland Security    | suspicious          |
| do not enter      | hospital             | terrorism           |
| doctor            | hostage              | terrorist           |
| don't walk        | hurricane            | threat              |
| down              | hurt                 | tornado             |
| drill             | identification       | twister             |
| drinking water    | incident             | up                  |
| drugs             | infectious           | walk                |
| early dismissal   | injured              | warning             |
| earthquake        | injury               | weapon              |
| emergency         | insurance card       | wear eye protection |
| emergency contact | keep out             | wheelchair          |
| entrance          | knife                |                     |

### **Common Idioms**

to be assaulted  
to be hurt  
to be in an accident  
to be injured  
to be lost  
to be raped  
to be abused  
to be threatened  
to be frightened  
to be afraid  
to be mugged  
to be robbed

to fall  
to go for help  
to look for  
to lose a \_\_\_\_  
to need a policeman  
to need an ambulance  
to need help  
to stay calm  
to report a threat  
to make a threat  
to take a hostage



## List 2.13. Transportation and Travel Words

Travel is an important part of life and knowing how to get to a destination, whether local or distant, is a critical life skill. The following transportation and travel words are organized into four lists. The first list includes words related to getting to school, shopping areas, and other local destinations. The second list includes words for travel by car and train. Next is a list of words needed for distant travel, and finally is a list of common travel and transport idioms.

### Local Travel Words

|             |                 |              |               |
|-------------|-----------------|--------------|---------------|
| bike        | bus stop        | gate         | sign          |
| bike lock   | crossing guard  | green        | stop          |
| bike rack   | crossing signal | guest(s)     | subway        |
| bridge      | crosswalk       | intersection | ticket        |
| bus         | don't walk      | pick up      | token         |
| bus driver  | drop off        | red          | traffic       |
| bus monitor | elevator        | route        | traffic light |
| bus pass    | entrance        | schedule     | walk          |
| bus station | exit            | school bus   | yellow        |

### Car and Train Travel

|                             |                          |                     |
|-----------------------------|--------------------------|---------------------|
| airbag                      | impound                  | seat belt           |
| auto                        | insurance                | service station     |
| car                         | insurance card           | slow                |
| car keys                    | interstate               | south               |
| car seat                    | junction                 | speed limit         |
| child seat                  | keep right               | speeding            |
| curve                       | lane                     | speeding ticket     |
| dead battery                | left lane ends           | thruway             |
| dead end                    | left turn on signal only | tire                |
| detour                      | license                  | toll                |
| directions                  | map                      | toll booth          |
| divided highway             | merge                    | tow-away zone       |
| do not enter                | no left turn             | traffic jam         |
| drive                       | no right turn            | train               |
| driver's test               | no right turn on red     | train station       |
| driver's permit             | no turns                 | trunk (of a car)    |
| driving under the influence | north                    | turnpike            |
| drunk driving               | oil                      | use alternate route |
| DUI                         | one way                  | valid               |
| east                        | parking lot              | vehicle             |
| E-ZPass                     | parking meter            | violation           |
| fire hydrant                | parkway                  | west                |
| flat tire                   | reduce speed             | wheel               |
| freeway                     | registration             | winding road        |
| gas                         | restaurant               | wrong way           |
| gas station                 | restroom                 | yield               |
| gasoline                    | right lane ends          |                     |
| identification              | road test                |                     |

### **Distant Travel**

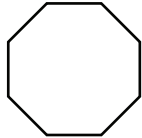
|                   |                   |                  |                   |
|-------------------|-------------------|------------------|-------------------|
| airplane          | checkout          | helicopter       | pilot             |
| airport           | checkpoint        | hotel            | plane             |
| airsick           | claim ticket      | hotel van        | receipt           |
| aisle             | compartment       | identification   | register          |
| arrival           | conductor         | immigration      | reservation       |
| arrivals          | confirm           | inn              | ship              |
| arrivals hall     | confirmation      | itinerary        | stow              |
| baggage           | connection        | kiosk            | taxi              |
| baggage claim     | credentials       | life jacket      | tram              |
| birth certificate | currency          | luggage          | travel agent      |
| boarding pass     | currency exchange | monorail         | traveler's aid    |
| border            | delay             | motel            | traveler's checks |
| border patrol     | departing         | observation deck | visa              |
| cabin attendant   | departure         | overhead         | window            |
| captain           | e-ticket          | passport         |                   |
| check-in          | ferry             | pickup           |                   |

### **Transportation and Travel Idioms**

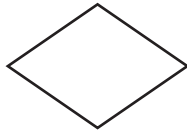
|                       |                      |
|-----------------------|----------------------|
| back up (the car)     | go through security  |
| baggage claim         | hail a taxi          |
| board                 | have an accident     |
| book a flight         | hit the road         |
| buy a ticket          | land                 |
| call a cab            | landing              |
| call ahead            | layover              |
| circle                | nonstop              |
| confirm a reservation | onboard              |
| crash                 | park the car         |
| fasten your seat belt | pick up your baggage |
| frequent flyer        | see you off          |
| get a parking ticket  | start the car        |
| get away              | stopover             |
| get in at             | takeoff              |
| get in the car        | taxi (a plane)       |
| get on                | touch down           |
| go through customs    | travel light         |

## List 2.14. Traffic Signs

ESL/ELL students of all ages need to recognize traffic signs and understand their meanings in order to safely walk, bike, or drive in our communities. Traffic signs in the United States use shapes, symbols, and words to warn or give information. Begin with shape recognition; next add the international symbols and English words. Your state's motor vehicle agency and department of transportation will have information about many additional local signs and their meanings. Most have materials online that can be downloaded for student use.



Octagon  
Stop Signs  
Red



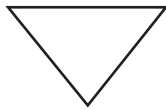
Diamond  
Warning Signs  
Yellow



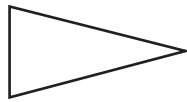
Tall Rectangle  
Traffic Regulations  
Black and White



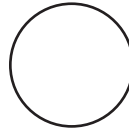
Wide Rectangle  
Information  
Blue



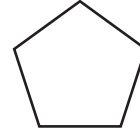
Inverted Triangle  
Yield  
Red



Pennant  
No Passing  
Yellow



Circle  
Railroad Crossing  
Yellow



Pentagon  
School  
Yellow-Green



Stop Sign



Yield Sign



School Zone



No Passing Zone



Railroad  
Crossing



Two-Way  
Traffic



Curved Road  
Ahead



Slippery  
When Wet



Deer Crossing—  
Use Caution



One Way Traffic—  
This Direction



Left Lane Must  
Turn Left



No Left Turn



Divided Road—  
Keep Right



No Turn  
on Red



Wheelchair-  
Accessible Services



Service Station—  
Fuel Available



Lodging Available  
This Exit



Hospital  
Nearby

## List 2.15. Application and Form Words

Filling out forms and applications is a necessary part of living in a community. The words in this list are commonly used to register for school, get a bank account or credit card, apply for a job, get help from the government, or rent an apartment. Practice filling out applications as a class before having students complete one on their own. Applying for a library card is a good place to start for ESL/ELL students of any age.

### Group 1

|                  |                |                   |
|------------------|----------------|-------------------|
| name             | province       | date of birth     |
| first name       | state          | school            |
| last name        | ZIP code       | grade             |
| family name      | ZIP + four     | teacher's name    |
| surname          | e-mail address | parent's name     |
| middle name      | phone number   | emergency contact |
| address          | home phone     | relationship      |
| apartment (apt.) | cell phone     | sign here         |
| street           | mobile phone   | print             |
| avenue           | age            | guardian's name   |
| city             | male           |                   |
| county           | female         |                   |

### Group 2

|                         |                   |                       |
|-------------------------|-------------------|-----------------------|
| accepted                | birth certificate | day                   |
| account                 | blank             | debit card            |
| account owner           | business phone    | deduction             |
| advisor                 | cancelled check   | department            |
| agency                  | car               | dependent             |
| alien                   | certificate       | deposit               |
| alien registration card | check             | disability            |
| allowance               | check the box     | divorced              |
| amount                  | checking account  | dotted line           |
| annual                  | claim             | driver's license      |
| applicant               | college           | each                  |
| application             | company           | education             |
| assistance              | complete          | electronic statements |
| attached                | consent           | elementary school     |
| authorized              | counselor         | eligible              |
| available               | country of origin | employer              |
| balance                 | credit            | employment            |
| bank account            | credit card       | enrolled              |
| baptismal certificate   | credit check      | ethnic group          |
| beneficiary             | creditors         | ethnicity             |
| benefits                | date              | ever                  |

|                    |                      |                        |
|--------------------|----------------------|------------------------|
| exempt             | mother's maiden name | school records         |
| felony             | nationality          | secondary owner        |
| fill in            | next of kin          | secondary school       |
| fill out           | nonrelative          | section                |
| first              | notarized            | separated              |
| gender             | notary public        | service charge         |
| green card         | online banking       | sign                   |
| health insurance   | own or rent          | signature              |
| high school        | passbook             | single                 |
| HMO                | passport             | smoker/nonsmoker       |
| home owner         | permit               | Social Security number |
| immigrant          | personnel            | spouse                 |
| immigration office | phone number         | statement              |
| impairment         | photo ID             | student                |
| income             | physician            | student visa           |
| income tax return  | policy               | tax                    |
| independent        | post office box      | temporary              |
| insurance          | previous             | tenant                 |
| insurance card     | primary owner        | total                  |
| interest rate      | proficiency test     | town                   |
| landlady           | qualifications       | transcript             |
| landlord           | race                 | type                   |
| lease              | receipt              | university             |
| license            | references           | utilities              |
| list               | referred             | valid                  |
| mailing address    | registration         | vehicle registration   |
| marital status     | relative             | verification           |
| married            | religion             | widow/widower          |
| matriculated       | renewal              | withdrawal             |
| middle initial     | rent                 | witness                |
| military           | requirements         | write                  |
| money order        | resources            | year                   |
| monthly            | revoked              | years at this address  |
| mortgage           | schedule             | zone                   |

## Section Three

# Pronunciation

### List 3.1. Speech Sound Production

Human language uses about one hundred sounds, or *phonemes*. Each language uses a subset of these sounds. Speakers become sensitized to the particular set used in their native language by hearing the sounds repeatedly and linking them to information and meaning. As infants develop, they imitate the language sounds they hear and ignore other sounds that don't appear to be important. By eight years of age, children have learned to recognize and to utter clearly all the sounds of their native language. When learning English as a Second Language, students must learn to recognize and produce sounds that may not be used in their native language.

Before students can produce a specific sound, they have to be aware of and able to discriminate it from other sounds. This is not as easy as it may seem. There are variations of sounds, called *allophones*, that, although they are not exactly the same, don't count as different sounds. Think of the sound variations that happen when someone has a head cold, or of differences attributable to regional dialects. They are not new sounds but variations of recognized English sounds. Linguists define *allophones* as variations that do not affect the meaning of the utterance.

Knowing which English sounds are not in a student's native language allows you to introduce them systematically through discrimination practice. (See Lists 3.7 through 3.11.) Once students are aware of a target speech sound, they must learn to articulate it, that is, to produce it. Speech sounds are produced using air flow and the muscles and chambers of the mouth, throat, and nose. They are commonly categorized according to their features.

Air flow during articulation:

- *Stops*—stopping air, then releasing
- *Continuants*—releasing air in a continuous stream
- *Nasals*—sending air through the nose instead of the mouth
- *Orals*—sending air through the mouth instead of the nose

Parts used during articulation:

- *Dental*—using the teeth
- *Lingual*—using the tongue
- *Labial*—using the lips

Whether the vocal chords are used:

- *Voiced*—the buzzing sound made by the vocal cords; put your fingers over your Adam's apple and say *the*; the vibration felt is the voiced quality of /th/
- *Unvoiced*—put your fingers over your Adam's apple and say *thin*; there is no vibration of the vocal chords when pronouncing the /th/ in thin

Whether the facial muscles are tensed:

- *Tensed*—say *whoa*
- *Relaxed*—say *bat*



## List 3.2. Consonant Production Chart

Knowing how individual consonant sounds are made helps you teach new speakers of English how to pronounce the sounds correctly. Sounds are generally categorized according to their production features: whether air flow is stopped or continues, whether the vocal chords are used, which part or parts of the mouth are used, whether the air flow is nasal or oral, and sometimes whether the facial muscles are tensed or relaxed. The following chart shows these features for consonants. Pronounce each sound and notice its production elements.

|    | Flow of Air |            | Use of Vocal Chords |          | Articulation |         |        | Air Passage |      |
|----|-------------|------------|---------------------|----------|--------------|---------|--------|-------------|------|
|    | Stop        | Continuant | Voiced              | Unvoiced | Dental       | Lingual | Labial | Nasal       | Oral |
| b  | x           |            | x                   |          |              |         | x      |             | x    |
| d  | x           |            | x                   |          |              | x       |        |             | x    |
| f  |             | x          |                     | x        | x            |         | x      |             | x    |
| g  | x           |            | x                   |          |              | x       |        |             | x    |
| h  |             | x          |                     | x        |              |         |        |             | x    |
| k  | x           |            |                     | x        |              | x       |        |             | x    |
| l  |             | x          | x                   |          |              | x       |        |             | x    |
| m  |             | x          | x                   |          |              |         | x      | x           |      |
| n  |             | x          | x                   |          |              | x       |        | x           |      |
| ng |             | x          | x                   |          |              | x       |        | x           |      |
| p  |             |            |                     | x        |              |         | x      |             | x    |
| r  |             | x          | x                   |          |              |         | x      |             | x    |
| s  |             | x          |                     | x        |              | x       |        |             | x    |
| sh |             | x          |                     | x        |              |         | x      |             | x    |
| t  | x           |            | x                   |          |              | x       |        |             | x    |
| th |             | x          |                     | x        | x            | x       |        |             | x    |
| th |             | x          | x                   |          | x            | x       |        |             | x    |
| v  |             | x          | x                   |          | x            | x       |        |             | x    |
| w  |             | x          | x                   |          |              |         | x      |             | x    |
| y  |             | x          | x                   |          |              | x       |        |             | x    |
| z  |             | x          | x                   |          |              | x       |        |             | x    |
| s  |             | x          | x                   |          |              |         | x      |             | x    |
| ch | x           |            |                     | x        |              |         | x      |             | x    |
| dg | x           |            | x                   |          |              |         | x      |             | x    |

*Note:* *th* is voiced.

When helping others learn to produce specific sounds, we need the preceding information, and we need to know the position and action of the tongue and the use of friction during sound production. Thus, in addition to being *dental* (using the teeth), *lingual* (using the tongue), and *labial* (using the lips), consonant production may also be *bilabial* (using both lips), *labio-dental* (using lips and teeth), *interdental* (occurring between the teeth), *alveolar* (placing the tongue at the ridge just behind the teeth), *palatal* (raising the tongue to the hard palate or roof of the mouth), *velar* (raising the tongue to the soft palate or back of the roof of the mouth), or *glottal* (using the middle part of the voice box, where the vocal

chords are located). The following chart explains how consonants are produced. Practice the sounds in front of a mirror before demonstrating them to others or explaining what to do to make the sounds.

|        |  |
|--------|--|
| p      | Put lips together to stop air, then part lips, expelling air in a burst. Vocal cords do not vibrate.   |
| b      | Put lips together to stop air, then part lips, expelling air in a burst. Air travels up from the throat and vibrates the vocal cords.  |
| t      | Put teeth together, then place front of tongue at ridge behind upper central teeth to stop air flow; lower tongue and part teeth, allowing built-up air to be expelled in a burst. Vocal cords do not vibrate.   |
| d      | Put teeth together, then place front of tongue at ridge behind upper central teeth to stop air flow; lower tongue and part teeth, allowing built-up air to be expelled in a burst. Air travels up from the throat and vibrates the vocal cords.                                  |
| k      | Raise back of tongue to roof of mouth to stop air, then lower tongue, expelling air in a burst. Vocal cords do not vibrate.  |
| g      | Raise back of tongue to roof of mouth to stop air, then lower tongue, expelling air in a burst. Air travels up from the throat and vibrates the vocal cords.   |
| f      | Put top teeth on lower lip to block air, then push air out through the blocked opening, causing audible friction. Vocal cords do not vibrate.  |
| v      | Put top teeth on lower lip to block air, then push air out through the blocked opening, causing audible friction. Air travels up from the throat and vibrates the vocal cords.   |
| th     | Put tip of tongue on lower edge of top teeth to block air, then force air over surface of tongue while pulling tongue back. Vocal cords do not vibrate.  |
| th     | Put tip of tongue on lower edge of top teeth to block air, then force air over surface of tongue while pulling tongue back. Air travels up from the throat and vibrates the vocal cords.   |
| s      | Raise middle and sides of tongue to roof of mouth, forming a central channel, then force air through the channel, causing audible friction as air moves and is expelled through the space between tongue and teeth. Vocal cords do not vibrate.                                  |
| z      | Raise middle and sides of tongue to roof of mouth, forming a central channel, then force air through the channel, causing audible friction as air moves and is expelled through the space between tongue and teeth. Air travels up from the throat and vibrates the vocal cords. |
| sh     | Tense lips and push them forward, then raise sides of tongue to roof of mouth, forming a central channel, and push air through channel and lips. Vocal cords do not vibrate.   |
| dg (j) | Tense lips and push them forward, then raise sides of tongue to roof of mouth, forming a central channel; push air through channel and lips as you lower the tongue. Air travels up from the throat and vibrates the vocal cords.  |

|    |   |
|----|---|
| h  | Open mouth and push air up from throat. Vocal cords do not vibrate.   |
| m  | Put lips together to stop air, then push air up from throat and expel through nose. Vocal cords vibrate.  |
| n  | Put tongue at ridge behind top teeth to stop air, then push air up from throat and out through nose. Vocal cords vibrate.   |
| ng | Raise back of tongue to roof of mouth to stop air, then push air up from throat and out through nose. Vocal cords vibrate.  |
| l  | Put tongue at ridge behind center top teeth, then push air up from throat and out through nose, vibrating the vocal cords.  |
| r  | Round lips, raise middle of tongue to roof of mouth to stop air, then push air up from throat and out through mouth, vibrating the vocal cords.   |
| w  | Round lips and push them forward while raising back of tongue toward roof of mouth, then glide tongue and lips back and push air up from throat and out through mouth, vibrating the vocal cords.       |
| y  | Raise middle of tongue to roof of mouth, then push air up from throat and out through mouth while lowering tongue. Vocal cords vibrate.   |
| ch | Tense lips and push them forward while bringing teeth together, put tip and sides of tongue to roof of mouth to block air, then lower tongue and open mouth, expelling air. Vocal cords do not vibrate. |

Visit <http://www.uiowa.edu/~acadtech/phonetics> for an excellent interactive articulatory diagram that shows how each phoneme in English is produced.

### List 3.3. Vowel Production Chart

Unlike consonants, which have more descriptive features, vowels are usually voiced and usually allow air to flow through the mouth unless stopped by the action of a consonant. To experience this, say *see*, then say *set*. When a vowel is not stopped by a consonant, the sound and air flow continue. The most important features of vowel production are the positions of the tongue and the lips, and the tension of the facial muscles. Tongue position (height and location), lip position (*rounded* or *unrounded*), and facial muscles (*tensed* or *relaxed*) are key factors in vowel production. The height of the tongue may be *high*, *middle*, or *low*, and the position may be *front*, *center*, or *back*.

Knowing how individual vowel sounds are made helps you teach new speakers of English how to pronounce them correctly.

Read the following vowel progression list to experience how your tongue, lips, and facial muscles change from vowel sound to vowel sound.

| Vowel Sound | Key Word | Tongue Position       | Lip Position        | Facial Muscles |
|-------------|----------|-----------------------|---------------------|----------------|
| ē           | me       | high-front            | unrounded           | tensed         |
| i           | hit      | high-front            | unrounded           | relaxed        |
| ā           | ate      | mid- to high-front    | unrounded           | tensed         |
| e           | let      | mid-front             | unrounded           | relaxed        |
| a           | sat      | low-front             | unrounded           | relaxed        |
| o           | hot      | low-center            | unrounded           | relaxed        |
| u           | hut      | mid-center            | unrounded           | relaxed        |
| aw          | saw      | low-back              | slightly rounded    | tensed         |
| ō           | so       | mid- to high-back     | round to more round | tensed         |
| oo          | look     | high-back             | rounded             | relaxed        |
| ōō          | cool     | high-back             | very rounded        | tensed         |
| ī           | kite     | low/high-center/front | unrounded           | tensed         |
| ow          | cow      | low/high-center/back  | unrounded to round  | tensed         |
| oy          | boy      | low/high-back/front   | round to unrounded  | tensed         |

To experience the impact of changing lip and tongue positions, try this vowel progression practice list:

Pete, pit, pate, pet, pat, pot, putt, Paul, pole, pull, pool.

Note: Linguists consider long *ī* a *diphthong*, or two quickly blended sounds, not a stand-alone sound.

Visit <http://www.uiowa.edu/~acadtech/phonetics> for an excellent interactive articulatory diagram that shows how each phoneme in English is produced.

### List 3.4. English Sounds Not Used in Other Languages

Not all languages use the same set of speech sounds. The number of distinct speech sounds—phonemes—also varies across languages. English has about forty-one, depending on the dialect, and this number is greater than the average for modern spoken languages.

Children are physically capable of learning any of the phonemes. However, from birth they sort out and recognize those that are part of the language they hear. As a result, ESL/ELL students have difficulty recognizing, or “hearing,” the unfamiliar English sounds and therefore have difficulty pronouncing words that use them. Notice in the following chart that the sound /*th*/ (voiced *th*), a common English sound, is not part of all languages. This makes pronouncing *the*, the most common English word, a challenge for many ESL/ELL students.

To master the pronunciation of sounds not used in their native languages, students need to practice recognizing the sounds, then producing them. Practice with *minimal pairs*—words that differ by one sound—to isolate the sound of interest. Example: *pit/bit* and *pit/spit*.

| Language | English Sounds Not Used in the Language |    |           |    |           |    |           |
|----------|---|----|-----------|----|-----------|----|-----------|
| Spanish  | dg                                      | j  | sh        | th | z         |    |           |
| Chinese  | b                                       | ch | d         | dg | g         | oa | sh        |
|          | s                                       | th | <i>th</i> | v  | z         |    |           |
| French   | ch                                      | ee | j         | ng | oo        | th | <i>th</i> |
| Greek    | aw                                      | ee | <i>i</i>  | oo | ə         |    |           |
| Italian  | a                                       | ar | dg        | h  | i         | ng | th        |
|          | <i>th</i>                               | ə  |           |    |           |    |           |
| Japanese | dg                                      | f  | <i>i</i>  | th | <i>th</i> | oo | v         |
|          | ə                                       |    |           |    |           |    |           |

### List 3.5. Problem English Sounds for ESL/ELL Students

In addition to having a different set of phonemes, each language has patterns of sound use that make different sounds more or less frequently heard and used. The following sounds can be a challenge to ESL/ELL students. Auditory and articulation training and lots of practice will help students recognize these challenging sounds and correctly pronounce English words that include them.

| Native Language | Problem English Sounds |    |              |            |    |            |              |            |              |            |            |
|-----------------|------------------------|----|--------------|------------|----|------------|--------------|------------|--------------|------------|------------|
| Chinese         | b                      | ch | d            | dg         | f  | g          | j            | l          | m            | n          | ng         |
|                 | ō                      | sh | ſ            | th         | th | v          | z            | l-clusters |              | r-clusters |            |
| French          | ā                      | ch | ē            | h          | j  | ng         | oo           | oy         | s            | th         | th         |
|                 | s                      | ə  |              |            |    |            |              |            |              |            |            |
| Greek           | aw                     | b  | d            | ē          | g  | i          | j            | m          | n            | ng         | oo         |
|                 | r                      | s  | w            | y          | z  | ə          | end clusters |            |              |            |            |
| Italian         | a                      | ar | dg           | h          | i  | ng         | th           | th         | v            | ə          |            |
|                 | l-clusters             |    | end clusters |            |    |            |              |            |              |            |            |
| Japanese        | dg                     | f  | h            | i          | l  | th         | th           | oo         | r            | sh         | s          |
|                 | v                      | w  | ə            | l-clusters |    | r-clusters |              |            |              |            |            |
| Korean          | b                      | l  | ō            | ow         | p  | r          | sh           | t          | th           | l-clusters | r-clusters |
| Spanish         | b                      | d  | dg           | h          | j  | m          | n            | ng         | r            | sh         |            |
|                 | t                      | th | v            | w          | y  | z          | s-clusters   |            | end clusters |            |            |
| Urdu            | ā                      | a  | d            | ē          | e  | f          | n            | ng         | s            | sh         | t          |
|                 | th                     | th |              |            |    |            |              |            |              |            |            |
| Vietnamese      | ā                      | ē  | k            | l          | ng | p          | r            | sh         | s            | y          |            |
|                 | l-clusters             |    | r-clusters   |            |    |            |              |            |              |            |            |

### List 3.6. Problem English Contrasts for ESL/ELL Students

Before ESL/ELL students can produce certain English sounds, they have to be able to perceive them. It is often difficult for new English speakers to discriminate among sounds when one is not considered a separate sound in their native language. Many adult English Language Learners continue to have difficulty pronouncing some English sounds long after they have developed competent reading, writing, and speaking skills. The following chart shows the most common contrast problems for native speakers of other languages. Use minimal pair contrasts at the initial, final, and then medial position to develop students' auditory discrimination for the sounds, then practice pronouncing them using the same pattern.

| <b>Problem Contrast</b> | <b>Chinese</b> | <b>French</b> | <b>Greek</b> | <b>Italian</b> | <b>Japanese</b> | <b>Korean</b> | <b>Spanish</b> | <b>Urdu</b> | <b>Vietnamese</b> |
|-------------------------|----------------|---------------|--------------|----------------|-----------------|---------------|----------------|-------------|-------------------|
| ā/a                     |                |               | X            | X              | X               | X             |                | X           |                   |
| ā/e                     |                |               | X            | X              | X               | X             | X              | X           | X                 |
| a/e                     | x              |               | X            | X              | X               | X             | X              | X           | X                 |
| a/o                     | x              | x             | X            | X              | X               | X             | X              | X           | X                 |
| a/u                     | x              |               | X            | X              | X               |               | X              | X           |                   |
| ē/i                     | x              | x             | X            | X              | X               | X             | X              | X           | X                 |
| e/u                     | x              |               | X            | X              |                 |               | X              | X           |                   |
| ō/o                     | x              |               | X            | X              | X               |               | X              | X           | X                 |
| o/aw                    | x              |               | X            |                | X               | X             | X              | X           | X                 |
| o/u                     | x              |               | X            | X              | X               |               | X              |             | X                 |
| u/öö                    | x              | x             | X            | X              |                 |               | X              | X           | X                 |
| u/oo                    | x              |               | X            |                | X               |               | X              |             | X                 |
| u/aw                    | x              |               | X            | X              | X               | X             | X              | X           |                   |
| öö/oo                   | x              | x             |              | X              |                 | X             | X              | X           |                   |
| b/p                     | x              |               |              |                |                 | X             | X              |             | X                 |
| b/v                     |                |               | X            |                | X               | X             | X              |             | X                 |
| ch/j                    |                |               |              | X              |                 | X             | X              |             | X                 |
| ch/sh                   | x              | x             | X            |                | X               | X             | X              |             | X                 |
| d/th                    | x              |               |              | X              | X               | X             | X              | X           | X                 |
| f/th                    |                |               |              | X              |                 | X             | X              | X           | X                 |
| l/r                     | x              |               |              |                | X               | X             | X              |             | X                 |
| n/ng                    | x              | x             | X            | X              | X               |               | X              | X           |                   |
| s/sh                    |                |               | X            | X              | X               | X             | X              |             | X                 |
| s/th                    | x              | x             |              | X              | X               | X             | X              | X           | X                 |
| s/z                     | x              |               | X            | X              |                 | X             | X              |             | X                 |
| sh/th                   |                |               |              | X              | X               | X             | X              | X           | X                 |
| t/th                    | x              |               |              | X              | X               | X             | X              | X           | X                 |
| th/th                   | x              | x             |              | X              | X               | X             | X              | X           | X                 |
| th/z                    | x              | x             | X            | X              | X               | X             | X              | X           | X                 |

### List 3.7. Practice for Phonemes in the Initial Position

Sounds that are high frequency and high contrast are the easiest to learn for all students. On the basis of research, the suggested teaching order for consonants is *t, n, r, m, d, s, l, c, p, b, f, v*. The suggested teaching order for vowels is short vowels, long vowels using the final *-e* rule, *-y* vowels, long vowel digraphs, *-r* vowels, and other vowels.

#### Consonants

|      |         |        |        |         |       |
|------|---------|--------|--------|---------|-------|
| b    | bat     | bay    | boy    | bit     | bug   |
|      | bee     | bun    | belt   | bike    | box   |
|      | bake    | bail   | boar   | bath    | bow   |
|      | boat    | bone   | bar    | beat    | bough |
| c, k | can     | cane   | corn   | cub     | cone  |
|      | connect | cube   | code   | cot     | call  |
|      | country | come   | car    | cash    | cool  |
|      | cater   | coast  | cause  | curl    | cat   |
|      | kit     | kite   | key    | kind    | kiss  |
|      | kick    | keep   | kettle | kale    | keel  |
|      | kennel  | kidney | kilt   | king    | kink  |
|      | kin     | kill   | kindle | kitchen | kitty |
|      | check   | chair  | chin   | cheat   | chum  |
|      | chess   | chap   | chime  | choose  | chill |
|      | child   | choice | chomp  | chick   | chat  |
|      | chuck   | chain  | char   | chose   | charm |
| d    | dad     | dare   | door   | daze    | day   |
|      | deep    | dell   | do     | dough   | die   |
|      | dirt    | dim    | doll   | deer    | dune  |
|      | dot     | dust   | dean   | dump    | dash  |
| f    | fat     | for    | fir    | fine    | fast  |
|      | feet    | find   | fun    | food    | foot  |
|      | fed     | fate   | fall   | fence   | faint |
|      | feather | foil   | fear   | fire    | foe   |
| g    | got     | get    | gold   | good    | game  |
|      | girl    | gum    | gather | geese   | goal  |
|      | gauge   | gall   | gore   | gutter  | gash  |
|      | gain    | gape   | gone   | gave    | gift  |
| h    | hat     | head   | heed   | hug     | his   |
|      | hate    | herd   | hurt   | have    | hope  |
|      | hive    | hilt   | hero   | hag     | harm  |
|      | hire    | high   | howl   | horse   | hoe   |



|           |           |          |          |          |       |
|-----------|-----------|----------|----------|----------|-------|
| j, g      | jam       | jet      | joy      | jetty    | joke  |
|           | jaw       | January  | juice    | jute     | jaunt |
|           | jeans     | jolly    | jeep     | jail     | jig   |
|           | jack      | junk     | jelly    | Jew      | jury  |
|           | gem       | gym      | gentle   | ginger   | germ  |
|           | gypsy     | gin      | gene     | giant    | geode |
|           | general   | gender   | generous | gerbil   | gent  |
|           | gist      | giraffe  | gyrate   | genius   | gyp   |
| l         | lit       | late     | lost     | load     | light |
|           | low       | loose    | lime     | library  | let   |
|           | lease     | lead     | lack     | limb     | law   |
|           | lay       | loom     | lush     | lug      | lock  |
| m         | mat       | meet     | made     | music    | metal |
|           | more      | mitten   | much     | might    | most  |
|           | moth      | mink     | mine     | mix      | mute  |
|           | mood      | mourn    | mere     | malt     | myth  |
| n, gn, kn | net       | nice     | nature   | north    | not   |
|           | neat      | neither  | now      | new      | nag   |
|           | numb      | notice   | nick     | never    | naked |
|           | near      | noose    | nine     | node     | nurse |
|           | gnash     | gnarl    | gnome    | gnaw     | gnat  |
|           | knit      | knee     | knot     | knock    | known |
|           | kneel     | knight   | knack    | knob     | knave |
|           | knead     | know     | knoll    | knuckle  | knew  |
|           | knowledge | knife    | knapsack | knickers | knell |
|           |           |          |          |          |       |
| p         | path      | pain     | peat     | pen      | pit   |
|           | pine      | pose     | point    | power    | Paul  |
|           | paw       | pallor   | purse    | port     | poem  |
|           | pot       | paste    | pass     | perk     | pun   |
| qu        | quick     | queen    | quasar   | quest    | queer |
|           | quack     | quaint   | quite    | qualify  | quote |
|           | quadrant  | quantum  | queasy   | quart    | quiz  |
|           | quilt     | question | quiet    | quality  | quit  |
| r, wr     | rest      | rose     | rain     | rattle   | rib   |
|           | ride      | rein     | reach    | report   | ruin  |
|           | run       | room     | rob      | rabbit   | rape  |
|           | right     | route    | row      | raw      | roar  |

|      |                                     |   |  |  |                                 |
|------|-------------------------------------|---|--|--|---------------------------------|
|      | write<br>wrap<br>wrong              | wring<br>wrath<br>writer                  | wrestle<br>wreath<br>wriggle             | wren<br>wrench<br>wretch                 | wreck<br>wry<br>wrist           |
| s, c | set<br>seat<br>say<br>symbol        | soft<br>sow<br>sign<br>sore               | south<br>sand<br>sight<br>suds           | sane<br>sable<br>sick<br>sure            | seek<br>said<br>saw<br>sue      |
|      | city<br>cement<br>cyclone<br>cite   | circle<br>century<br>certain<br>circulate | celery<br>cemetery<br>citrus<br>circuit  | celebrate<br>center<br>cirrus<br>circus  | cell<br>cent<br>civil<br>cycle  |
| sh   | show<br>shop<br>shed<br>shoal       | share<br>shape<br>sheep<br>shin           | sheet<br>Shetland<br>shepherd<br>shackle | shame<br>shine<br>shy<br>shrimp          | ship<br>shear<br>shell<br>shark |
| t    | teeth<br>tan<br>tooth<br>toe        | tone<br>tame<br>touch<br>tire             | tether<br>tune<br>tow<br>tied            | tons<br>tunnel<br>two<br>talk            | table<br>tax<br>tide<br>took    |
| th   | think<br>thatch<br>theory<br>thesis | thistle<br>thank<br>theology<br>thimble   | thief<br>thaw<br>theorem<br>thigh        | thieves<br>theater<br>thermal<br>thicket | thin<br>theme<br>thick<br>thorn |
| th   | these<br>the<br>there               | they<br>than<br>thine                     | those<br>their<br>thou                   | this<br>thence<br>thy                    | then<br>that<br>thus            |
| v    | vain<br>verb<br>vote<br>volt        | vegetable<br>veer<br>voice<br>vying       | violet<br>view<br>vow<br>vein            | visor<br>vex<br>vat<br>vent              | vet<br>verse<br>vigor<br>vapor  |
| w    | wish<br>we<br>wood<br>win           | want<br>wire<br>worry<br>woman            | wane<br>wore<br>war<br>wail              | wax<br>won<br>wall<br>wine               | wet<br>would<br>woe<br>worse    |
| y    | yet<br>yak<br>you<br>year           | yam<br>yard<br>yolk<br>young              | yeast<br>yawn<br>yacht<br>youth          | yore<br>yellow<br>yowl<br>yodel          | Yale<br>yea<br>yell<br>yen      |

|   |        |        |        |        |       |
|---|--------|--------|--------|--------|-------|
| z | zoo    | zero   | zip    | zest   | zebra |
|   | zipper | zenith | zinc   | zoom   | zany  |
|   | zeal   | zing   | zone   | zodiac | zip   |
|   | Zen    | zephyr | zither | zinnia | Zeus  |

## Vowels

|                    |          |          |          |           |       |
|--------------------|----------|----------|----------|-----------|-------|
| a, ai, a__e        | able     | aim      | ate      | acre      | Asia  |
|                    | age      | ache     | ailment  | aid       | ace   |
|                    | acorn    | acreage  | aorta    | agency    | ain't |
|                    | angel    | ancient  | amen     | Amish     | ale   |
| a                  | apple    | accident | advice   | alcove    | add   |
|                    | actress  | acrobat  | animal   | attic     | as    |
|                    | activity | adhere   | afghan   | aggravate | after |
|                    | album    | alto     | amble    | anarchy   | apt   |
| au, aw, al         | auto     | awful    | autumn   | automatic | awe   |
|                    | always   | awning   | awkward  | author    | all   |
|                    | audience | audit    | audible  | authentic | also  |
|                    | almost   | almanac  | audition | augment   | alter |
| e, ee, ea          | equal    | ego      | easy     | eel       | each  |
|                    | even     | evil     | east     | eagle     | ear   |
|                    | easel    | evenly   | edict    | equinox   | eaten |
|                    | either   | eerie    | ether    | evening   | ethos |
| e                  | exit     | edit     | epic     | empty     | elk   |
|                    | elbow    | edge     | elder    | emphasis  | else  |
|                    | enemy    | educate  | embalm   | empathy   | ebb   |
|                    | endive   | essay    | ethnic   | every     | etch  |
| i, i__e            | ice      | icy      | icing    | idle      | ideal |
|                    | identify | idea     | island   | iodine    | idol  |
|                    | ion      | irate    | iris     | iron      | ivory |
|                    | ivy      | item     | isotope  | isle      | ire   |
| i                  | ignite   | itch     | idiom    | ignore    | ill   |
|                    | image    | imagine  | impact   | improve   | ink   |
|                    | inch     | indeed   | Indian   | index     | inept |
|                    | induct   | invest   | install  | insure    | if    |
| o, oa,<br>o__e, ow | oasis    | oats     | opus     | over      | obey  |
|                    | open     | own      | ocean    | oboe      | okra  |
|                    | odor     | omit     | owe      | oak       | oath  |
|                    | owner    | old      | opium    | ode       | opal  |

|            |           |           |          |           |        |
|------------|-----------|-----------|----------|-----------|--------|
| o          | otter     | opera     | option   | observe   | odd    |
|            | opt       | optical   | opposite | oxygen    | oxide  |
|            | Oscar     | osprey    | osmosis  | opulent   | oxen   |
|            | operate   | ominous   | octopus  | onto      | olive  |
| or         | orchid    | orchestra | orate    | orator    | orb    |
|            | order     | orange    | ordeal   | orderly   | orbit  |
|            | ornate    | oregano   | organ    | organize  | ore    |
| u, u__e    | unit      | uniform   | union    | united    | usual  |
|            | universe  | utilize   | unique   | unicorn   | unity  |
|            | unanimous | unify     | unison   | universal | uses   |
|            | uranium   | Uranus    | Utopia   | utility   | use    |
| u          | ugly      | ulna      | ugh      | udder     | uncle  |
|            | ulcer     | ultra     | umbrella | umpire    | under  |
|            | upper     | uphold    | upward   | upset     | upon   |
|            | utter     | usher     | uprising | ultimate  | until  |
| ə a<br>o,u | about     | affront   | afford   | amend     | adapt  |
|            | abuse     | amuse     | among    | apart     | apply  |
|            | appear    | assist    | astound  | address   | aside  |
|            | assault   | attest    | astute   | avoid     | away   |
|            | object    | opossum   | oblige   | observe   | occur  |
|            | occult    | oppress   | oppose   | obsession | obtain |
|            | umbrella  | unarmed   | upon     | unwise    | untie  |

### List 3.8. Practice for Phonemes in the Medial Position

The medial position is the most difficult for auditory recognition and pronunciation. Work on discrimination of difference for medial sounds before working on improving medial sound production.

#### Consonants

|          |          |          |           |          |        |
|----------|----------|----------|-----------|----------|--------|
| b        | pebble   | number   | rubber    | object   | Bobby  |
|          | bribe    | problem  | probably  | rabbit   | robe   |
|          | babble   | bible    | embryo    | terrible | ruby   |
|          | robbery  | acrobat  | hobbled   | treble   | table  |
| c, k     | picture  | pucker   | decree    | backer   | uncap  |
|          | preclude | because  | second    | attacker | acorn  |
|          | package  | sticky   | spackle   | speckle  | picky  |
|          | pocket   | picket   | parking   | tractor  | liked  |
| ch       | purchase | merchant | preacher  | teacher  | achoo  |
|          | hunches  | trenches | benches   | beaches  | inches |
|          | bleacher | exchange | recharge  | unchain  | itchy  |
| d        | daddy    | bleeding | siding    | ladder   | tidal  |
|          | trader   | bidder   | garden    | pudding  | codes  |
|          | fading   | buddy    | under     | undress  | hides  |
|          | muddy    | wedding  | cuddle    | seedling | raids  |
| f        | offer    | after    | effort    | effect   | oft    |
|          | infidel  | infest   | afford    | differ   | rifle  |
|          | refuse   | safety   | sniffle   | refine   | unfed  |
|          | crafty   | leftist  | sifter    | shifty   | lofty  |
| g        | giggle   | logger   | regress   | English  | anger  |
|          | region   | danger   | origin    | ogre     | rigor  |
|          | juggle   | baggage  | digger    | rigging  | wagon  |
|          | piggy    | stagger  | argon     | organ    | muggy  |
| h        | behave   | inhale   | unhinge   | unhappy  | ahead  |
|          | adhere   | rehire   | behold    | inhabit  | ahoy   |
|          | inherent | rehash   | behalf    | behead   | unhook |
|          | beholden | behind   | unhealthy | perhaps  | unholy |
| j, g, dg | wager    | aging    | ranger    | merger   | ajar   |
|          | adjourn  | adjacent | adjust    | adjunct  | agent  |
|          | larger   | margin   | badger    | fragile  | angel  |
|          | agile    | agitate  | agenda    | paging   | fudgy  |

|           |  |   |  |  |                                     |
|-----------|--|---|--|--|-------------------------------------|
| l         | million<br>gallon<br>feeling<br>ballast  | fellow<br>felon<br>teller<br>bowler       | follow<br>melody<br>bailer<br>crawling     | mallard<br>stellar<br>ballot<br>wallet     | silly<br>melon<br>oily<br>jelly     |
| m         | hammer<br>steamy<br>chemical<br>cramming | steamer<br>clammy<br>tremor<br>trample    | amend<br>number<br>calmer<br>sample        | stammer<br>example<br>stampede<br>stamina  | homey<br>mommy<br>army<br>armor     |
| n, gn, kn | minute<br>frown<br>handy<br>dinner       | winning<br>sinner<br>window<br>slander    | chinning<br>banner<br>winter<br>calendar   | ground<br>thinner<br>banana<br>lender      | any<br>tiny<br>tenor<br>dense       |
| ng        | singing<br>single<br>bringing<br>springy | wings<br>finger<br>languor<br>spangled    | bangs<br>winged<br>languish<br>language    | clanged<br>mingle<br>tingle<br>linguist    | fangs<br>tongs<br>pings<br>anger    |
| p         | paper<br>depend<br>preppy<br>pepper      | dapper<br>caption<br>upper<br>copper      | zipper<br>happy<br>helpless<br>sweeper     | competent<br>impress<br>puppy<br>important | opera<br>apple<br>super<br>caper    |
| qu        | acquaint<br>require                      | acquire<br>request                        | acquit<br>aqua                             | inquire<br>inquiry                         |                                     |
| r         | mirror<br>jarring<br>correct<br>curry    | earring<br>berry<br>error<br>bury         | warrior<br>furry<br>sherry<br>carry        | warts<br>prying<br>sorry<br>boring         | party<br>fury<br>worry<br>barn      |
| s, c      | assent<br>assist<br>mister<br>racer      | acid<br>aside<br>slicer<br>accent         | fussy<br>mossy<br>absent<br>twisted        | sissy<br>sister<br>abscissa<br>brisk       | also<br>list<br>nicer<br>ask        |
| sh        | lashes<br>bushy<br>freshman<br>ashore    | worship<br>crushed<br>fashion<br>seashore | kinship<br>finishing<br>marshes<br>wishing | crashed<br>fresher<br>cashes<br>leashed    | wishes<br>mashed<br>mushy<br>washer |
| s         | measure                                  | treasure                                  | pleasure                                   | vision                                     | fissure                             |
| t         | chatter<br>faster<br>sitting<br>catalog  | matter<br>mortar<br>gifted<br>notebook    | pattern<br>mitten<br>mountain<br>cottage   | little<br>tomato<br>attend<br>lettuce      | actor<br>motor<br>meter<br>altar    |

|      |  |   |  |  |                                |
|------|--|---|--|--|--------------------------------|
| th   | author<br>nothing<br>moths             | authentic<br>python<br>something        | athlete<br>faithful<br>Ethan               | rethink<br>bathroom<br>anthem            | ether<br>Kathy<br>ethic        |
| th   | either<br>clothing                     | bathers<br>brother                      | lather<br>weather                          | father<br>other                          | mother<br>bother               |
| v    | invade<br>evening<br>every<br>adverse  | invoice<br>event<br>ever<br>adversary   | evolution<br>eventual<br>Everest<br>invert | evolve<br>evergreen<br>avarice<br>covert | evade<br>even<br>aver<br>cover |
| w    | reward<br>inward<br>Darwin<br>bewilder | rewind<br>halfway<br>dogwood<br>beeswax | forward<br>sidewalk<br>Edward<br>aware     | awaken<br>midway<br>coward<br>away       |                                |
| y    | lawyer<br>mayor                        | beyond<br>sawyer                        | canyon<br>payee                            | vineyard<br>backyard                     |                                |
| z, s | lazy<br>embezzle<br>wizard<br>buzzard  | busy<br>jazzy<br>fuzzy<br>citizen       | puzzle<br>quizzical<br>wisdom<br>scissors  | pretzel<br>fizzy<br>wizen<br>dozen       |                                |

## Vowels

|             |                                    |                                     |                                    |                                   |                                |
|-------------|------------------------------------|-------------------------------------|------------------------------------|-----------------------------------|--------------------------------|
| a, ai, a__e | table<br>baby<br>dame<br>grain     | rain<br>save<br>face<br>brace       | fame<br>place<br>slain<br>shade    | bathe<br>trade<br>matron<br>slate | gable<br>grave<br>lake<br>fade |
| a           | crab<br>span<br>captive<br>Patty   | glad<br>bran<br>tractor<br>jacket   | grand<br>rack<br>cabin<br>spackle  | scrap<br>stack<br>flag<br>class   | flat<br>drab<br>pass<br>snag   |
| au, aw, al  | drawn<br>brawn<br>halted           | lawn<br>yawn<br>fault               | pawn<br>clawed<br>vault            | stalled<br>called<br>cauldron     | salt<br>malt<br>Walt           |
| e, ee, ea   | behold<br>teach<br>redeem<br>sweet | beef<br>wheat<br>greeting<br>streak | veer<br>squeal<br>steeple<br>speed | meat<br>speak<br>really<br>spear  | keep<br>rerun<br>deal<br>leaky |

|              |                                    |                                       |                                   |                                      |                                 |
|--------------|------------------------------------|---------------------------------------|-----------------------------------|--------------------------------------|---------------------------------|
| e            | best<br>better<br>vest<br>strength | spend<br>lesson<br>sled<br>stench     | smell<br>pedal<br>text<br>crest   | letter<br>federal<br>quest<br>fender | send<br>shred<br>then<br>fret   |
| i, i__e, igh | tripod<br>spicy<br>mind<br>sight   | bicycle<br>rice<br>prime<br>size      | dime<br>crime<br>bright<br>drive  | shrine<br>diner<br>might<br>quite    | wide<br>tiny<br>fighter<br>five |
| i            | sit<br>skid<br>timid<br>mitten     | trip<br>sick<br>victim<br>mist        | grip<br>skinny<br>vigor<br>middle | knit<br>bitter<br>wicker<br>mixture  | skit<br>kick<br>gin<br>kiss     |
| o, oa, o__e  | gold<br>goat<br>stolen<br>gross    | zone<br>clone<br>bolt<br>toast        | phone<br>joke<br>broke<br>bloat   | boat<br>coke<br>coat<br>hope         | moldy<br>cone<br>bone<br>home   |
| o            | crop<br>rocky<br>jolly<br>box      | frog<br>Bobby<br>shot<br>stock        | bottle<br>robber<br>drop<br>snob  | copper<br>jogger<br>blotter<br>block | body<br>jock<br>shop<br>copy    |
| oi, oy       | royal                              | boil                                  | soil                              | cloister                             | toil                            |
| oo           | book<br>hood                       | foot<br>crook                         | brook<br>wool                     | took<br>good-bye                     | good<br>hoof                    |
| oo           | soon<br>cool                       | balloon<br>smooth                     | school<br>goose                   | noon<br>mood                         | tool<br>choose                  |
| u, u__e      | June<br>flute<br>rude<br>bugle     | flume<br>dues<br>bluish<br>prude      | usual<br>glued<br>truth<br>fluid  | suing<br>prunes<br>crude<br>glucose  | tune<br>nude<br>jute<br>clues   |
| u            | numb<br>trust<br>thunder<br>budget | mustard<br>number<br>hundred<br>thumb | lunch<br>putter<br>punch<br>fudge | hunter<br>butter<br>crust<br>judge   | rusty<br>just<br>bust<br>lust   |
| ə a,<br>e, o | cadet<br>item<br>beacon            | thousand<br>chapel<br>honey           | balance<br>shovel<br>method       | banana<br>mitten<br>octopus          | balloon<br>open<br>atom         |



### List 3.9. Practice for Phonemes in the Final Position

Backwards buildup is an effective method for teaching ESL/ELL students to pronounce phonemes in the final position, because it isolates the target sound and provides iterative practice with it as the word is built up. For example: /b/ → /ab/ → /tab/ → /stab/.

#### Consonants

|          |                                   |                                    |                                  |                                    |                                 |
|----------|-----------------------------------|------------------------------------|----------------------------------|------------------------------------|---------------------------------|
| b        | stab<br>crib<br>drab<br>babe      | verb<br>nib<br>robe<br>slab        | carob<br>suburb<br>bribe<br>cob  | bulb<br>orb<br>globe<br>cube       | tub<br>bib<br>swab<br>tube      |
| c, k     | back<br>block<br>croak<br>spike   | crack<br>book<br>smoke<br>truck    | stack<br>cake<br>coke<br>tuck    | stick<br>hike<br>Mike<br>speak     | thick<br>trick<br>tack<br>trek  |
| ch, tch  | touch<br>ditch<br>punch<br>couch  | breach<br>pitch<br>ranch<br>grouch | reach<br>much<br>stench<br>such  | clutch<br>inch<br>stitch<br>branch | catch<br>cinch<br>itch<br>ouch  |
| d        | dad<br>dude<br>scold<br>bland     | dead<br>dud<br>around<br>brood     | deed<br>wood<br>code<br>blade    | did<br>could<br>shod<br>dyed       | died<br>blood<br>hound<br>breed |
| f        | leaf<br>proof<br>roof<br>muff     | chief<br>relief<br>laugh<br>staff  | off<br>safe<br>fife<br>rough     | brief<br>life<br>self<br>graph     | half<br>thief<br>wolf<br>goof   |
| g        | stag<br>log<br>frog<br>beg        | flag<br>hug<br>slug<br>drag        | fig<br>drug<br>fatigue<br>league | sprig<br>brig<br>grog<br>flog      | bag<br>slag<br>fog<br>peg       |
| j, g, dg | badge<br>large<br>bridge<br>lodge | sludge<br>surge<br>hedge<br>purge  | fudge<br>sing<br>pledge<br>page  | cringe<br>edge<br>wedge<br>stage   | rage<br>lunge<br>barge<br>ridge |
| l        | keel<br>style<br>still<br>kale    | doll<br>mole<br>shale<br>kennel    | pole<br>dill<br>smile<br>tunnel  | school<br>goal<br>trill<br>title   | mile<br>shoal<br>tile<br>trial  |

|      |         |         |          |         |        |
|------|---------|---------|----------|---------|--------|
| m    | scream  | drum    | prom     | swim    | trim   |
|      | room    | broom   | loam     | storm   | some   |
|      | problem | cram    | cream    | crime   | crumb  |
|      | stem    | deem    | inform   | dome    | slum   |
| n    | learn   | turn    | tan      | tine    | torn   |
|      | corn    | nine    | stone    | mine    | moan   |
|      | grown   | drown   | sane     | drain   | tune   |
|      | spoon   | dragon  | plankton | mourn   | from   |
| ng   | sing    | bang    | tong     | sung    | bring  |
|      | sting   | stung   | song     | lung    | gang   |
| p    | scoop   | drop    | whip     | swipe   | drape  |
|      | ripe    | limp    | flip     | crop    | rope   |
|      | trap    | lump    | loop     | pup     | crape  |
|      | grape   | pipe    | ship     | thump   | troupe |
| r    | mirror  | warrior | washer   | flyer   | error  |
|      | dear    | over    | editor   | mayor   | roar   |
|      | beer    | fire    | inspire  | October | water  |
|      | stir    | star    | sire     | sir     | smear  |
| s, c | trace   | use     | class    | coarse  | race   |
|      | juice   | miss    | abuse    | bus     | mice   |
|      | twice   | boss    | abyss    | lass    | loss   |
|      | truce   | hearse  | worse    | curse   | ice    |
| sh   | wish    | cash    | stash    | gosh    | blush  |
|      | mush    | crush   | dish     | fish    | frosh  |
|      | flash   | trash   | swish    | posh    | lush   |
|      | slush   | flush   | fresh    | finish  | mesh   |
| t    | habit   | treat   | skit     | crate   | write  |
|      | blot    | foot    | bunt     | coat    | quart  |
|      | stint   | vote    | flute    | suit    | shot   |
|      | fleet   | edit    | state    | about   | riot   |
| th   | tooth   | twelfth | truth    | booth   | sleuth |
| v    | sleeve  | gave    | give     | slave   | glove  |
|      | dove    | cave    | eve      | Steve   | love   |
|      | believe | twelve  | stove    | drive   | move   |
|      | have    | leave   | wave     | prove   | five   |
| z, s | clothes | froze   | doze     | shows   | toes   |
|      | rose    | graze   | dresses  | maze    | farms  |
|      | firs    | praise  | eyes     | years   | hers   |
|      | flaws   | dens    | prize    | rise    | fleas  |

**Vowels**

|           |      |       |       |        |       |
|-----------|------|-------|-------|--------|-------|
| a, ay     | ray  | stray | clay  | bay    | quay  |
| aw        | saw  | straw | claw  | flaw   | squaw |
| e, ee     | me   | bee   | tree  | knee   | he    |
| ea, y     | tiny | busy  | flea  | plea   | silly |
| i, ie     | tie  | lie   | quasi | alumni | pie   |
| igh, y    | sty  | sigh  | sky   | high   | thigh |
| o, oe, ow | stow | go    | snow  | toe    | mow   |
|           | blow | slow  | hoe   | hello  | jello |
| oy        | toy  | boy   | soy   | coy    | joy   |
| u, ue, ew | mew  | true  | flue  | clue   | renew |
|           | new  | gnu   | emu   | crew   | stew  |

### List 3.10. Practice for Beginning and End Clusters

Practice with beginning and end clusters improves students' pronunciation and reading fluency. For pronunciation practice, work with individual students or small groups. For fluency practice, work with the whole class or reading group.

#### L-Clusters

| <b>bl</b> | <b>cl</b> | <b>fl</b> | <b>gl</b> | <b>pl</b> | <b>sl</b> | <b>spl</b> |
|-----------|-----------|-----------|-----------|-----------|-----------|------------|
| blast     | class     | flask     | glass     | place     | slice     | splash     |
| blue      | clue      | flew      | glue      | plum      | slave     | splat      |
| blood     | claim     | flame     | gleam     | please    | sleeve    | splice     |
| black     | clear     | fled      | glum      | plight    | slight    | spleen     |
| bliss     | clinic    | flicker   | lade      | plain     | slow      | splint     |
| blouse    | cloth     | float     | glow      | plow      | slim      | splendor   |
| blind     | climate   | flight    | glider    | plant     | slam      | split      |
| blur      | cloak     | flood     | glove     | pledge    | sled      | splurge    |
| bleed     | clef      | flock     | glitter   | plant     | slew      | splendid   |
| blade     | club      | flea      | gloom     | plod      | slope     | splinter   |

#### R-Clusters

| <b>br</b> | <b>cr</b> | <b>dr</b> | <b>fr</b> | <b>gr</b> | <b>pr</b> |
|-----------|-----------|-----------|-----------|-----------|-----------|
| brat      | cram      | drive     | free      | great     | prize     |
| brick     | crock     | dream     | frost     | green     | praise    |
| broom     | creek     | drain     | friend    | grass     | practice  |
| brave     | crib      | drew      | frame     | grow      | pretty    |
| break     | cross     | drape     | from      | groom     | prune     |
| breed     | creed     | dread     | freak     | Greek     | princess  |
| brother   | crane     | drip      | fruit     | gray      | pray      |
| brisk     | crumb     | drove     | frozen    | grown     | produce   |
| bright    | cry       | drum      | fright    | grime     | prime     |
| broad     | crude     | dragon    | fret      | gradual   | prepare   |

| <b>scr</b> | <b>spr</b> | <b>str</b> | <b>thr</b> | <b>tr</b> |
|------------|------------|------------|------------|-----------|
| scream     | spring     | street     | through    | train     |
| screech    | sprig      | stream     | throat     | trade     |
| scrimp     | sprung     | string     | thrive     | trim      |
| scram      | sprang     | struggle   | throne     | treat     |
| scrape     | spreed     | straight   | thread     | treadle   |
| scrounge   | sprawl     | strive     | three      | trust     |
| scroll     | sprinkle   | strum      | thrash     | try       |
| scratch    | sprite     | stretch    | throw      | trial     |
| screw      | spray      | strain     | thrift     | true      |
| script     | sprout     | straw      | thrill     | trap      |

**S-Clusters**

| <b>sc/sk</b> | <b>scr</b>    | <b>sh</b> | <b>sl</b> | <b>sm</b> | <b>sn</b> | <b>sp/spr</b> |
|--------------|---------------|-----------|-----------|-----------|-----------|---------------|
| scar         | screen        | shell     | slip      | small     | sneeze    | spite         |
| scare        | scratch       | ship      | slap      | smell     | snack     | space         |
| score        | scrub         | shape     | slept     | smack     | snow      | spice         |
| scorn        | scrape        | shimmer   | slum      | smear     | snip      | speak         |
| scout        | screw         | shout     | slump     | smile     | snob      | spend         |
| skate        | scram         | sheep     | sleep     | smooth    | sniff     | spring        |
| skid         | scrap         | shine     | slay      | smother   | snake     | sprint        |
| ski          | scrambled     | shadow    | slick     | smoke     | snap      | spry          |
| skill        | screech       | shoot     | slouch    | smash     | sneak     | spray         |
| skunk        | scribble      | show      | slim      | smurk     | snoop     | sprain        |
| <b>squ</b>   | <b>st/str</b> | <b>sw</b> |           |           |           |               |
| squeeze      | stick         | sweet     |           |           |           |               |
| squid        | stuck         | swim      |           |           |           |               |
| squeak       | stone         | sweat     |           |           |           |               |
| squash       | steak         | swagger   |           |           |           |               |
| square       | stare         | sway      |           |           |           |               |
| squint       | street        | swipe     |           |           |           |               |
| squire       | stream        | sworn     |           |           |           |               |
| squad        | stray         | swear     |           |           |           |               |
| squaw        | stride        | swat      |           |           |           |               |
| squeal       | strove        | swell     |           |           |           |               |

**End Clusters**

| <b>mp</b> | <b>nch</b> | <b>nd</b> | <b>ng</b> | <b>nk</b> | <b>nt</b> | <b>st</b> |
|-----------|------------|-----------|-----------|-----------|-----------|-----------|
| lamp      | inch       | land      | sang      | sank      | saint     | list      |
| damp      | hunch      | sand      | sung      | bank      | pint      | mist      |
| champ     | lunch      | brand     | hang      | blank     | pant      | lost      |
| tramp     | pinch      | grand     | bang      | thank     | ant       | mast      |
| stamp     | cinch      | send      | sing      | crank     | bent      | crust     |
| clamp     | bunch      | blend     | sting     | dank      | sent      | least     |
| dump      | crunch     | tend      | among     | trunk     | splint    | host      |
| jump      | ranch      | round     | song      | pink      | lint      | ghost     |
| bump      | branch     | kind      | bring     | think     | flint     | just      |
| crimp     | staunch    | mind      | hung      | bunk      | hunt      | must      |

### List 3.11. Practice for Problem Sounds and Contrasts

Practice with word pairs helps contrast sounds and improve pronunciation. To be effective, work with individuals or very small groups of students. Pronounce the word pair and then have the student echo your pronunciation. Repeat up to three times before moving on to the next pair. The repetition helps students correct their auditory discrimination before altering their sound production. You may find it helpful to record practice sessions biweekly to track progress, and to make a recording of your part so that students can practice independently. Focus on each student's unique problem contrasts.

|     |  |  |   |
|-----|--|--|---|
| ā/a | bake back<br>base bass<br>played plaid<br>brain bran<br>gale gal | fade fad<br>rain ran<br>rake rack<br>mate mat<br>lace lass   | cape cap<br>haze has<br>shame sham<br>slate slat<br>aid add     |
| ā/e | bait bet<br>aid Ed<br>paper pepper<br>Yale yell<br>taste test    | late let<br>raid red<br>fade fed<br>sale sell<br>wade wed    | gate get<br>rake wreck<br>wait wet<br>lace less<br>waist west   |
| a/e | pack peck<br>sat set<br>mat met<br>dance dense<br>pan pen        | mass mess<br>lad led<br>land lend<br>pat pet<br>laughed left | dad dead<br>vary very<br>bag beg<br>land lend<br>past pest      |
| a/ī | cat kite<br>dam dime<br>bran brine<br>clam climb<br>lack like    | mat might<br>fan fine<br>dad died<br>back bike<br>Mack Mike  | fat fight<br>Dan dine<br>flat flight<br>grand grind<br>man mine |
| a/i | pan pin<br>sat sit<br>stack stick<br>draft drift<br>slam slim    | ban pin<br>fat fit<br>pack pick<br>wax wicks<br>drank drink  | knack Nick<br>cat kit<br>cast kissed<br>track trick<br>dad did  |
| a/o | hat hot<br>hag hog<br>rat rot<br>rack rock<br>black block        | pat pot<br>mass moss<br>bag bog<br>cad cod<br>racket rocket  | cat cot<br>lack lock<br>flack flock<br>axe ox<br>chap chop      |

|     |  |   |  |
|-----|--|---|--|
| a/u | rag rug<br>back buck<br>lag lug<br>patter putter<br>badge budge        | calf cuff<br>branch brunch<br>track truck<br>dance dunce<br>rash rush | ankle uncle<br>gal gull<br>slam slum<br>rang rung<br>bank bunk     |
| ē/i | Pete pit<br>feet fit<br>sleep slip<br>week wick<br>sleek slick         | meat mitt<br>deep dip<br>seek sick<br>teen tin<br>bean bin            | read rid<br>seen sin<br>seat sit<br>wheeze whiz<br>fleet flit      |
| e/i | let lit<br>check chick<br>hell hill<br>weather wither<br>better bitter | pet pit<br>ten tin<br>peg pig<br>left lift<br>bell bill               | set sit<br>spell spill<br>etch itch<br>mess miss<br>lest list      |
| e/o | pep pop<br>check chock<br>said sod<br>yet yacht<br>leg log             | den Don<br>net not<br>penned pond<br>debt dot<br>keg cog              | get got<br>deck dock<br>pet pot<br>fleck flock<br>bend bond        |
| e/u | bed bud<br>meddle muddle<br>desk dusk<br>dead dud<br>check chuck       | pep pup<br>pen pun<br>dell dull<br>dense dunce<br>deck duck           | best bust<br>pedal puddle<br>flesh flush<br>bench bunch<br>bet but |
| i/o | pit pot<br>nib knob<br>flick flock<br>click clock<br>rickets rockets   | tip top<br>kid cod<br>tick tock<br>Nick knock<br>spit spot            | clip clop<br>Sid sod<br>lick lock<br>picket pocket<br>slit slot    |
| i/u | pin pun<br>sin sun<br>bid bud<br>lick luck<br>miss muss                | bin bun<br>din done<br>tin ton<br>trick truck<br>tress truss          | rim rum<br>biddy buddy<br>fin fun<br>stick stuck<br>mitt mutt      |
| ō/o | road rod<br>folks fox<br>slope slop<br>robe rob<br>coat cot            | hope hop<br>holy holly<br>smoke smock<br>cloak clock<br>mope mop      | goat got<br>note not<br>soak sock<br>cone con<br>tote tot          |

|       |   |  |  |
|-------|---|--|--|
| o/aw  | odd awed<br>tot taught<br>hock hawk<br>fond fawned<br>body bawdy      | Don dawn<br>cot caught<br>stock stalk<br>clod clawed<br>pod pawed    | not naught<br>sod sawed<br>knotty naughty<br>collar caller<br>pond pawed |
| o/u   | pot put<br>boss bus<br>dog dug<br>pop pup<br>cot cut                  | lost lust<br>model muddle<br>hot hut<br>shot shut<br>dock duck       | lock luck<br>rot rut<br>gosh gush<br>robbed rubbed<br>smog smug          |
| u/ōō  | pull pool<br>look Luke<br>but boot                                    | full fool<br>hood who'd<br>stood stewed                              | soot suit<br>could cooed<br>should shoed                                 |
| u/oo  | tuck took<br>stud stood<br>cud could                                  | luck look<br>putt put<br>huff hoof                                   | buck book<br>Huck's hooks<br>shuck shook                                 |
| u/aw  | done dawn<br>cull call<br>cruller crawler<br>bud baud<br>hunch haunch | dug dog<br>gull gall<br>bus boss<br>thud thawed<br>lunch launch      | sun sawn<br>fun fawn<br>flood flawed<br>bubble bauble<br>punch paunch    |
| ōō/oo | wooded would<br>pool pull   | cooed could<br>stewed stood  | shoed should<br>Luke look  |
| b/p   | bade paid<br>cub cup<br>by pie<br>bale pale<br>beach peach            | bin pin<br>back pack<br>beat Pete<br>boast post<br>batter patter     | big pig<br>bet pet<br>mob mop<br>bony pony<br>bee pea                    |
| b/v   | boat vote<br>berry very<br>bat vat<br>bolt volt<br>saber savor        | bet vet<br>bend vend<br>ban van<br>curb curve<br>bicker vicar        | robe rove<br>cabs calves<br>best vest<br>bane vane<br>lobes loaves       |
| ch/j  | chin gin<br>choke joke<br>chill Jill<br>char jar<br>cinch singe       | chain Jane<br>cheap jeep<br>cheer jeer<br>chunk junk<br>choice Joyce | chest jest<br>etch edge<br>chip gyp<br>searches surges<br>chug jug       |



|       |   |  |  |
|-------|---|--|--|
| ch/sh | chew shoe<br>witch wish<br>choose shoes<br>chore shore<br>cherry sherry | chop shop<br>cheap sheep<br>much mush<br>cheer sheer<br>chew shoe        | chip ship<br>match mash<br>chair share<br>chin shin<br>watch wash      |
| d/th  | den then<br>dough though<br>bade bathe<br>Dan than<br>loads loathes     | dine thine<br>dare their<br>seed seethe<br>dense thence<br>wordy worthy  | day they<br>ladder lather<br>breed breathe<br>die thy<br>ride writhe   |
| f/th  | fin thin<br>fret threat<br>Fred thread<br>oaf oath<br>deaf death        | free three<br>fought thought<br>first thirst<br>reef wreath<br>half hath | frill thrill<br>fresh thresh<br>miff myth<br>roof Ruth<br>laughs laths |
| l/r   | loyal royal<br>led red<br>list wrist<br>lap wrap<br>late rate           | lay ray<br>low row<br>lake rake<br>goal gore<br>lung rung                | law raw<br>lax racks<br>sill sir<br>load road<br>tile tire             |
| s/sh  | same shame<br>sign shine<br>sock shock<br>save shave<br>sigh shy        | sack shack<br>self shelf<br>sift shift<br>seer sheer<br>sell shell       | seat sheet<br>sealed shield<br>sake shake<br>sore shore<br>sail shale  |
| s/th  | sigh thigh<br>sank thank<br>sink think<br>sump thump<br>mass math       | sick thick<br>saw thaw<br>sought thought<br>face faith<br>mouse mouth    | seem theme<br>sin thin<br>some thumb<br>pass path<br>moss moth         |
| s/z   | bus buzz<br>hiss his<br>sue zoo<br>seal zeal<br>since sins              | sip zip<br>close clothes<br>dice dies<br>sewn zone<br>fuss fuzz          | peace peas<br>face phase<br>sink zinc<br>price prize<br>rice rise      |
| sh/th | shy thigh<br>shin thin<br>shrew through<br>lash lath                    | shred thread<br>sheaf thief<br>frosh froth<br>mash math                  | shrill thrill<br>shank thank<br>harsh hearth<br>rash wrath             |

|       |  |  |  |
|-------|--|--|--|
| t/th  | tin thin<br>true threw<br>tank thank<br>tong thong<br>tug thug | tick thick<br>tinker thinker<br>tie thigh<br>timbale thimble<br>tree three | taught thought<br>teem theme<br>ticket thicket<br>trash thrash<br>true threw |
| th/th | thigh thy<br>sooth soothe                                      | teeth teethe<br>ether either   | lath lathe<br>bath bathe   |
| th/z  | lather laser<br>teethe tease                                   | seethe seize<br>then Zen   | thee Z<br>breathe breeze   |

## List 3.12. Phonetic Alphabet and English Spellings

The following lists can be helpful when you look up the pronunciation of a word in a language with which you are not familiar. It is generally used in linguistic study, not ESL instruction.

### Consonant Sounds

| International Phonetic Symbol | English Orthographic Equivalent (Spelling) | Example   |
|-------------------------------|--|-----------|
| b                             | b  | box       |
| d                             | d  | do        |
| f                             | f  | fast      |
| g                             | g  | gone      |
| h                             | h  | hat       |
| k                             | k  | book      |
| l                             | l  | lit       |
| m                             | m  | me        |
| n                             | n  | now       |
| ŋ                             | ng   | ring      |
| p                             | p  | pit       |
| r                             | r  | red       |
| s                             | s  | sit       |
| ʃ                             | sh   | shed      |
| t                             | t  | tack      |
| θ                             | th   | think     |
| ð                             | th   | they      |
| v                             | v  | vast      |
| w                             | w  | west      |
| y                             | y  | yet       |
| z                             | z, s                                       | zoo, rise |
| ʒ                             | s  | treasure  |
| tʃ                            | ch   | cheat     |
| dʒ                            | dg   | fudge     |

### Vowels

| International Phonetic Symbol | English Orthographic Equivalent (Spelling) | Example |
|-------------------------------|--|---------|
| a                             | o  | hot     |
| æ                             | a  | hat     |
| e                             | a  | ate     |
| ɛ                             | e  | met     |
| i                             | e  | each    |
| ɪ                             | I  | fit     |
| ɔ                             | aw   | saw     |
| o                             | o  | hold    |

| International Phonetic<br>Symbol | English Orthographic<br>Equivalent (Spelling) | Example                            |
|----------------------------------|---|------------------------------------|
| u                                | oo  | soon                               |
| U                                | oo  | foot                               |
| ə                                | u   | but                                |
| ə                                | a, e, i, o, u                                 | about, written,<br>terrible, occur |

### Diphthongs

| International Phonetic<br>Symbol | English Orthographic<br>Equivalent (Spelling) | Example |
|----------------------------------|---|---------|
| aɪ                               | i   | tie     |
| aʊ                               | ow  | cow     |
| ɔɪ                               | oi, oy  | boy     |

## List 3.13. Stress and Intonation Patterns in Words

The *rhythm* of a language is the pattern in speech caused by the position of stressed and unstressed syllables and by changes in intonation.

*Stress* is the relative emphasis, accent, or degree of loudness placed on a syllable or word. In a word, the stress or accent is the result of pronouncing the word part slightly louder or longer than other parts of the word.

*Intonation* is the relative level of pitch in a spoken sentence. There are four speech pitches: below normal, normal, somewhat above normal, and very much above normal. Stress within a sentence occurs when words are pronounced at pitches above normal.

### Stress Patterns in Words

Practice applying these five guidelines will help ESL/ELLs recognize and understand the patterns and use them to pronounce new vocabulary.

1. Stress or accent is usually placed on the part of the word that carries the most meaning, such as the base or root in a polysyllabic word. Example: reWRITten.
2. Prefixes and suffixes usually are not stressed. Examples: unPLUGged, prePARE, TALKed, PORTable.
3. Nouns, verbs, and adjectives of two or more syllables often are stressed on the first syllable, unless the first syllable is a prefix. Examples: CHARacter, CELebrate, BEAUTiful.
4. Stress is usually placed on the syllable before suffixes beginning with the letter i:

|     |      |     |     |      |       |      |
|-----|------|-----|-----|------|-------|------|
| ive | iant | ial | ic  | ion  | io    | iate |
| iar | ify  | ily | ish | iary | iable |      |

5. The first word in a compound word is usually stressed. Example: BANDstand, HEADset.

### Practice for Stress Patterns in Words

#### Words with Prefixes

|         |         |           |         |
|---------|---------|-----------|---------|
| reWIND  | unPAID  | preDICT   | exCEL   |
| exHAUST | inCLUDE | inFECT    | reWRITE |
| rePAINT | unHAPPY | unABLE    | reMIND  |
| deBATE  | deFEND  | overWHELM | overDUE |
| aSIDE   | enCLOSE | prePARE   | proTECT |

#### Words with Suffixes

|          |          |          |           |
|----------|----------|----------|-----------|
| SLOWly   | FASTer   | SPEAKing | AWful     |
| FILThy   | SICKly   | LOVEly   | DRYing    |
| BAKery   | KINDness | HELPful  | DRINKable |
| TALKing  | TEACHer  | ACTor    | SERVant   |
| SPEEDily | SMALLest | CAREless | LIFElife  |

### **Words with Prefixes and Suffixes**

|            |              |               |             |
|------------|--------------|---------------|-------------|
| unWORKable | imPOSSible   | reFINing      | deSCRIPTION |
| unCERTain  | reMAINing    | underSTANDING | reMARKable  |
| unTIMELY   | inCORRECTly  | unREADable    | reSPECTable |
| rePAYment  | preSCRIPTION | inSISTant     | inSPIRing   |
| preDICTed  | obSERVant    | presHisTORic  | unNATURal   |

### **Polysyllabic Words**

|           |            |             |            |
|-----------|------------|-------------|------------|
| RAdio     | CARpenter  | SENAtor     | GASoline   |
| POLitics  | OCcupy     | TENTative   | HISTory    |
| ALgebra   | COUNtryman | STEReo      | LABoratory |
| MASCuline | FEMinine   | AGriculture | LIbrary    |
| MINister  | PREsident  | CALendar    | FURNiture  |

### **Compound Words**

|            |           |           |            |
|------------|-----------|-----------|------------|
| BASEball   | NOTEbook  | SIDEwalk  | SNOWflake  |
| DISHwasher | BRIEFcase | HAIRcut   | WATERfall  |
| TEXTbook   | OUTfit    | NEWSpaper | HEADache   |
| TOOTHbrush | AIRport   | POPcorn   | SKATEboard |
| CLASSroom  | HEADlight | OVERcoat  | SKYlight   |

### **Words with "i" Suffixes**

|            |              |            |            |
|------------|--------------|------------|------------|
| diRECTive  | inCENTive    | reMEDial   | cusTODial  |
| biONic     | oPINion      | hisTORical | inCENDiary |
| ecoNOMics  | neCESSity    | comPANion  | faMILiar   |
| inSATiable | interMEDiary | eNORMity   | scenERio   |
| ofFICiate  | doMINion     | preVENTive | allUVial   |

### List 3.14. Stress and Intonation Patterns in Sentences

The rhythmic rise and fall of a language is one of its distinctive features. Children often mimic speaking a language other than their own by verbalizing strings of nonsense syllables in the rhythmic pattern they have heard. The *rhythm* of a language is the result of the position of stressed and unstressed syllables and of changes in intonation.

Practice applying these five guidelines will help ESL/ELLs recognize and adopt the patterns of stress and intonation used in American English.

1. Content-bearing words (nouns, verbs, adjectives, and adverbs) are usually stressed and function words (prepositions, conjunctions, articles, and pronouns) usually are not.
2. Words may be stressed for emphasis, as in NO, you may NOT go.
3. The interrogative words—who, what, where, when, why, and how—are usually stressed in questions.
4. When one word in a sentence ends in a consonant sound and the next word begins with a vowel sound, the pause or juncture between the two words is reduced and the beginning vowel sound is weakened.

For example, the sentence *The fish are swimming* is pronounced

/The FISHer SWIMming./

The stresses occur on the content words *fish* and *swim* but not on the article, the weakened verb, or the suffix.

5. When one word in a sentence ends with a vowel sound and the next word begins with a vowel sound, the juncture between the words is filled with a /w/ or /y/ sound. Examples:

|           |           |           |          |
|-----------|-----------|-----------|----------|
| See it.   | Say it.   | Sew it.   | Do it.   |
| See/y/it. | Say/y/it. | Sew/w/it. | Do/w/it. |

*Phonemic stress* changes the meaning of the sentence. Consider the differences in meaning of the following sentence when different elements of the sentence are stressed:

The GIRL lost the book.  
The girl LOST the book.  
The girl lost the BOOK.

### Intonation Patterns

American English sentences generally follow two basic intonation patterns. The first is called *rising and falling*, the second is called *rising*.

#### ***Rising and Falling***

In this pattern, the speaker's pitch gradually rises throughout the sentence and then falls on the last word. The falling pitch indicates the end of the sentence and is followed by the juncture (silent space) between sentences.

The rising and falling pattern is common for sentences that are simple statements, commands, or questions beginning with an interrogatory word. Examples:

I have a HEADache.  
Open the WINDOW.  
Where are you GOing?

***Rising***

In this pattern, the speaker's pitch gradually rises throughout the sentence, ending in a higher than normal pitch. This pattern is common for questions requiring a yes or no answer, for tag questions—that is, for questions consisting of a statement with an interrogatory phrase added at the end—or for direct address. In direct address, the rise in pitch occurs on the person's name, not on the title or other descriptive words. Examples:

Is it time to GO?  
She didn't leave, DID SHE?  
Dr. Snow, are you THERE?

Practice stress and intonation patterns by having students mimic *left-to-right strings* or *right-to-left strings*.

***Left-to-Right Strings***

Build the sentence from left to right by adding a word or phrase. Students mimic your intonation as in:

I see.  
I see a dog.  
I see a big dog.  
I see a big, black dog.  
I see a big, black dog barking.  
I see a big, black dog barking at the mailman.

***Right-to-Left Strings***

Build the sentence from right to left by adding a word or phrase. Students mimic your intonation as in:

park.  
to the park.  
going to the park.  
He was going to the park.



## List 3.15. Tongue Twisters

People have used tongue twisters for decades to warm up before speaking and singing performances, to correct poor speech habits and articulation errors, and to reduce native accents. Tongue twisters are great practice for auditory awareness, sound discrimination, and articulation. While fast repetitions may leave students laughing, slow, very careful practice by ESL/ELL students leaves them smiling because their English pronunciation skills have been improved.

Start by having students read a repeater three times quickly. After the laughter subsides, break down the phrase and model the pronunciation of each word, having students echo your sounds. After all words in the phrase are done, repeat. When most students can pronounce the individual words, switch to a backward buildup. That is, begin with the last word in the phrase, then say the last word and the one preceding it, and so on until you are saying the entire phrase. Backwards buildup helps fluency and develops a normal speaking cadence. Beginning with easier tongue twisters will help students gain confidence.

### Repeaters

|                              |                             |
|------------------------------|-----------------------------|
| A regal rural ruler          | Pug puppy                   |
| Baboon bamboo                | Red leather, yellow leather |
| Cheap ship trips             | Selfish shellfish           |
| Crisco crisps crusts         | Shredded Swiss cheese       |
| Girl gargoyle, guy gargoyle  | Smashed shrimp chips        |
| Greek grapes                 | The myth of Miss Muffett    |
| Irish wristwatch             | Three free throws           |
| Itchy inchworms              | Tiny orangutan tongues      |
| Knapsack straps              | Toy boat                    |
| Lemon liniment               | Tragedy strategy            |
| Mrs. Smith's Fish Sauce Shop | Truly plural                |
| Peggy Babcock                | Urgent detergent            |

### One-Liners

A box of mixed biscuits, a mixed biscuit box.  
 A noisy noise annoys an oyster.  
 An icehouse is not a nice house.  
 Andy ran from the Andes to the Indies in his undies.  
 Black bugs bleed black blood.  
 Do drop in at the Dewdrop Inn.  
 Even Edith eats eggs.  
 Five minutes to eight, not five minutes to wait.  
 For fine fish phone Phil.  
 Fred fed Ted bread, and Ted fed Fred bread.  
 Friday's Five Fresh Fish Specials.  
 Give me some ice, not some mice.

How much wood would a woodchuck chuck if a woodchuck could chuck wood?  
Is there a pleasant peasant present?  
Lesser leather never weathered lesser wetter weather.  
Lesser weather never weathered lesser wetter leather.  
Lot lost his hot chocolate at the loft.  
Mix, Miss Mix!  
Please pay promptly.  
Seven silly Santas slid on the slick snow.  
Seven silly swans swam silently seaward.  
She sells sea shells by the seashore, and the shells she sells are sea shells.  
Sheep shouldn't sleep in a shack. Sheep should sleep in a shed.  
Silly Sally slid down a slippery slide.  
Six sharp smart sharks.  
Six sick snakes sit by the sea.  
Six slippery snails slid slowly seaward.  
Six thick thistle sticks.  
Strong sharks sink ships.  
Ten tiny tin trains toot ten times.  
That bloke's back brake-block broke.  
The big black-backed bumblebee.  
The cat catchers can't catch caught cats.  
The sheik's sixth sheep's sick.  
The summer school, not a summer's cool.  
The sun shines on shop signs.  
Thin sticks, thick bricks.  
Three free thugs set three thugs free.  
Two toads were totally tired.  
Which witch wished which wicked wish?  
Whistle for the thistle sifter.  
Will you, William?

## Stories

A big black bug bit a big black bear and the big black bear bled blood.  
A big bug bit the little beetle but the little beetle bit the big bug back.  
A flea and a fly flew up in a flue. Said the flea, "Let us fly!" Said the fly, "Let us flee!" So they flew through a flaw in the flue.  
A tree toad loved a she-toad that lived up in a tree. She was a three-toed tree toad but a two-toed toad was he.  
Betty Botter had some butter, "but," she said, "this butter's bitter. If I bake this bitter butter, it would make my batter bitter."  
Fuzzy Wuzzy was a bear, Fuzzy Wuzzy had no hair. Fuzzy Wuzzy wasn't fuzzy, was he?  
I thought a thought, but the thought I thought wasn't the thought I thought I thought.  
On two thousand acres, too tangled for tilling, where thousands of thorn trees grew thrifty and thrilling, Theophilus Twistle, less thrifty than some, thrust three thousand thistles through the thick of his thumb!

Once upon a barren moor there dwelt a bear, also a boar. The bear could not bear the boar. The bear thought the boar a bore. At last that bear could bear no more of that boar that bored him on the moor and so one morn' he bored that boar. That boar will bore the bear no more.

One-One was a racehorse. Two-Two was one too. When One-One won one race, Two-Two won one too.

Our Joe wants to know if your Joe will lend our Joe your Joe's banjo. If your Joe won't lend our Joe your Joe's banjo, our Joe won't lend your Joe our Joe's banjo when our Joe has a banjo!

Suddenly swerving, seven small swans swam silently southward, seeing six swift sailboats sailing sedately seaward.

Two witches bought two wrist watches, but which witch wore which wrist watch?

Unique New York, you need New York, you know you need unique New York.

Whether the weather is hot, whether the weather is cold, whether the weather is either or not, it is whether we like it or not.



## Section Four

# Vocabulary Builders

### List 4.1. Synonyms

English has many synonyms because it has evolved from many languages, each bringing its own word for common ideas. Synonyms have similar literal meanings (denotations) but are used to convey variations in meaning (connotations) for more precise representation of ideas. Some synonyms show the range or power associated with a trait or concept, for example, *mist*, *drizzle*, *shower*, *rain*, and *downpour*. Others have positive or negative associations, for example, *slender*, *reedy*, *skinny*, *thin*, *boney*, *willowy*, and *emaciated*. And still others show different user characteristics or style, for example, *cradle*, *cot*, *bed*, *bunk*, and *sack*. Expanding ELLs' vocabulary with synonyms will enable them to be more precise in their speaking and writing, as well as increase their understanding of nuanced language.

ability, power, skill, talent, aptitude  
able, adept, adroit, skillful, talented  
about, almost, nearly, near, approximately  
accident, disaster, mishap, incident, calamity  
achievement, feat, accomplishment, attainment, fulfillment  
agree, consent, assent, concede, concur  
anger, ire, displeasure, animosity, rage  
answer, respond, reply, retort, rejoin  
ask, beg, request, implore, beseech  
baby, toddler, newborn, infant, child  
bizarre, odd, weird, exotic, peculiar  
blue, navy, powder blue, periwinkle, indigo  
boat, ship, sloop, canoe, steamer

bother, annoy, vex, irritate, disturb  
boy, chap, guy, fellow, lad  
brave, bold, daring, adventurous, courageous  
brown, tan, beige, chocolate, coffee  
buy, purchase, get, acquire, obtain  
chair, stool, bench, rocker, recliner  
cheap, low-cost, inexpensive, economical, reasonable  
clear, see-through, sheer, transparent, translucent  
come, arrive, enter, turn up, appear  
correct, true, accurate, exact, faultless  
crazy, mad, insane, lunatic, demented  
do, act, perform, execute, accomplish  
drink, sip, slurp, chug, imbibe  
eat, munch, gobble, chomp, consume  
empty, vacant, void, unoccupied, unfilled  
enemy, adversary, foe, rival, antagonist  
excitement, gusto, zest, flavor, pleasure  
fair, just, fitting, proper, equitable  
fat, obese, fleshy, corpulent, plump  
fight, disagree, brawl, feud, quarrel  
fix, mend, repair, amend, restore  
food, chow, provisions, groceries, victuals  
friend, pal, companion, mate, acquaintance  
game, sport, recreation, pastime, amusement  
girl, lass, miss, young lady, teenybopper  
give, provide, present, award, bestow  
go, leave, exit, depart, be off  
good, virtuous, honorable, pious, upright  
green, forest, olive, jade, emerald  
happy, cheerful, merry, joyous, ecstatic  
hard, difficult, perplexing, arduous, troublesome  
hat, cap, bonnet, fedora, lid  
hate, detest, abhor, despise, loathe  
have, own, possess, hold, control  
help, aid, assist, foster, support  
hit, beat, strike, pound, thrash  
holy, religious, pious, saintly, devout  
honest, open, candid, frank, truthful  
hurt, injure, abuse, mistreat, damage  
hut, shack, cabin, cottage, bungalow  
idea, notion, concept, principle, thought  
important, significant, relevant, leading, essential  
invent, design, devise, construct, create  
job, employment, occupation, profession, work  
join, connect, attach, unit, append

large, great, huge, immense, gigantic  
laugh, giggle, chortle, snicker, guffaw  
law, rule, edict, regulation, principle  
learn, study, find out, discover, investigate  
love, affection, attachment, passion, devotion  
morning, daybreak, dawn, sunup, daylight  
music, song, notes, tune, melody  
near, adjoining, neighboring, adjacent, bordering  
night, evening, sunset, dusk, dark  
price, cost, value, worth, expense  
quick, fleet, nimble, agile, swift  
quiet, still, silent, hushed, soundless  
red, cherry, ruby, crimson, scarlet  
religion, faith, belief, creed, doctrine  
report, announce, proclaim, declare, notify  
same, uniform, unvarying, homogeneous, equivalent  
see, view, perceive, apprehend, notice  
shape, form, mold, design, fashion  
show, present, display, exhibit, demonstrate  
sleep, nap, doze, snooze, slumber  
sly, sneaky, cunning, crafty, artful  
small, little, wee, slight, diminutive  
smile, grin, beam, smirk, leer  
spirit, life, vitality, energy, enthusiasm  
stay, remain, wait, rest, dwell  
story, account, report, narration, description  
strange, abnormal, unusual, irregular, atypical  
strict, stern, severe, rigid, harsh  
strong, powerful, robust, hearty, brawny  
stupid, dull, incompetent, senseless, obtuse  
sure, certain, assured, confident, positive  
surprise, amazement, awe, astonishment, bewilderment  
swift, speedy, fast, lively, rapid  
take, grab, seize, grasp, snatch  
take, steal, pinch, pilfer, lift  
teach, educate, instruct, train, develop  
track, mind, observe, study, monitor  
travel, trip, expedition, voyage, journey  
try, attempt, endeavor, strive, undertake  
want, desire, crave, long for, yearn for  
wash, clean, bathe, cleanse, swab  
wide, vast, spacious, boundless, prodigious  
wind, breeze, gust, draft, puff  
wise, sage, sensible, intelligent, learned  
yell, scream, howl, shout, shriek

## List 4.2. Antonyms

Learning antonym pairs helps build vocabulary knowledge quickly. Many times one word will already be known, and matching it with its opposite makes it easy to double word knowledge. Some antonyms may be thought of as at different ends of a continuum of a quality; others are truly opposites.

|            |            |            |            |
|------------|------------|------------|------------|
| above      | below      | day        | night      |
| absent     | present    | dead       | alive      |
| abundant   | scarce     | deep       | shallow    |
| accept     | refuse     | depth      | height     |
| accurate   | inaccurate | despair    | hope       |
| add        | subtract   | dirty      | clean      |
| admit      | deny       | disappear  | appear     |
| advance    | retreat    | distant    | close      |
| agree      | disagree   | distribute | gather     |
| all        | none       | doubtful   | sure       |
| always     | never      | dull       | exciting   |
| answer     | question   | dwarf      | giant      |
| arrive     | leave      | early      | late       |
| ask        | answer     | east       | west       |
| asleep     | awake      | employee   | employer   |
| attack     | defend     | empty      | full       |
| back       | front      | encourage  | discourage |
| before     | after      | entrance   | exit       |
| begin      | end        | even       | odd        |
| bent       | straight   | exhale     | inhale     |
| better     | worse      | expensive  | cheap      |
| big        | little     | famous     | unknown    |
| bitter     | sweet      | fast       | slow       |
| black      | white      | fat        | thin       |
| blame      | praise     | find       | lose       |
| bless      | curse      | first      | last       |
| boy        | girl       | floor      | ceiling    |
| build      | destroy    | forward    | backward   |
| buy        | sell       | freeze     | thaw       |
| careless   | careful    | frequent   | seldom     |
| casual     | formal     | friend     | enemy      |
| cellar     | attic      | generous   | stingy     |
| child      | adult      | gentle     | rough      |
| come       | go         | give       | get        |
| contract   | expand     | go         | stop       |
| courageous | cowardly   | good       | bad        |
| dark       | light      | happy      | sad        |
| dawn       | dusk       | hard       | soft       |



|          |            |             |             |
|----------|------------|-------------|-------------|
| he       | she        | play        | work        |
| healthy  | ill        | polite      | rude        |
| heaven   | hell       | possible    | impossible  |
| heavy    | light      | poverty     | wealth      |
| help     | hinder     | public      | private     |
| here     | there      | quiet       | noisy       |
| high     | low        | remember    | forget      |
| hill     | valley     | rich        | poor        |
| host     | guest      | right       | wrong       |
| import   | export     | same        | different   |
| in       | out        | sharp       | dull        |
| increase | decrease   | simple      | complex     |
| innocent | guilty     | singular    | plural      |
| inside   | outside    | small       | large       |
| interior | exterior   | sober       | drunk       |
| internal | external   | something   | nothing     |
| join     | separate   | sow         | reap        |
| landlord | tenant     | speaker     | listener    |
| lead     | follow     | stale       | fresh       |
| left     | right      | start       | stop        |
| lend     | borrow     | success     | failure     |
| light    | dark       | superior    | inferior    |
| long     | short      | susceptible | immune      |
| lost     | found      | tall        | short       |
| loud     | soft       | tame        | wild        |
| love     | hate       | temporary   | permanent   |
| majority | minority   | then        | now         |
| many     | few        | thoughtful  | thoughtless |
| mature   | immature   | to          | from        |
| maximum  | minimum    | together    | apart       |
| more     | less       | top         | bottom      |
| morning  | evening    | true        | false       |
| most     | least      | ugly        | beautiful   |
| narrow   | wide       | up          | down        |
| natural  | artificial | vacant      | occupied    |
| near     | far        | vertical    | horizontal  |
| neat     | messy      | victory     | defeat      |
| new      | old        | virtue      | vice        |
| noisy    | quiet      | visible     | invisible   |
| north    | south      | war         | peace       |
| old      | new        | weak        | strong      |
| on       | off        | wet         | dry         |
| open     | close      | wise        | foolish     |
| optimist | pessimist  | with        | without     |
| over     | under      | yes         | no          |

### List 4.3. American Idioms

American English is chock full of idioms—phrases that mean something other than the meaning of their individual words—and their frequent use poses real challenges to ELLs. In the following sentence pairs the first sentence includes one or more idioms and the second sentence presents equivalent information without using idioms. Idioms need to be learned as whole units. Many of the specialized vocabulary lists in this volume contain additional context-specific idioms. An idiom dictionary—paperback or online—is an important resource for intermediate or advanced ELLs.

It's about time you showed up.  
You finally arrived.

She's at sixes and sevens.  
She's not organized.

He's afraid of his own shadow.  
He's easily frightened.

I'll take a baker's dozen.  
I'll take thirteen.

We're working against the clock.  
We haven't much time.

Tom is a real ball of fire.  
Tom is good and quick.

All systems go.  
Everything is ready.

Stop beating around the bush.  
Stop avoiding the issue.

I'm all thumbs.  
I'm clumsy.

Carl's just biding his time.  
Carl's just waiting for a chance.

She went all out with her baking.  
She baked all that she could.

Ned is boning up on his German.  
Ned is reviewing his German lessons.

I asked for a ballpark figure on the cost of the trip.  
I asked for an estimated cost for the trip.

The bottom line is NO!  
The final answer is NO!

We were banking on George's help.  
We were relying on George's help.

The show brought down the house.  
The show was a great success.

Elena's a big fan of hip-hop.  
Elena likes hip-hop.

Don't burn the midnight oil.  
Don't stay up too late.

We had a blast at the mall.  
We had fun at the mall.

I'm going to catch forty winks.  
I'm going to take a nap.

It costs an arm and a leg.  
It's very expensive.

Jill caught his eye.  
Jill attracted his attention.

He's asleep at the switch.  
He's not paying attention.

He had his wings clipped.  
His activities were restricted.

Tara gave him the cold shoulder.  
Tara ignored him.

The prisoner came clean.  
The prisoner confessed.

Hal's a company big shot.  
Hal's an important person in the company.

He was dead to the world.  
He was in a deep sleep.

Bill is down in the dumps.  
Bill is depressed.

Drop me a line soon.  
Write me a letter soon.

He was the fair-haired boy.  
He was the favorite.

Her feet are on the ground.  
She is sensible.

No one can fill his shoes.  
No one can replace him.

They flew the coop.  
They disappeared.

Get off my back.  
Stop bothering me.

Gail got the ax.  
Gail was fired from her job.

I think I got the feel of it.  
I think I have learned to do it.

We just got wind of it.  
We just heard about it.

Go fly a kite.  
Go away.

John's a good egg.  
John is a good person.

Mom's got a green thumb.  
Mom is a successful gardener.

The girls are having a ball.  
The girls are enjoying themselves.

I think he has a screw loose.  
I think he's a little crazy.

Keep your head above water.  
Stay out of trouble.

My heart goes out to her.  
I feel sorry for her.

I have to hit the books tonight.  
I have to study tonight.

I have a little hole-in-the-wall.  
I have a small, inexpensive apartment.

Gene is always in a fog.  
Gene is always confused.

Joe's in hot water.  
Joe's in trouble.

It's still up in the air.  
It's still undecided.

Just jump through the hoops.  
Just do what you are told to do.

Keep your nose clean.  
Stay out of trouble.

Keep the ball rolling.  
Continue the activity.

I will leave no stone unturned.  
I will try everything.

Let your hair down tonight.  
Relax tonight.

He lost his shirt on that bet.  
He lost his fortune on that bet.

It happens once in a blue moon.  
It happens very seldom.

Our plans are still up in the air.  
Our plans are still not decided.

I didn't know he was so well-off.  
I didn't know he was wealthy.

Let's zero in on that idea.  
Let's focus our attention on that idea.

He's still on the fence.  
He's still undecided.

Did he pop the question?  
Did he ask you to marry him?

I put two and two together.  
I used the facts to make my decision.

By evening she was run ragged.  
By evening she was very tired.

I see the light now.  
I understand now.

We did it on a shoe string.  
We did it with very little money.

Don't spread yourself thin.  
Don't do many things at once.

You bet.  
Certainly.

He took pains with his work.  
He was very careful with his work.

The boys thumbed a ride home.  
The boys hitchhiked home.

I'll do it when hell freezes over.  
I'll never do it.

Can you lend me a hand?  
Can you help me?

Mr. Divens has a heart of gold.  
Mr. Divens is kind and generous.

Give me a break, will you?  
Stop bothering me, will you?

He zonked out in the chair.  
He fell asleep in the chair.

Cut it out, will you?  
Stop doing that, will you?

It's raining cats and dogs.  
It's raining very hard.

Tony doesn't have a prom date; Jill's in the  
same boat.

Tony doesn't have a prom date; Jill doesn't  
have one either.

Harry put his foot in his mouth again.  
Harry said something that made him appear  
foolish again.

This letter belongs in the circular file.  
This letter belongs in the trash.

His yellow hat made him stand out in  
the crowd.  
He was easy to find in the crowd because  
of his yellow hat.

Please get in touch with me by Friday.  
Please telephone or write to me by Friday.

Hang on and I'll ask my sister if she has  
the tickets.  
Wait while I ask my sister if she has the  
tickets.

Don't give up now, you've almost got it.  
Don't quit now, you've almost got it.

I'd give my right arm to know what  
he said.

I'd pay a large price to know what  
he said.

I never believed he'd turn his back on me like this.

I never believed he would leave me.

Karyn's new job was in the bag.

The arrangements for Karyn's new job were complete.

I was banking on getting that raise.

I believed I was getting that raise.

Carol spilled the beans about Arne's surprise party.

Carol told someone about Arne's surprise party.

I've been beating my brains out trying to find the answer.

I've worked hard to find the answer.

I don't know if he'll beat the rap.

I don't know if the court will find him innocent.

When Tommy was late, Anna was beside herself with fear.

When Tommy was late, Anna was extremely fearful.

Art surprised everyone when he made it big.

Art surprised everyone when he became a success.

I will never have another blind date!

I will never again agree to a date arranged by other people in which I do not know the person.

Cory missed the boat when he turned down the boss's offer.

Cory missed a good opportunity when he turned down the boss's offer.

Tom said he has a bone to pick with Penny.

Tom said he has problem to resolve with Penny.

The president discussed the issue with his brain trust.

The president discussed the issue with his group of experts.

They found a bug in the mayor's phone.

They found a hidden listening device in the mayor's phone.

He turned his room upside down looking for his wallet.

He looked everywhere in his room for his wallet.

Ahmed got cold feet when he reached the diving board.

Ahmed was nervous when he reached the diving board.

I think I'll just bum around the museum for an hour or so.

I think I'll wander around in the museum for an hour or so.

Bundle up or you'll catch a cold.

Dress warmly or you'll become ill.

I bumped into my old boyfriend at the game last night.

I met my former boyfriend at the game last night.

No one bought his excuse for being late again.

No one believed his excuse for being late again.

I'm tired; I think I'll call it a day.

I'm tired; I think I'll stop working now.

It never crossed my mind that it was a fake diamond.

I did not think that it was a fake diamond.

I'm too shy; I don't think I'm cut out to be an actress.

I'm too shy; I don't think I have the right qualities to be an actress.

|  |   |
|--|---|
| This car can stop on a dime.   | Steve decided he would pop the question on Rose's birthday.                 |
| This car can stop very quickly.  | Steve decided he would propose marriage on Rose's birthday.                 |
| His constant singing can drive you to drink.   | If we put our heads together we could think of a good present.              |
| His constant singing can irritate you.   | If we work together we could think of a good present.                       |
| Ella was always on the edge.   | She ran into her secretary at the library.                                  |
| Ella was always very nervous.  | She unexpectedly met her secretary at the library.                          |
| While she was sick, she fell behind her class in math.                               | Bob's father was in his second childhood.                                   |
| While she was sick, she did not continue in math at the same pace as her classmates. | Bob's father was old and returning to childish behavior.                    |
| Taking drugs is playing with fire.   | It's about time you got here!   |
| Taking drugs is very dangerous.  | Finally you've arrived!   |
| Mom will hit the ceiling when she sees this mess.                                    | Cindy burst into tears.   |
| Mom will be very angry when she sees this mess.                                      | Cindy started to cry.   |
| It was hard to hold my tongue while I listened to the lies.                          | Amos can really carry a tune.   |
| While I listened to the lies, I was very tempted to speak out against them.          | Amos can sing well.   |
| He was put in a hospital because he lost his mind.                                   | Jaime cleared the table.  |
| He was put in a hospital because he became insane.                                   | Jaime removed the dishes and other things from the table.                   |
| Aspirin is an over-the-counter drug.   | Hector cleared the fence easily.  |
| Aspirin can be purchased without a doctor's prescription.                            | Hector jumped over the fence and there was space between him and the fence. |
| Kim had taken great pains with the sign and it looked great.                         | Come to think of it, I already have a red sweater.                          |
| Kim had been very careful making the sign and it looked great.                       | I remember now that I already have a red sweater.                           |
| Nina passed a remark about Georgio's haircut.  | We have to cover a lot of ground before this works.                         |
| Nina said something unkind about Georgio's haircut.                                  | We have to do many more things before this will work.                       |
| The man's mother passed away in April.   | I wouldn't hold my breath waiting for a lower price.                        |
| The man's mother died in April.  | It is not likely that it will be sold at a lower price.                     |
| Ed's car was stolen and he tried to pin it on Tony.                                  | Did Marianne do the dishes before she left?                                 |
| Ed's car was stolen and he blamed Tony.  | Did Marianne wash the dishes before she left?                               |

All the preparation went down the drain  
when the game was cancelled.  
All the preparation was wasted when the  
game was cancelled.

Please move, I need some elbow room.  
Please move, I need some space for myself.

Every so often I think about my uncle.  
Occasionally I think about my uncle.

Caleb and Raoul had a falling out last week.  
Caleb and Raoul had a disagreement last week.

It's time to get busy on my project.  
It's time to start my project.

Tony gets on my nerves.  
Tony annoys me.

Don't forget to give me a call when you arrive.  
Don't forget to call me on the phone when  
you arrive.

She gave the woman a piece of her mind.  
She told the woman what she thought and felt.

Mom went overboard on the food for  
the party.  
Mom prepared too much food for the party.

Olivia has a real sweet tooth.  
Olivia likes candy and other sweet-tasting  
things.

I buy all of his hit movies.  
I buy all of his movies that are very  
popular.

I'll see if we have it in stock.  
I'll see if we have it here at the store.

The juniors and seniors were in the same boat.  
The juniors and seniors had the same  
situation.

I'm just about finished with this book.  
I am nearly finished with this book.

The baby kept me up all weekend.  
The baby prevented me from sleeping all  
weekend.

Could you give me a lift to school tomorrow?  
Could you give me a ride to school tomorrow?

Jody lost her temper at the meeting.  
Jody became angry at the meeting.

You can make a bundle doing that.  
You can earn a lot of money doing that.

The election was neck and neck.  
The number of votes for the candidates was  
nearly even.

Do you need a hand?  
Do you need help?

I'm using my nest egg for travel.  
I'm using the money I have saved for  
travel.

It's neither here nor there.  
It is not important.

It's no laughing matter.  
It is a serious matter.

Building the box was no picnic.  
Building the box was not easy.

No wonder they look alike—they're cousins.  
It is not a surprise that they look alike—  
they are cousins.

Now and then we look at the old photos.  
Occasionally we look at the old photos.

Lunch will be on the house Thursday.  
Lunch will be free on Thursday.

This was a piece of cake.  
This was easy.

Richard and Karyn tied the knot in Las Vegas.  
Richard and Karyn got married in Las Vegas.

## List 4.4. English-Spanish Cognates

Cognates are words in different languages that have the same ancestry and, as a result, similar spellings and meanings. Spanish and English have thousands of words that share the same etymology and thus many pairs look similar, sound alike, and have similar meanings. Students who begin English language instruction after they have developed literacy skills in Spanish benefit from learning the English cognates of familiar words. This knowledge makes it possible for them to gain fluency more rapidly and communicate on a higher level, even while learning basic English grammar.

To help with their spelling, students should know some of the common equivalent suffixes. For example, if the Spanish cognate ends in *-ción*, its English cousin will end in *-tion*.

| English | Spanish | English | Spanish    |
|---------|---------|---------|------------|
| -ary    | -ario   | -ty     | -dad       |
| -ic     | -ico    | -ical   | -ico       |
| -ent    | -ente   | -ment   | -mento     |
| -ly     | -mente  | -ence   | -encia     |
| -ance   | -ancia  | -ous    | -oso       |
| -ant    | -ante   | -y      | -ia or -io |

| English      | Spanish     | English        | Spanish        |
|--------------|-------------|----------------|----------------|
| abandon      | abandonar   | active         | activo         |
| abdomen      | abdomen     | actor          | actor          |
| abdominal    | abdominal   | actress        | actriz         |
| abhor        | aborrecer   | adhere         | adherir        |
| abort        | abortar     | adhesion       | adhesión       |
| absolute     | absoluto    | administer     | administrar    |
| absorb       | absorber    | administration | administración |
| absorbent    | absorbente  | admirable      | admirable      |
| abstract     | abstracto   | admiration     | admiración     |
| absurd       | absurdo     | admire         | admirar        |
| academy      | academia    | admission      | admisión       |
| acceleration | aceleración | adolescent     | adolescente    |
| accent       | acento      | adore          | adorar         |
| acceptable   | aceptable   | adult          | adulto         |
| accessory    | accesorio   | adventure      | aventura       |
| accident     | accidente   | adverb         | adverbio       |
| accidental   | accidental  | adversary      | adversario     |
| accompany    | acompañar   | adverse        | adverso        |
| acid         | ácido       | affable        | afable         |
| acre         | acre        | affirm         | afirmar        |
| acrobat      | acróbata    | affirmative    | afirmativo     |



| English     | Spanish     | English        | Spanish         |
|-------------|-------------|----------------|-----------------|
| aggravating | agravante   | cancel         | canceler        |
| agility     | agilidad    | candle         | candela         |
| agony       | agonia      | canoe          | canoa           |
| agriculture | agricultura | capital        | capital         |
| airline     | aerolínea   | captain        | capitán         |
| airplane    | aeroplano   | carpenter      | carpintero      |
| alarming    | alarmante   | category       | categoría       |
| alcohol     | alcohol     | central        | central         |
| allergy     | alergia     | chance         | chance          |
| alphabet    | alfabeto    | character      | carácter        |
| alter       | alterar     | characteristic | característica  |
| ambiguous   | ambiguo     | chocolate      | chocolate       |
| ambition    | ambición    | circulation    | circulación     |
| ample       | amplio      | circumstance   | circunstancia   |
| anatomy     | anatomía    | clinic         | clínica         |
| animal      | animal      | collaborate    | colaborar       |
| annual      | anual       | colony         | colonia         |
| April       | abril       | combination    | combinación     |
| arid        | árido       | comic          | cómico          |
| arrogant    | arrogante   | commercial     | comercial       |
| aspirin     | aspirina    | complete       | completo        |
| assembly    | asamblea    | complication   | complicación    |
| asthma      | asma        | concert        | concierto       |
| attraction  | atracción   | concise        | conciso         |
| austere     | austero     | confidence     | confidencia     |
| authority   | autoridad   | conflict       | conflicto       |
| aviator     | aviador     | constant       | constante       |
|             |             | construction   | construcción    |
| balance     | balanza     | control        | control         |
| bank        | banco       | correspondence | correspondencia |
| bar         | barra       | crater         | cráter          |
| bicycle     | bicicleta   | creation       | creación        |
| billion     | billón      | credit         | crédito         |
| biography   | biografía   | crystal        | crystal         |
| biology     | biología    | culture        | cultura         |
| block       | bloque      |                |                 |
| bottle      | botella     | debate         | debate          |
| brutal      | brutal      | decide         | decidir         |
|             |             | defend         | defender        |
| cabin       | cabina      | deliberate     | deliberar       |
| calcium     | calcio      | delicate       | delicado        |
| calculate   | calcular    | democracy      | democracia      |
| calendar    | calendario  | department     | departamento    |
| calm        | calma       | dependent      | dependiente     |

| English     | Spanish     | English        | Spanish        |
|-------------|-------------|----------------|----------------|
| describe    | describir   | friction       | fricción       |
| description | descripción | function       | función        |
| destruction | destrucción | fundamental    | fundamental    |
| determine   | determinar  |                |                |
| dictionary  | diccionario | gala           | gala           |
| direction   | dirección   | galaxy         | galaxia        |
| director    | director    | gallant        | galante        |
| division    | división    | gallon         | galón          |
| divorce     | divorcio    | gas            | gas            |
| dormitory   | dormitorio  | general        | general        |
| dragon      | dragón      | generous       | generoso       |
| drama       | drama       | geometry       | geometría      |
| dual        | dual        | gradual        | gradual        |
|             |             | grammatical    | gramático      |
| ecology     | ecología    | guard          | guardia        |
| economy     | economía    |                |                |
| ecosystem   | ecosistema  | habit          | hábito         |
| education   | educación   | halo           | halo           |
| effective   | efectivo    | handicap       | handicap       |
| element     | elemento    | hardware       | hardware       |
| emphatic    | enfático    | helicopter     | helicóptero    |
| energy      | energía     | hereditary     | hereditario    |
| essential   | esencial    | hero           | héroe          |
| esteem      | estima      | heroine        | heroína        |
| evacuation  | evacuación  | history        | historia       |
| evaluation  | evaluación  | hobby          | hobby          |
| evaporate   | evaporar    | hockey         | hockey         |
| evasive     | evasivo     | honest         | honesto        |
| excellence  | excelencia  | honor          | honorar        |
| exhibition  | exhibición  | honorable      | honorable      |
| exotic      | exótico     | horror         | horror         |
| expedition  | expedición  | hospital       | hospital       |
| extreme     | extremo     | human          | humano         |
|             |             | hysterical     | histérico      |
|             |             |                |                |
| factor      | factor      | idea           | idea           |
| fantastic   | fantástico  | ideal          | ideal          |
| fascinating | fascinante  | identification | identificación |
| fault       | falta       | idol           | ídolo          |
| figure      | figura      | ignorant       | ignorante      |
| float       | flotar      | illegal        | ilegal         |
| fossil      | fósil       | illusion       | ilusión        |
| fragile     | frágil      | imagine        | imaginar       |
| fragment    | fragmento   | immigrant      | inmigrante     |

| English        | Spanish        | English     | Spanish     |
|----------------|----------------|-------------|-------------|
| immune         | immune         | lavender    | lavanda     |
| important      | importante     | legal       | legal       |
| impressive     | impresionante  | legible     | legible     |
| improbable     | improbable     | lemonade    | limonada    |
| inclination    | inclinación    | liberal     | liberal     |
| incorrect      | incorrecto     | license     | licencia    |
| independent    | independiente  | limitation  | limitación  |
| index          | índice         | liquid      | liquido     |
| indigestion    | indigestión    | liquor      | licor       |
| indirect       | indirecto      | literature  | literatura  |
| individual     | individuo      | lubricant   | lubricante  |
| infant         | infante        |             |             |
| inform         | informar       | magic       | mágico      |
| inhale         | inhalar        | magnetic    | magnético   |
| innovation     | innovación     | magnificent | magnífico   |
| insect         | insecto        | magnitude   | magnitud    |
| insult         | insulto        | majesty     | majestad    |
| intense        | intenso        | manager     | mánager     |
| interactive    | interactivo    | mango       | mango       |
| interest       | interés        | mania       | manía       |
| interior       | interior       | manual      | manual      |
| international  | internacional  | manuscript  | manuscrito  |
| Internet       | Internet       | mark        | marca       |
| interpretation | interpretación | massacre    | masacre     |
| intolerable    | intolerable    | mathematics | matemáticas |
| introduction   | introducción   | matrix      | matriz      |
| invent         | inventar       | medication  | medicación  |
| inventor       | inventor       | medieval    | medieval    |
| invisible      | invisible      | mediocre    | mediocre    |
| involve        | envolver       | melon       | melón       |
|                |                | memorable   | memorable   |
| jet            | jet            | memory      | memoria     |
| judicial       | judicial       | mental      | mental      |
| justice        | justicia       | menu        | menú        |
|                |                | Mercury     | Mercurio    |
| kerosene       | kerosena       | merit       | mérito      |
| ketchup        | ketchup        | microphone  | micrófono   |
| kiwi           | kiwi           | microscope  | microscópio |
|                |                | migration   | migración   |
| labor          | laborar        | mineral     | mineral     |
| laboratory     | laboratorio    | minute      | minuto      |
| larva          | larva          | mission     | misión      |
| lava           | lava           | model       | modelo      |

| English      | Spanish      | English     | Spanish      |
|--------------|--------------|-------------|--------------|
| molecule     | molécula     | part        | parte        |
| monument     | monumento    | partial     | parcial      |
| moral        | moral        | participate | participar   |
| morbid       | mórbido      | participant | participante |
| mortal       | mortal       | pass        | pasar        |
| mosquito     | mosquito     | passion     | pasión       |
| motel        | motel        | pasture     | pasto        |
| motor        | motor        | pause       | pausa        |
| music        | música       | perfume     | perfume      |
| nation       | nación       | permit      | permitir     |
| national     | nacional     | person      | persona      |
| natural      | natural      | petition    | petición     |
| nautical     | náutico      | pharmacy    | farmacia     |
| nerve        | nervio       | phobia      | fobia        |
| nitrogen     | nitrógeno    | planet      | planeta      |
| north        | norte        | plate       | plato        |
| nuclear      | nuclear      | platform    | plataforma   |
| number       | número       | pleasant    | placentero   |
| numerous     | numeroso     | poet        | poeta        |
| object       | objetar      | politics    | política     |
| observe      | observar     | practice    | práctica     |
| obstruction  | obstrucción  | prefer      | preferir     |
| occupant     | ocupante     | preliminary | preliminar   |
| offensive    | ofensivo     | premise     | premisa      |
| official     | oficial      | president   | presidente   |
| olive        | oliva        | prevention  | prevención   |
| operation    | operación    | principal   | principal    |
| opinion      | opinión      | process     | proceso      |
| opponent     | oponente     | producer    | productor    |
| optimism     | optimismo    | product     | producto     |
| oral         | oral         | pronounce   | pronunciar   |
| organization | organización | proportion  | proporción   |
| original     | original     | protest     | protestar    |
| ornament     | ornamento    | provision   | provisión    |
| oval         | ovalado      | prudent     | prudente     |
| oxygen       | oxígeno      | public      | público      |
| pajamas      | pijama       | punctual    | puntual      |
| palace       | palacio      | radio       | radio        |
| papaya       | papaya       | rational    | racional     |
| parade       | parada       | reason      | razón        |
| park         | parque       | recommend   | recomendar   |
|              |              | refine      | refinar      |

| English       | Spanish        | English       | Spanish       |
|---------------|----------------|---------------|---------------|
| reform        | reforma        | stereo        | estéreo       |
| remedy        | remedio        | submarine     | submarino     |
| represent     | representar    | suburb        | suburbio      |
| republic      | república      | supervisor    | supervisor    |
| reside        | residir        | supreme       | supremo       |
| resolution    | resolución     | suspension    | suspensión    |
| respond       | responder      | symbolic      | simbólico     |
| responsible   | responsable    |               |               |
| restaurant    | restaurante    | tobacco       | tabaco        |
| result        | resulta        | tardy         | tardío        |
| reversible    | reversible     | taxi          | taxi          |
| revoke        | revocar        | telephone     | teléfono      |
| revolutionary | revolucionario | telescope     | telescopio    |
| ridiculous    | ridículo       | television    | televisión    |
| robust        | robusto        | temperamental | temperamental |
| romantic      | romántico      | tennis        | tenis         |
| rugby         | rugby          | tension       | tensión       |
| rural         | rural          | terrific      | terrorífico   |
|               |                | tolerance     | tolerancia    |
| salmon        | salmón         | tornado       | tornado       |
| sandal        | sandalia       | total         | total         |
| satellite     | satélite       | tradition     | tradición     |
| satisfaction  | satisfacción   | traitor       | traidor       |
| sauna         | sauna          | tranquil      | tranquilo     |
| secretary     | secretario     | trivial       | trivial       |
| segment       | segmento       | tunnel        | túnel         |
| segregation   | segregación    |               |               |
| sensation     | sensación      | uniform       | uniforme      |
| sentence      | sentencia      | union         | unión         |
| serial        | serial         | universal     | universal     |
| series        | serie          | urban         | urbano        |
| sermon        | sermón         | usual         | usual         |
| shorts        | shorts         |               |               |
| simple        | simple         | vacant        | vacante       |
| siren         | sirena         | vacation      | vacación      |
| slogan        | eslogan        | vampire       | vampiro       |
| sociable      | sociable       | vandalism     | vandalismo    |
| solar         | solar          | vanguard      | vanguardia    |
| solid         | sólido         | variable      | variable      |
| solo          | solo           | verbal        | verbal        |
| solution      | solución       | vertical      | vertical      |
| soprano       | soprano        | viable        | viable        |
| special       | especial       | vibration     | vibración     |

| <b>English</b> | <b>Spanish</b> | <b>English</b> | <b>Spanish</b> |
|----------------|----------------|----------------|----------------|
| villain        | villano        | Web            | web            |
| virile         | viril          |                |                |
| visible        | visible        | yard           | yarda          |
| vision         | visión         | yoyo           | yoyó           |
| visit          | visita         |                |                |
| visual         | visual         | zipper         | ziper          |
| vocabulary     | vocabulario    | zombie         | zombi          |
| vocal          | vocal          | zone           | zona           |
| vocation       | vocación       | zoo            | zoo            |
| volume         | volumen        |                |                |

## List 4.5. English-French Cognates

Cognates—words in different languages that have similar spellings and meanings based on a shared ancestry—can help ESL/ELL students rapidly increase their understanding of English vocabulary. French-speaking students who are learning English must be careful not to assume that all English words that are spelled like French words have the same meaning. “True friends,” or *vrais amis*, are English-French pairs that do have similar spellings and meanings, for example, *guitar* and *guitare*. However, there are many, many English-French word pairs that are “false friends,” or *faux amis*. For example, in English the word *main* means “key” or “essential,” while in French *main* means “hand”; and the word *addition* in English means to “add” but in French *addition* refers to a restaurant bill.

To help with spelling, students should know some of the common equivalent suffixes: For example, a cognate that ends in *-k* in English often ends in *-que* in French.

| English      | French | English  | French        |
|--------------|--------|----------|---------------|
| -y           | -e     | -ly      | -ment         |
| -er          | -re    | -ck      | -que          |
| -ary         | -aire  | -ed      | -e            |
| -or          | -eur   | -ory     | -oire         |
| -ist         | -iste  | -ization | -isation      |
| -ic or -ical | -ique  | -ous     | -eux or -euse |

| English     | French      | English   | French      |
|-------------|-------------|-----------|-------------|
| absence     | absence     | arrive    | arriver     |
| absolutely  | absolument  | artist    | artiste     |
| accent      | accent      | aspirin   | aspirine    |
| accept      | accepter    | attention | attention   |
| activity    | activité    | authority | autorité    |
| actor       | acteur      | automatic | automatique |
| actress     | actrice     | autumn    | automne     |
| admire      | admirer     | avenue    | avenue      |
| adore       | adore       |           |             |
| adult       | adulte      | banana    | banane      |
| agency      | agence      | bank      | banque      |
| agreeable   | agréable    | beauty    | beauté      |
| agriculture | agriculture | bicycle   | bicyclette  |
| aid         | aider       | biology   | biologie    |
| airport     | aéroport    | bleu      | bleu        |
| alarm       | alarme      | blizzard  | blizzard    |
| album       | album       | blue      | bleu        |
| alligator   | alligator   | bulletin  | bulletin    |
| alphabet    | alphabet    |           |             |
| animal      | animal      | café      | café        |
| apartment   | appartement | candidate | candidat    |
| applaud     | applaudir   | canyon    | canyon      |
| apricot     | abricot     | cape      | cape        |
| arrange     | arranger    | center    | centre      |

| English       | French        | English     | French       |
|---------------|---------------|-------------|--------------|
| change        | change        | flatterer   | flatteur     |
| check         | chèque        | fruit       | fruits       |
| cheeseburger  | cheeseburger  |             |              |
| chocolate     | chocolat      | globe       | globe        |
| client        | client        | glory       | gloire       |
| cola          | cola          | government  | gouvernement |
| color         | couleur       | graffiti    | graffiti     |
| comfortable   | confortable   | grand       | grand        |
| composition   | composition   | guitar      | guitare      |
| constellation | constellation |             |              |
| continent     | continent     | hazard      | hasard       |
| continue      | continuer     | hello       | allô         |
| correction    | correction    | hospital    | hôpital      |
| couple        | couple        | hotel       | hôtel        |
| coupon        | coupon        | humid       | humid        |
| cousin        | cousin        |             |              |
|               |               | impatient   | impatient    |
| dance         | danser        | insist      | insister     |
| December      | décembre      | invite      | inviter      |
| decision      | décision      |             |              |
| democracy     | démocratie    | jacket      | jaquette     |
| demonstration | démonstration |             |              |
| dentist       | dentiste      | lamp        | lampe        |
| dessert       | dessert       | lesson      | leçon        |
| detail        | détail        | liberty     | liberté      |
| dictionary    | dictionnaire  | license     | licence      |
| dinner        | diner         | linguistic  | linguistique |
| disk          | disque        | liquid      | liquide      |
|               |               |             |              |
| edition       | édition       | machine     | machine      |
| elastic       | élastique     | magnificent | magnifique   |
| electron      | électron      | management  | management   |
| elegant       | élégant       | manager     | manager      |
| elementary    | élémentaire   | mark        | marque       |
| enemy         | ennemi        | marriage    | mariage      |
| equivalent    | équivalent    | martyr      | martyr       |
| error         | erreur        | maxim       | maxime       |
| evaporate     | évaporer      | May         | mai          |
| excellent     | excellent     | meander     | meander      |
| exception     | exception     | media       | media        |
| excuse        | excuse        | medicine    | médecine     |
| exercise      | exercice      | memorable   | memorable    |
|               |               | memory      | mémoire      |
| fatigued      | fatigué       | mention     | mention      |
| finish        | finir         | menu        | menu         |



| English        | French         | English       | French        |
|----------------|----------------|---------------|---------------|
| message        | message        | participant   | participant   |
| metropolitan   | métropolitain  | passport      | passeport     |
| migration      | migration      | pay           | payer         |
| million        | million        | peach         | pêche         |
| miracle        | miracle        | perfume       | parfum        |
| missile        | missile        | peril         | peril         |
| mission        | mission        | pharmacy      | pharmacie     |
| modern         | moderne        | photocopier   | photocopieur  |
| module         | module         | photography   | photographie  |
| molecule       | molécule       | poet          | poète         |
| monster        | monster        | pork          | porc          |
| monument       | monument       | prepare       | préparer      |
| multiple       | multiple       | pretend       | pretendre     |
| multiplication | multiplication | professor     | professeur    |
| muscle         | muscle         | program       | programme     |
| music          | musique        | pronunciation | pronunciation |
| nation         | nation         | radio         | radio         |
| nationality    | nationalité    | reserve       | réserver      |
| naturally      | naturellement  | respond       | répondre      |
| nectarine      | nectarine      | restaurant    | restaurant    |
| negative       | négatif        | ridiculous    | ridicule      |
| negotiation    | négociation    | safari        | safari        |
| neutron        | neutron        | salad         | salade        |
| no             | non            | sandwich      | sandwich      |
| November       | novembre       | sauce         | sauce         |
| number         | nombre         | science       | science       |
| numeric        | numérique      | scooter       | scooter       |
| obey           | obeir          | script        | script        |
| object         | objet          | segment       | segment       |
| objective      | objectif       | September     | septembre     |
| odor           | odeur          | serpent       | serpent       |
| office         | office         | sign          | signer        |
| omelet         | omelette       | sincerely     | sincèrement   |
| onion          | oignon         | society       | société       |
| operation      | opération      | soup          | soupe         |
| opinion        | opinion        | statue        | statue        |
| orange         | orange         | success       | succès        |
| page           | page           | surely        | surement      |
| painter        | peintre        | sweater       | sweater       |
| paper          | papier         | table         | table         |
| parents        | parents        | tea           | thé           |
| park           | parc           | telephone     | téléphone     |

| English     | French      | English    | French     |
|-------------|-------------|------------|------------|
| temperature | température | vender     | vendeur    |
| terror      | terreur     | verdict    | verdict    |
| tiger       | tigre       | victim     | victime    |
| toast       | toast       | visible    | visible    |
| tomato      | tomate      | vitamin    | vitamine   |
| torment     | tourment    |            |            |
| tourist     | touriste    | waterproof | waterproof |
| train       | train       | web        | web        |
| transfer    | transférer  | webcam     | webcam     |
|             |             | weekend    | week-end   |
| ulcer       | ulcère      | western    | western    |
| uncle       | oncle       |            |            |
| unity       | unite       | xylophone  | xylophone  |
| university  | université  |            |            |
| urban       | urbain      | yoga       | yoga       |
| urn         | urne        |            |            |
|             |             | zebra      | zebra      |
| vacant      | vacante     | zero       | zero       |
| vacation    | vacances    | zest       | zeste      |
| valley      | vallée      | zigzag     | zigzag     |
| vein        | veine       | zoom       | zoom       |

## List 4.6. English-German Cognates

Many words in English, Spanish, French, and German have common roots in Latin. For example, the words *father* in English, *padre* in Spanish, *pater* in French, and *vater* in German are all descendants of the Latin word *pater*. Cognates are pairs of words from different languages that have similar spellings and meanings based on such a shared ancestry. Recognizing cognates can help students rapidly increase their understanding of English vocabulary. Not all word pairs that are spelled alike in two languages have the same or similar meaning. These “false friends,” or *falsche Freunde*, can lead the language learner astray. For example, in German *fast* means “almost,” *fade* is “boring,” *Fabrik* means “factory,” a *Catcher* is a “wrestler,” a *Chef* is the “department head,” and a *billion* is a “trillion.”

To help with spelling, students should know some of the common equivalent suffixes and related spelling patterns. For example, a cognate that ends in *-ct* in English often ends in *-kt* in German, as in *architect* and *architekt*.

| English     | German      | English   | German   |
|-------------|-------------|-----------|----------|
| -y          | -ie         | -ct       | -kt      |
| -le         | -el         | -ive      | -iv      |
| -k          | -ch         | -d        | -t       |
| -ic         | -isch       | -sh       | -sch     |
| -y          | -g          | c- or ch- | k-       |
| -mb         | -mm         | f-        | v-       |
| gh          | ch          | th        | d        |
| f           | b           | v         | b        |
| English     | German      | English   | German   |
| acceptable  | akzeptabel  | athlete   | Athlet   |
| active      | aktiv       | atlas     | Atlas    |
| address     | Adresse     | August    | August   |
| affair      | Affäre      | auto      | Auto     |
| agent       | Agent       |           |          |
| alcohol     | Alkohol     | baby      | Baby     |
| algebra     | Algebra     | bakery    | Backerie |
| all         | alle        | ball      | Ball     |
| allergy     | Allergie    | balloon   | Ballon   |
| alphabet    | Alphabet    | banana    | Banane   |
| analysis    | Analyse     | band      | Band     |
| anatomy     | Anatomie    | bank      | Bank     |
| apple       | Apfel       | bar       | Bar      |
| April       | April       | barrier   | Barriere |
| aquarium    | Aquarium    | beer      | Bier     |
| archaeology | Archäologie | begin     | beginnen |
| architect   | Architekt   | best      | bester   |
| argument    | Argument    | biology   | Biologie |
| arm         | Arm         | blizzard  | Blizzard |
| astronaut   | Astronaut   | blond     | blond    |

| English      | German      | English    | German     |
|--------------|-------------|------------|------------|
| book         | Buch        | energy     | Energie    |
| bus          | Bus         | exact      | exakt      |
| butter       | Butter      | exclusive  | exklusiv   |
|              |             | experiment | Experiment |
|              |             | explosion  | Explosion  |
| cable        | Kabel       |            |            |
| café         | Café        | fable      | Fabel      |
| calendar     | Kalender    | fact       | Fakt       |
| camera       | Kamera      | factor     | Faktor     |
| canal        | kanal       | false      | falsch     |
| candidate    | Kandidat    | family     | Familie    |
| carrot       | Karotte     | fan club   | Fanklub    |
| cat          | Katze       | farmhouse  | Farmhaus   |
| centimeter   | zentimeter  | father     | Vater      |
| chance       | Chance      | figure     | Figur      |
| chocolate    | Schokolade  | finger     | Finger     |
| cigarette    | Zigarette   | fish       | Fisch      |
| clown        | Clown       | fitness    | Fitness    |
| club         | Club        | fossil     | Fossil     |
| computer     | Computer    | friend     | Freund     |
| concert      | Konzert     | frost      | Frost      |
| conservative | konservativ |            |            |
| control      | kontrolle   | gallon     | Gallone    |
| cost         | kosten      | gang       | Gang       |
| creative     | kreativ     | garage     | Garage     |
| curve        | Kurve       | garden     | garten     |
|              |             | general    | generell   |
| December     | Dezember    | generation | Generation |
| decimal      | Dezimal     | glass      | Glas       |
| design       | Design      | God        | Gott       |
| diamond      | Diamant     | gold       | Gold       |
| director     | Direktor    | gymnastics | Gymnastik  |
| discipline   | Disziplin   |            |            |
| discussion   | Diskussion  | hamburger  | Hamburger  |
| dumb         | dumm        | hand       | Hand       |
|              |             | hello      | hallo      |
| effective    | effectiv    | here       | hier       |
| elastic      | elastisch   | hobby      | Hobby      |
| electron     | Elektron    | hotel      | Hotel      |
| elegance     | Eleganz     | humor      | Humor      |
| elegant      | elegant     | hundred    | hundert    |
| element      | Element     |            |            |
| elephant     | Elefant     | idea       | Idee       |
| e-mail       | E-Mail      | ideal      | ideal      |
| emblem       | Emblem      | idol       | Idol       |
| end          | Ende        |            |            |

| English       | German        | English      | German       |
|---------------|---------------|--------------|--------------|
| illustrate    | illustrieren  | new          | neu          |
| industry      | Industrie     | November     | November     |
| instrument    | Instrument    |              |              |
| intelligent   | intelligent   | object       | Objekt       |
| international | international | October      | Oktober      |
|               |               | officer      | Offizier     |
| January       | Januar        | often        | oft          |
| jazz          | Jazz          | omelet       | Omelett      |
| jeans         | Jeans         | orchestra    | Orchester    |
| journalist    | Journalist    | organization | Organisation |
| justice       | Justiz        |              |              |
|               |               | panic        | Panik        |
| ketchup       | Ketchup       | paper        | Papier       |
|               |               | park         | Park         |
| learn         | lernen        | partner      | Partner      |
| legal         | legal         | passive      | passiv       |
| lemonade      | Limonade      | pause        | Pause        |
| license       | Lizenz        | person       | Person       |
| local         | lokal         | picnic       | Picknick     |
|               |               | plan         | Plan         |
| magazine      | Magazin       | planet       | Planet       |
| make          | machen        | popular      | popular      |
| manager       | Manager       | press        | Presse       |
| mango         | Mango         | professor    | Professor    |
| market        | Markt         | program      | Programm     |
| maximum       | Maximum       | puzzle       | Puzzle       |
| medicine      | Medizin       |              |              |
| meter         | Meter         | quiz         | Quiz         |
| microscope    | Mikroskop     |              |              |
| minimum       | Minimum       | regular      | regulär      |
| minus         | minus         | religion     | Religion     |
| minute        | Minute        | respect      | Respekt      |
| mission       | Mission       | result       | Resultat     |
| mobile        | mobil         | rock concert | Rockkonzert  |
| moment        | Moment        | rock group   | Rockgruppe   |
| monster       | Monster       |              |              |
| moral         | Moral         | sandal       | sandale      |
| mother        | Mutter        | send         | senden       |
| motor         | Motor         | sensation    | Sensation    |
| museum        | Museum        | September    | September    |
| music         | Musik         | shock        | Schock       |
|               |               | sit          | sitzen       |
| name          | Name          | situation    | Situation    |
| nation        | Nation        | social       | Sozial       |
| nature        | Natur         | sock         | Socke        |

| English    | German      | English      | German      |
|------------|-------------|--------------|-------------|
| sofa       | Sofa        | vampire      | Vampir      |
| sport      | Sport       | variable     | variable    |
| state      | Staat       | verb         | Verb        |
|            |             | vibration    | Vibration   |
| talent     | Talent      | video camera | Videokamera |
| taxi       | Taxi        | vision       | Vision      |
| tea        | Tee         | volleyball   | Volleyball  |
| telephone  | Telefon     |              |             |
| test       | Test        | waltz        | Walzer      |
| theater    | Theater     | warm         | warm        |
| theory     | Theorie     | wild         | wild        |
| ton        | Tonne       | winter       | Winter      |
| tourist    | Tourist     | work         | Werk        |
| tunnel     | Tunnel      |              |             |
|            |             | yacht        | Yacht       |
| under      | unter       | zebra        | Zebra       |
| uniform    | Uniform     | zenith       | Zenith      |
| university | Universität | zigzag       | zickzack    |

## List 4.7. Collocations

Patterns of word usage develop in all spoken languages. When two or more words occur together with regularity, they are called a *collocation*. Some collocations are longstanding, others are very recent—*ice cream sundae* and *shock and awe*, for example. Over time their usage may become so common that they become a compound word, an idiom, or even a well-worn cliché. Because collocations are customary, learning them helps ESL/ELL students speak more authentic American English. The following list will get you started. Begin a word wall for collocations that students find in different settings. For example, *take notes*, *take courses*, *study hard*, *hit the books*, *get a grade*, and *get an A* are all school-related collocations. Some groups of words appear not only together but also in a particular order. If a speaker violates the informal rule for their order, the person's speech is jarring and often considered incorrect. *Cream and sugar*, *bacon and eggs*, and *black and white* are some examples. See List 4.8, on nonreversible pairs, for others.

|                           |                       |                   |
|---------------------------|-----------------------|-------------------|
| achieve a goal            | coffee and cake       | get going         |
| act out                   | come down with a cold | get the runaround |
| act up                    | completely fooled     | go bad            |
| alternate route           | completely useless    | go crazy          |
| any news?                 | cream and sugar       | go for a ride     |
| April showers             | crystal clear         | go missing        |
|                           | do a favor            | go overboard      |
| around the corner         | do damage             | go overseas       |
| ask out                   | do harm               |                   |
| autumn leaves             | do justice            | go to the gym     |
| bank on it                | do research           | grab a bite       |
| beginning to end          | do the job            | hard to believe   |
| bottom of my heart        | do the laundry        | hardly a reason   |
| break a lease             | do your best          | have a baby       |
| break a promise           | down in the dumps     | have a ball       |
| break a record            | down the drain        | have a chance     |
| break a window            | easy does it          | have a dream      |
| break the law             | exotic birds          | have a drink      |
| break the rules           | fast-food restaurant  | have a headache   |
| breakfast cereal          | filthy rich           | have a party      |
| catch a ball              | find a cure           |                   |
| catch a bus               | find a seat           | have a problem    |
| catch a cold              | find happiness        | have a seat       |
| catch a movie             | find the answer       | have an operation |
| catch someone's attention | find time             | have breakfast    |
| catch someone's eye       | flip a coin           | have dinner       |
|                           | get a grade           | have fun          |
|                           |                       | have the time     |

|                          |                       |                       |
|--------------------------|-----------------------|-----------------------|
| heavy hitter             | miss the flight       | sobering thought      |
| heavy load               | miss the point        | soup and salad        |
| high and mighty          | never a dull moment   | soup of the day       |
| high note                | off ramp              | spilt milk            |
| hit a home run           | on the chin           | spring flowers        |
| hit it on the head       | once in a while       | starting gate         |
| hit the books            | once upon a time      | straight ahead        |
| hit the roof             | one at a time         | study hard            |
| hit the spot             | ongoing investigation | sweet spot            |
| hold someone's attention | out of context        | tag along             |
| hot, humid, and hazy     | out of the box        | take a bath           |
| in a pinch               | out of touch          | take a break          |
| in over his head         | over and out          | take a left           |
| just around the corner   | over the hill         | take a picture        |
| keep the change          | paper or plastic?     | take a ride           |
| knife and fork           | pay a compliment      | take a seat           |
| lightening speed         | pay a visit           | take a shower         |
| make a call              | pay attention         | take a taxi           |
| make a comment           | pay the bill          | take a temperature    |
| make a date              | pie a la mode         | take a test           |
| make a decision          | postage stamp         | take courses          |
| make a discovery         | price you have to pay | take notes            |
| make a list              | priority seating      | take turns            |
| make a promise           | quick as a whip       | text message          |
| make a suggestion        | reach a goal          | there's no going back |
| make a turn              | rising star           | this and that         |
| make an effort           | rock and roll         | turn it down          |
| make needed changes      | round and round       | turn it over          |
| make noise               | save a life           | turn it upside down   |
| make peace               | save a seat           | unavoidably detained  |
| make preparations        | save energy           | up a creek            |
| make progress            | save space            | up the street         |
| make trouble             | save time             | use the ATM           |
| measure up               | see you later         | utter nonsense        |
| meet someone             | set a date            | utterly amazed        |
| milk and cookies         | short and sweet       | wash and dry          |
| mind is made up          | sincere apology       | wash the dishes       |
| miss an opportunity      | singsong              | well-worn cliché      |
| miss by a mile           |                       | what's up?            |
|                          |                       | win over              |
|                          |                       | worn out              |



## List 4.8. Nonreversible Pairs

Nonreversible pairs are collocations that always appear in the same order. Some show temporal sequence, such as *cause and effect*; but for most there are no rules to guide the order—they are simply customary. Fill-ins, sequencing word cards, and oral and aural repetition are useful teaching strategies to help ESL/ELL students master these word pairs.

|                       |                         |                          |
|-----------------------|-------------------------|--------------------------|
| Adam and Eve          | high and dry            | rise and fall            |
| back and forth        | hit and run             | salt and pepper          |
| bacon and eggs        | husband and wife        | shirt and tie            |
| bed and breakfast     | in and out              | shock and awe            |
| birds and bees        | Jack and Jill           | shoes and socks          |
| black and white       | knife and fork          | short and fat            |
| bought and sold       | ladies and gentlemen    | slip and slide           |
| bread and butter      | law and order           | soap and water           |
| bread and water       | life or death           | sooner or later          |
| bride and groom       | live and learn          | stars and stripes        |
| business and pleasure | live or die             | stem and leaf            |
| cause and effect      | lock and key            | strawberries and cream   |
| coat and tie          | lost and found          | suit and tie             |
| coffee and doughnuts  | man and wife            | supply and demand        |
| cream and sugar       | mattress and box spring | sweet and sour           |
| crime and             | mean and nasty          | table and chairs         |
| punishment            | mean and ugly           | tall and thin            |
| cup and saucer        | name and address        | thick and thin           |
| day and age           | nice and easy           | thunder and lightning    |
| day and time          | oil and gas             | touch and go             |
| dead or alive         | oil and vinegar         | travel and entertainment |
| fish and chips        | oil and water           | trial and error          |
| food and drink        | peaches and cream       | up and down              |
| front and center      | pen and pencil          | up or down               |
| fun and games         | pork and beans          | war and peace            |
| get up and go         | pots and pans           | wash and dry             |
| ham and eggs          | profit and loss         | wash and wear            |
| hammer and nail       | rain or shine           | wine and cheese          |
| have and have not     | read and write          |                          |
| have and hold         | right or wrong          |                          |

## List 4.9. Phrasal Verbs—Separable

Phrasal verbs are made from a verb plus adverbs and prepositions. Phrasal verbs are frequently encountered in conversation. Many add emphasis or detail (for example, *bring out* or *wake up*), although some are idioms and cannot be understood from their literal meanings (such as *fed up with*).

Phrasal verbs that have direct objects can be separated. For example, in the following sentences the direct objects are underlined and the phrasal verbs are in italics. The meaning is clear both ways:

Jackie will *put off retirement* until she has more savings.

Jackie will *put retirement off* until *she* has more savings.

Note that if the direct object is a pronoun, we always separate the phrasal verb. For example, we could say, *Bring it back* tomorrow, but we would never say, *Bring back it* tomorrow.

|                         |   |
|-------------------------|---|
| Add on (add)            | Jacob added on the cost of dessert to the bill.<br>Jacob added the cost of dessert on to the bill.<br>Jacob added it on to the bill.                                      |
| Add up (add)            | We added up the price of tickets and food and were surprised.<br>We added the price of tickets and food up and were surprised.<br>We added them up and were surprised.    |
| Back up (support)       | Lisa backed up her files before she went home.<br>Lisa backed her files up before she went home.<br>Lisa backed them up before she went home.                             |
| Bring back (return)     | I have to bring back my library books today.<br>I have to bring my library books back today.<br>I have to bring them back today.  |
| Bring on (cause)        | Shouting will bring on a sore throat quickly.<br>Shouting will bring a sore throat on quickly.<br>Shouting will bring it on quickly.                                      |
| Bring out (show)        | Mom will bring out the best china for company.<br>Mom will bring the best china out for company.<br>Mom will bring it out for company.                                    |
| Bring up (raise)        | Joe wants to bring up his children on a farm.<br>Joe wants to bring his children up on a farm.<br>Joe wants to bring them up on a farm.                                   |
| Call off (cancel)       | Ryan called off the strike at midnight.<br>Ryan called the strike off at midnight.<br>Ryan called it off at midnight.   |
| Carry out (complete)    | The team will carry out the drill on the practice field.<br>The team will carry the drill out on the practice field.<br>The team will carry it out on the practice field. |
| Check out (investigate) | Alice checks out errors.<br>Alice checks errors out.<br>Check it out before agreeing.   |

|                               |  |
|-------------------------------|--|
| Close down (shut)             | The police closed down the expressway this morning.<br>The police closed the expressway down this morning.   |
| Cross off (draw line through) | The police closed it down this morning.<br>Cross off Margaret from the speakers' list.<br>Cross Margaret off the speakers' list.<br>Cross her off the speakers' list.            |
| Do over (do again)            | I don't want to do over the schedule.<br>I don't want to do the schedule over.<br>I don't want to do it over.  |
| Draw up (prepare)             | I have to draw up a new will this year.<br>I have to draw a new will up this year.<br>I have to draw one up this year.   |
| Figure out (solve)            | Jim can figure out any math problem easily.<br>Jim can figure any math problem out easily.<br>Jim can figure them out easily.  |
| Fill in (complete)            | The captain was filling in all the bunks.<br>The captain was filling all the bunks in.<br>The captain was filling all of them in.  |
| Get across (explain)          | Jennifer tried to get across her reasons at the meeting.<br>Jennifer tried to get her reasons across at the meeting.<br>Jennifer tried to get them across at the meeting.        |
| Give away (distribute)        | Eve gave away several old paintings.<br>Eve gave several old paintings away.<br>Eve gave them away.  |
| Give out (distribute)         | Tom will give out copies of his new book at the meeting.<br>Tom will give copies of his new book out at the meeting.<br>Tom will give it out at the meeting.                     |
| Give up (surrender)           | Geoff did not give up his plan.<br>Geoff did not give his plan up.<br>Geoff did not give it up.  |
| Hand in (submit)              | We have to hand in our papers on Wednesday.<br>We have to hand our papers in on Wednesday.<br>We have to hand them in on Wednesday.  |
| Hand out (distribute)         | Jenn was handing out apples at the festival.<br>Jenn was handing apples out at the festival.<br>Jenn was handing them out at the festival.                                       |
| Hand over (give)              | Marianne was happy to hand over her work to her assistant.<br>Marianne was happy to hand her work over to her assistant.<br>Marianne was happy to hand it over to her assistant. |

|                          |   |
|--------------------------|---|
| Hang up (place on hook)  | Louise always hangs up her coat in the closet.<br>Louise always hangs her coat up in the closet.<br>Louise always hangs it up in the closet.  |
| Keep out (prevent entry) | The fence keeps out stray dogs.<br>The fence keeps stray dogs out.<br>The fence keeps them out.   |
| Knock down (destroy)     | The bulldozer will knock down the garage first.<br>The bulldozer will knock the garage down first.<br>The bulldozer will knock it down first.   |
| Look over (review)       | The choir master looked over the sheet music.<br>The choir master looked the sheet music over.<br>The choir master looked it over.  |
| Look up (locate)         | Ms. Polk told the students to look up the answer in the book.<br>Ms. Polk told the students to look the answer up in the book.<br>Ms. Polk told the students to look it up in the book. |
| Phase in (start slowly)  | We are phasing in the new health plan.<br>We are phasing the new health plan in.<br>We are phasing it in.   |
| Pick up (collect)        | Terry will pick up her son at the airport on Friday.<br>Terry will pick her son up at the airport on Friday.<br>Terry will pick him up at the airport on Friday.                        |
| Pull off (succeed)       | The committee pulled off a great party last year.<br>The committee pulled a great party off last year.<br>The committee pulled a great one off last year.                               |
| Put away (store)         | Tell the children to put away their toys now.<br>Tell the children to put their toys away now.<br>Tell the children to put them away now.   |
| Put away (store)         | Please put away your notes and books.<br>Please put your notes and books away.<br>Please put them away.   |
| Put back (restore)       | Alex put back the book before he left the room.<br>Alex put the book back before he left the room.<br>Alex put it back before he left the room.   |
| Put down (lay)           | Steven put down the cup on the counter.<br>Steven put the cup down on the counter.<br>Steven put it down on the counter.  |
| Put off (delay)          | Anisa wants to put off the test until Tuesday.<br>Anisa wants to put the test off until Tuesday.<br>Anisa wants to put it off until Tuesday.  |
| Put up (hang)            | Aunt Kathy put up the curtains before the holiday.<br>Aunt Kathy put the curtains up before the holiday.<br>Aunt Kathy put them up before the holiday.                                  |

|                           |  |
|---------------------------|--|
| Rule out (exclude)        | Always rule out failure when you plan.<br>Always rule failure out when you plan.<br>Always rule it out when you plan.  |
| Set up (arrange)          | Tom set up my television on Saturday.<br>Tom set my television up on Saturday.<br>Tom set it up on Saturday.   |
| Sort out (solve)          | The class will sort out the book problem next week.<br>The class will sort the book problem out next week.<br>The class will sort it out next week.                                      |
| Sum up (tell main points) | Don summed up the main points.<br>Don summed the main points up.<br>Don summed them up.  |
| Take down (write)         | The secretary will take down minutes of the meeting.<br>The secretary will take minutes down at<br>the meeting.<br>The secretary will take them down at the meeting.                     |
| Take on (assume)          | Diana agreed to take on more clients when Lee left.<br>Diana agreed to take more clients on when Lee left.<br>Diana agreed to take them on when Lee left.                                |
| Take out (remove)         | Bob has to take out the trash early Monday<br>morning.<br>Bob has to take the trash out early Monday<br>morning.<br>Bob has to take it out early Monday morning.                         |
| Take over (control)       | Susan will take over the billing next month.<br>Susan will take the billing over next month.<br>Susan will take it over next month.  |
| Think through (consider)  | My advice is to think through the options before<br>deciding.<br>My advice is to think the options through before<br>deciding.<br>My advice is to think them through before<br>deciding. |
| Throw out (discard)       | Ahmed throws out his old shoes every year.<br>Ahmed throws his old shoes out every year.<br>Ahmed throws them out every year.  |
| Try on (test)             | Gloria likes to try on fancy hats at the mall.<br>Gloria likes to try fancy hats on at the mall.<br>Gloria likes to try them on at the mall.   |
| Try out (test)            | Chris asked the students to try out the new scale<br>in class.<br>Chris asked the students to try the new scale out<br>in class.<br>Chris asked the students to try it out in class.     |
| Turn down (refuse)        | Marie had to turn down Chuck's offer of dinner.<br>Marie had to turn Chuck's offer of dinner down.<br>Marie had to turn it down.   |

|                            |   |
|----------------------------|---|
| Turn in (submit)           | Juan must turn in his homework before leaving for gym.<br>Juan must turn his homework in before leaving for gym.  |
| Turn off (shut off)        | Juan must turn it in before leaving for gym.<br>Samantha, turn off the light when you leave.<br>Samantha, turn the light off when you leave.<br>Samantha, turn it off when you leave. |
| Turn on (start)            | Please turn on the television.<br>Please turn the television on.<br>Please turn it on.  |
| Wake up (awaken)           | Jared can wake up his brother with music.<br>Jared can wake his brother up with music.<br>Jared can wake him up with music.   |
| Work out (solve a problem) | Mike and Nancy will work out vacation arrangements soon.<br>Mike and Nancy will work vacation arrangements out soon.<br>Mike and Nancy will work them out soon.                       |

## List 4.10. Phrasal Verbs—Inseparable

Phrasal verbs that do not have direct objects cannot be separated. For example, the sentence, “We *check up on* everyone before we hire them” cannot be rewritten as “We *check* everyone *up on* before we hire them.”

|                                       |  |
|---------------------------------------|--|
| Account for (explain)                 | Can you account for the missing donuts?                  |
| Believe in                            | The majority of people around the world believe in God.  |
| Break down (stop working)             | Dad didn’t want the car to break down on the trip.       |
| Brush up (review)                     | Janet was brushing up on her biology over the weekend.   |
| Catch up with (reach a similar point) | I don’t have the time to catch up with every technology. |
| Check up on (investigate)             | We check up on everyone before we hire them.             |
| Come out (make public)                | When report cards come out, some children are not happy. |
| Come up (mention)                     | Your name came up in the meeting.                        |
| Come up with (produce)                | That’s the best answer anyone has come up with lately.   |
| Cut down on (lessen)                  | The factory owner agreed to cut down on fuel use.        |
| Deal with (act)                       | Gabriela had to deal with many new people at work.       |
| Decide on (select)                    | Scott decided on a trip to the marina.                   |
| Get along with (relate well)          | Andrew can get along with anyone.                        |
| Get back from (return)                | When did you get back from your trip?                    |
| Get behind in (lag)                   | Mary did not want to get behind in her school work.      |
| Get in (arrive)                       | Arun gets in early on Mondays.                           |
| Get over (recover)                    | Jessica is getting over the flu.                         |
| Get through (survive)                 | Philip will get through this crisis too.                 |
| Get up (leave bed)                    | It was hard to get up this morning.                      |
| Give in (surrender)                   | I gave in after she asked me the third time.             |
| Give up (surrender)                   | Don’t give up on your friends.                           |
| Go into (be detailed)                 | We will go into the plans at a later date.               |
| Go over (review)                      | Darin has to go over the regulations.                    |
| Go through (survive)                  | It’s amazing what you can go through smiling.            |
| Go under (fail)                       | The company almost went under twice last year.           |
| Hit on (think of)                     | The girls hit on a new idea for a video game.            |
| Keep on (continue)                    | Jaime will keep on working until it’s done.              |
| Look after (take care of)             | Jennifer had to look after her friend.                   |
| Look for (search)                     | Priam is looking for her sweater.                        |
| Look forward to (anticipate)          | We are looking forward to finishing the book.            |
| Look into (investigate)               | John will look into the cost of the trip.                |

|                                     |   |
|-------------------------------------|---|
| Look out for (watch for)            | Look out for falling rocks on that road.                          |
| Make up (resolve issues)            | The two friends made up after a long time.                        |
| Pass out (faint)                    | The man passed out when he heard he'd won the lottery.            |
| Pull out (discontinue)              | We pulled out of the contract just in time.                       |
| Pull through (survive)              | He pulled through the difficult operation.                        |
| Put up with (endure)                | There's no reason to put up with this nonsense.                   |
| Put up with (tolerate)              | Don't put up with lame excuses.                                   |
| Run into (meet by chance)           | Charlotte ran into her teacher at the grocery store.              |
| Run out of (have no more)           | Angela ran out of spinach.  |
| Rush into (hurry)                   | You shouldn't rush into business deals.                           |
| Set off (leave)                     | Bill set off at 6:00 A.M. for the airport.                        |
| Show up (appear)                    | Look who showed up early!   |
| Sink in (be understood)             | I wonder if it will ever sink in that honesty is the best policy. |
| Speak up (speak louder)             | Can you speak up?   |
| Stand for (represent)               | This candidate stands for fairness and honesty.                   |
| Stand in (replace)                  | Abel has to stand in for Roger tonight because Roger is sick.     |
| Take charge of (be responsible for) | Nick took charge of the golf clubs.                               |
| Talk about                          | What do you want to talk about now?                               |
| Took off (left)                     | The jumbo jet took off on time.                                   |
| Turn down (reject)                  | Meg couldn't turn down David's offer.                             |
| Turn out (arrive)                   | At camp, we turned out by the flag at 8:00 A.M.                   |
| Wait for (be patient)               | I can't wait for the news.  |
| Wear out (become worn)              | His running shoes wear out every few months.                      |



## List 4.11. Words with Multiple Meanings

Words with multiple meanings can be challenging. Use context clues to determine which meaning applies. These words are *homographs*, that is, they are spelled the same but have different meanings.

|        |  |
|--------|--|
| arms   | He placed the child in her mother's <i>arms</i> .<br>The rebels needed to buy <i>arms</i> to fight the war.  |
| bail   | We had to <i>bail</i> to keep the boat from sinking.<br>She was released from jail when she paid \$500 <i>bail</i> .   |
| ball   | The <i>ball</i> rolled under the table.<br>The women wore their prettiest dresses to the <i>ball</i> .   |
| bank   | You can cash your check at the <i>bank</i> .<br>We had a picnic on the <i>bank</i> of the river.<br>You can <i>bank</i> on it if Vikas promises you something.   |
| bark   | Did you hear the dog <i>bark</i> ?<br>The <i>bark</i> on the old tree is dry and brittle.  |
| bat    | A <i>bat</i> flew from the barn and frightened me.<br>The children played with the <i>bat</i> and ball.  |
| bend   | Copper wire is easy to <i>bend</i> .<br>The boat sailed around the <i>bend</i> in the river.<br>Mom will <i>bend</i> the no-snack rule sometimes.  |
| bit    | Jenn checked the <i>bit</i> in the horse's mouth.<br>I <i>bit</i> into the apple.<br>It will take just a <i>bit</i> longer.<br>Ritesh changed the drill <i>bit</i> and then made a hole for the screw.                                     |
| block  | Don't <i>block</i> the driveway with your bike.<br>Eileen straightened the <i>block</i> of wood on the bench.<br>We walked three <i>blocks</i> before we saw the store.  |
| blow   | The wind began to <i>blow</i> and the leaves fell.<br>The <i>blow</i> to his head knocked the fighter out.   |
| board  | It's almost time to <i>board</i> the plane.<br>Andrew bounced on the diving <i>board</i> .<br>Jackie made a presentation to the school <i>board</i> .  |
| boil   | Amaruta showed the doctor the <i>boil</i> on her finger.<br><i>Boil</i> some water for tea, please.  |
| bowl   | Chuck likes to <i>bowl</i> on Thursdays.<br>Mike had a <i>bowl</i> of soup.  |
| bridge | We crossed the <i>bridge</i> over the Raritan River.<br><i>Bridge</i> is a card game for four people.<br>The ball hit him on the <i>bridge</i> of his nose.  |
| brush  | The dog hid the bone in the <i>brush</i> behind the house.<br>We found the paint <i>brush</i> in the cellar.<br>The girls had to <i>brush</i> up on their history before taking the test.<br><i>Brush</i> your teeth at least twice a day. |
| can    | I bought a <i>can</i> of soda.<br><i>Can</i> I come with you?  |

|          |  |
|----------|--|
| case     | She put her eyeglasses in their <i>case</i> .<br>The lawyer won her first <i>case</i> .<br>Sri ordered a <i>case</i> of soda for the party.  |
| check    | Camille wrote the <i>check</i> .<br>Samantha likes to <i>check</i> my math.<br>Jim put a <i>check</i> next to each CD he planned to buy.   |
| compound | The soldiers surrounded the enemy <i>compound</i> .<br>A <i>compound</i> sentence is made of two clauses.  |
| count    | The duke, <i>count</i> , and earl received awards.<br>The child is learning to <i>count</i> from one to ten.   |
| court    | The lawyer tried the case in <i>court</i> .<br>Adam and Chris work out at on the basketball <i>court</i> on Wednesdays.  |
| cover    | Put the <i>cover</i> on the pot.<br>I pulled a <i>cover</i> over my legs because I was cold.<br>I listened to a new <i>cover</i> of one of my favorite songs.<br>His <i>cover</i> was blown when his neighbor recognized him and said hello. |
| crown    | The princess wore a small <i>crown</i> .<br>The doctor put six stitches near the <i>crown</i> of the boy's head.   |
| cue      | The actor missed his <i>cue</i> and did not say his line.<br>He held the <i>cue</i> steady and aimed at the eight-ball.  |
| date     | Bill asked Martina for a <i>date</i> .<br>Today's <i>date</i> is March 28.   |
| digest   | Gloria liked reading the <i>digest</i> because it had good short stories.<br>It takes time to <i>digest</i> a big meal.<br>There's too much information to <i>digest</i> at one time.  |
| fair     | The weather was <i>fair</i> on the day of the race.<br>The judge's decision was <i>fair</i> .<br>We went on the rides at the <i>fair</i> .   |
| fan      | Taimur is a baseball <i>fan</i> ; he never misses a game.<br>It's very warm; please, turn on the <i>fan</i> .  |
| file     | Put your papers in the <i>file</i> .<br>The children marched in single <i>file</i> .<br>The prisoner used a <i>file</i> to cut the metal bar.  |
| firm     | When he finished college, Abdul joined a law <i>firm</i> .<br>Apples should be <i>firm</i> , not soft.   |
| fold     | <i>Fold</i> your paper in half.<br>Viktor took care of the sheep in the <i>fold</i> .  |
| game     | It sounded exciting, so I was <i>game</i> to try it.<br>Poker is his favorite card <i>game</i> .   |
| grave    | The coffin was lowered into the <i>grave</i> .<br>There was no laughter on the <i>grave</i> occasion.  |
| hide     | The belts were made from the <i>hide</i> of a cow.<br>I usually <i>hide</i> the gifts for the children's birthdays.  |
| hold     | David put the supplies in the ship's <i>hold</i> .<br><i>Hold</i> the camera still or the photo will not be good.  |

|         |  |
|---------|--|
| jam     | I tried to <i>jam</i> one more coat into the full closet.<br>We put strawberry <i>jam</i> on our toast.<br>We were stuck in a traffic <i>jam</i> for an hour.                              |
| jar     | The loud noise <i>jarred</i> the old man.<br>Put the <i>jar</i> of mustard on the table.   |
| kind    | What <i>kind</i> of ice cream do you like?<br>Bijal was always <i>kind</i> and gentle.   |
| last    | I hope this will <i>last</i> until Tuesday.<br>The <i>last</i> time I saw her she was very thin.   |
| lean    | He <i>leaned</i> against the building while he waited.<br>The runner was tan and <i>lean</i> after the summer's races.   |
| light   | Gloria baked muffins that were <i>light</i> and tasty.<br>Phil turned on the <i>light</i> so we could see.<br>It was Christopher's turn to <i>light</i> the fire.                          |
| like    | A carton is <i>like</i> a box.<br>I <i>like</i> fudge cookies.   |
| line    | We stood in <i>line</i> to get tickets.<br>Write your name on the <i>line</i> .<br>I had to learn my <i>lines</i> for the play.  |
| list    | Make a <i>list</i> of things we need from the grocery store.<br>If you don't balance the weight on a boat it will <i>list</i> to one side.   |
| long    | I <i>long</i> to go to a quiet beach.<br>How <i>long</i> is the story?   |
| mean    | What did you <i>mean</i> when you said that?<br>He was <i>mean</i> and unkind.<br>We calculated the <i>mean</i> score for the two teams.   |
| mine    | The silver ore is brought out of the <i>mine</i> in carts.<br>Put your chair next to <i>mine</i> .   |
| miss    | <i>Miss</i> Polk is the new chemistry teacher.<br>I will <i>miss</i> you when you move to the city.<br>That was a <i>miss</i> , not a hit.   |
| net     | The fish were caught in a <i>net</i> , not on hooks.<br>After we paid the taxes, our <i>net</i> pay was \$300.   |
| palm    | The gypsy looked at the lines on my <i>palm</i> .<br>Gerry took many pictures of the <i>palm</i> trees in Florida.   |
| paper   | Hand me a piece of <i>paper</i> .<br>We have to do a <i>paper</i> on history.<br>I read about the election in the daily <i>paper</i> .<br>Mom hired a man to <i>paper</i> the living room. |
| pen     | The pigs live in a <i>pen</i> .<br>Sign your name with this <i>pen</i> .   |
| play    | Marianne, Kathryn, and Fred went to see a <i>play</i> at the theater.<br>Jaime, Jessica, and David can <i>play</i> the piano.<br>Nick likes to <i>play</i> with the kids on Saturdays.     |
| present | John was absent on Friday, not <i>present</i> .<br>For her birthday Jill received five <i>presents</i> .   |

|          |   |
|----------|---|
| press    | The editor and other members of the <i>press</i> took notes.<br>Ask the tailor to <i>press</i> this skirt.<br><i>Press</i> the button to start the machine.   |
| punch    | The <i>punch</i> was made from fruit juice and soda.<br>Josh <i>punched</i> the bag as hard as he could.  |
| quarters | The soldiers marched to their <i>quarters</i> .<br>I cut the apple into <i>quarters</i> .<br>I needed four <i>quarters</i> for the vending machine.   |
| rare     | I like my steak <i>rare</i> , not well done.<br>Only three people have ever owned this <i>rare</i> coin.  |
| rest     | Anna will do the <i>rest</i> of the shopping.<br>After the long walk up the hill, I wanted to <i>rest</i> .   |
| roast    | I took the <i>roast</i> out of the oven.<br>Tom was the guest of honor at the annual <i>roast</i> .<br>Should we <i>roast</i> the chicken or fry it?  |
| roll     | Jake and his cousin like to <i>roll</i> down the grassy hill.<br>I had a <i>roll</i> with butter for breakfast.<br>Ryan was on a <i>roll</i> —he just kept winning.<br>The teacher calls <i>roll</i> every morning. |
| seal     | Don't use the medicine if the safety <i>seal</i> is broken.<br>We saw the <i>seals</i> at the zoo.  |
| second   | There are sixty <i>seconds</i> in a minute.<br>I was <i>second</i> today, but tomorrow I might be first.  |
| shape    | We exercise to stay in <i>shape</i> .<br>A triangle is a common <i>shape</i> .<br>The artist will <i>shape</i> the clay with his hands.   |
| show     | Jim and Gloria watched their favorite TV <i>show</i> .<br><i>Show</i> me how to do it, please.  |
| sign     | Please <i>sign</i> your name on this line.<br>Alex learned to <i>sign</i> from a friend.<br>Jared pointed to the <i>sign</i> for the cafeteria.   |
| snap     | The <i>snap</i> on my jacket is loose.<br>I'll be there in a <i>snap</i> .<br>Kathy said she heard the branch <i>snap</i> just before it fell.  |
| soil     | We added fertilizer to the <i>soil</i> so the plant would grow stronger.<br>The men tried not to <i>soil</i> the new carpet.  |
| sole     | I ordered the <i>sole</i> for lunch because I like fish.<br>He was the <i>sole</i> survivor of the crash.<br>There was a hole in the <i>sole</i> of his shoe.   |
| spell    | The child learned to <i>spell</i> his name.<br>The witch put a magic <i>spell</i> on the frog.  |
| stable   | Put the horses in the <i>stable</i> .<br>He may leave the hospital if his breathing is <i>stable</i> .  |
| steep    | The mountain was <i>steep</i> and the climb difficult.<br>You should <i>steep</i> a tea bag for three minutes.  |
| stick    | The glue was dried and the stamp would not <i>stick</i> .<br>We collected <i>sticks</i> and leaves for the fire.  |

|        |  |
|--------|--|
| stop   | The two girls got off at the Nutley <i>stop</i> .<br>I'll put a <i>stop</i> to that nonsense soon.<br>A period at the end of a sentence is also called a full <i>stop</i> .<br>When will you <i>stop</i> working?                |
| store  | Meg and Alicia met at the <i>store</i> .<br>Jenn and Benji <i>store</i> their camping equipment in the garage.   |
| story  | This is a five- <i>story</i> building.<br>Tell the children a bedtime <i>story</i> .   |
| string | Gabriella tied the packages with silver <i>string</i> .<br>There was a <i>string</i> of robberies in the city.<br>The children <i>string</i> beads to make necklaces.<br>He played second <i>string</i> when he was a sophomore. |
| temple | He took two aspirin for the pain in his <i>temple</i> .<br>The men walked to the <i>temple</i> to pray.  |
| tick   | <i>Ticks</i> are insects that spread Lyme disease.<br>Can you hear the clock <i>tick</i> ?   |
| tire   | I never <i>tire</i> of hearing my favorite music.<br>I had a flat <i>tire</i> on my new car.   |
| trade  | I'll <i>trade</i> you a red one for a green one.<br>When he grows up he'll work in his father's <i>trade</i> .   |
| trip   | Cynda and Jason planned a <i>trip</i> for the holidays.<br>Jake was careful and did not <i>trip</i> over the wires on the floor.   |
| vault  | The athlete could <i>vault</i> a six-foot barrier with ease.<br>The actress put her diamond jewelry in the <i>vault</i> .  |
| wake   | Be quiet or you will <i>wake</i> Maggie up.<br>The waves in the <i>wake</i> of the speed boat were very high.<br>We attended our aunt's <i>wake</i> after she died.  |
| watch  | Hanna wanted to <i>watch</i> Emily draw.<br>I have to buy a new battery for my <i>watch</i> .<br>Darin was keeping <i>watch</i> at the pool.   |
| well   | I feel very <i>well</i> today.<br>The boy put the bucket into the <i>well</i> to get water.  |
| will   | The lawyer wrote a <i>will</i> for the old man before he died.<br>I <i>will</i> see the man tomorrow, not today.   |
| yard   | A <i>yard</i> is equal to thirty-six inches.<br>We had a picnic in the <i>yard</i> .   |

## List 4.12. Homophones

Homophones are words that sound the same but have different meanings and usually different spellings. Recognizing homophones is particularly important because computer spell-check programs do not recognize them as spelling errors.

This list contains only homophones that have different spellings. If a pair has the same spelling (for example, *bat* meaning a flying animal and *bat* meaning a club), they are included in the homograph list (4.11). The term *homonym* can include both homophones (same sound) and homographs (same spelling).

### Easy Homophones

|         |           |       |           |           |         |
|---------|-----------|-------|-----------|-----------|---------|
| add     | ad        |       | might     | mite      |         |
| air     | heir      |       | missed    | mist      |         |
| already | all ready |       | morn      | mourn     |         |
| ant     | aunt      |       | need      | knead     |         |
| ate     | eight     |       | new       | knew      | gnu     |
| ball    | bawl      |       | night     | knight    |         |
| bare    | bear      |       | no        | know      |         |
| be      | bee       |       | oh        | owe       |         |
| beat    | beet      |       | one       | won       |         |
| been    | bin       |       | or        | oar       | ore     |
| blue    | blew      |       | our       | hour      |         |
| brake   | break     |       | pair      | pare      | pear    |
| by      | bye       | buy   | peace     | piece     |         |
| close   | clothes   | cloze | plane     | plain     |         |
| creek   | creak     |       | principal | principle |         |
| dear    | deer      |       | rain      | reign     | rein    |
| die     | dye       |       | read      | reed      |         |
| fair    | fare      |       | real      | reel      |         |
| feet    | feat      |       | red       | read      |         |
| find    | fined     |       | right     | write     |         |
| flower  | flour     |       | road      | rode      | rowed   |
| for     | four      | fore  | sale      | sail      |         |
| great   | grate     |       | see       | sea       |         |
| heard   | herd      |       | seem      | seam      |         |
| here    | hear      |       | sell      | cell      |         |
| hi      | high      |       | sent      | cent      | scent   |
| hole    | whole     |       | shoe      | shoo      |         |
| horse   | hoarse    |       | side      | sighed    |         |
| I       | eye       | aye   | so        | sew       | sow     |
| in      | inn       |       | some      | sum       |         |
| its     | it's      |       | son       | sun       |         |
| led     | lead      |       | steal     | steel     |         |
| loan    | lone      |       | tail      | tale      |         |
| made    | maid      |       | their     | there     | they're |
| meet    | meat      |       | through   | threw     |         |

|      |        |     |         |         |      |
|------|--------|-----|---------|---------|------|
| to   | two    | too | weather | whether |      |
| toe  | tow    |     | week    | weak    |      |
| told | tolled |     | where   | wear    | ware |
| way  | weigh  |     | your    | you're  |      |
| we   | wee    |     | wood    | would   |      |

## More Homophones

|                              |                             |               |
|------------------------------|-----------------------------|---------------|
| acts (deeds)                 | ax (tool)                   |               |
| ad (advertisement)           | add (addition)              |               |
| ads (advertisements)         | adz (axlike tool)           |               |
| aid (assistance)             | aide (helper)               |               |
| ail (be sick)                | ale (beverage)              |               |
| air (oxygen)                 | heir (successor)            |               |
| aisle (path)                 | I'll (I will)               | isle (island) |
| all (everything)             | awl (tool)                  |               |
| all together (in a group)    | altogether (completely)     |               |
| already (previous)           | all ready (all are ready)   |               |
| allowed (permitted)          | aloud (audible)             |               |
| altar (in a church)          | alter (change)              |               |
| ant (insect)                 | aunt (relative)             |               |
| ante (before)                | anti (against)              |               |
| arc (part of a circle)       | ark (boat)                  |               |
| ascent (climb)               | assent (agree)              |               |
| assistance (help)            | assistants (those who help) |               |
| ate (did eat)                | eight (number)              |               |
| attendance (presence)        | attendants (escorts)        |               |
| aural (by ear)               | oral (by mouth)             |               |
| away (gone)                  | aweigh (clear anchor)       |               |
| band (plays music)           | banned (forbidden)          |               |
| bare (nude)                  | bear (animal)               |               |
| based (at a base)            | baste (cover with liquid)   |               |
| bazaar (market)              | bizarre (odd)               |               |
| be (exist)                   | bee (insect)                |               |
| beach (shore)                | beech (tree)                |               |
| beat (whip)                  | beet (vegetable)            |               |
| beau (boyfriend)             | bow (decorative knot)       |               |
| been (past participle of be) | bin (box)                   |               |
| berry (fruit)                | bury (put in ground)        |               |
| berth (bunk)                 | birth (born)                |               |
| better (more good)           | bettor (one who bets)       |               |
| billed (did bill)            | build (construct)           |               |
| blew (did blow)              | blue (color)                |               |
| bough (of a tree)            | bow (of a ship)             |               |
| boy (male child)             | buoy (floating object)      |               |

|                                   |  |                 |
|-----------------------------------|--|-----------------|
| brake (stop)                      | break (smash)                          |                 |
| bread (food)                      | bred (cultivated)                      |                 |
| brewed (steeped)                  | brood (flock)                          |                 |
| brews (steeps)                    | bruise (bump)                          |                 |
| bridal (relating to bride)        | bridle (headgear for horse)            |                 |
| but (except)                      | butt (end)                             |                 |
| buy (purchase)                    | by (near)                              | bye (farewell)  |
| capital (money, city)             | Capitol (building of U.S. Congress)    |                 |
| carat (weight of precious stones) | carrot (vegetable)                     |                 |
| carol (song)                      | carrel (study space in library)        |                 |
| cast (throw, actors in a play)    | caste (social class)                   |                 |
| ceiling (top of room)             | sealing (closing)                      |                 |
| cell (prison room)                | sell (exchange for money)              |                 |
| cellar (basement)                 | seller (one who sells)                 |                 |
| censor (ban)                      | sensor (detection device)              |                 |
| cent (penny)                      | scent (odor)                           | sent (did send) |
| cereal (relating to grain)        | serial (of a series)                   |                 |
| chance (luck)                     | chants (songs)                         |                 |
| chews (bites)                     | choose (select)                        |                 |
| chilly (cold)                     | chili (hot pepper)                     |                 |
| choral (music)                    | coral (reef)                           |                 |
| chorale (chorus)                  | corral (pen for livestock)             |                 |
| chord (musical notes)             | cord (string)                          |                 |
| chute (slide)                     | shoot (discharge gun)                  |                 |
| cite (summon to court)            | sight (see)                            | site (location) |
| claws (nails on animal's feet)    | clause (part of a sentence)            |                 |
| click (small sound)               | clique (group of friends)              |                 |
| climb (ascend)                    | clime (climate)                        |                 |
| close (shut)                      | clothes (clothing)                     | cloze (test)    |
| coal (fuel)                       | cole (cabbage)                         |                 |
| coarse (rough path)               | course (school subject)                |                 |
| colonel (military rank)           | kernel (grain of corn)                 |                 |
| complement (complete set)         | compliment (praise)                    |                 |
| coop (chicken pen)                | coupe (car)                            |                 |
| core (center)                     | corps (army group)                     |                 |
| correspondence (letters)          | correspondents (writers)               |                 |
| council (legislative body)        | counsel (advise)                       |                 |
| creak (grating noise)             | creek (stream)                         |                 |
| crews (groups of workers)         | cruise (sail)                          |                 |
| cruel (hurting)                   | crewel (stitching)                     |                 |
| currant (small raisin)            | current (stream, recent, fast part of) |                 |
| curser (one who curses)           | cursor (moving pointer)                |                 |
| cymbal (percussion instrument)    | symbol (sign)                          |                 |



|                                    |                                       |                       |
|------------------------------------|---------------------------------------|-----------------------|
| deer (animal)                      | dear (greeting, loved one)            |                       |
| desert (abandon)                   | dessert (follows main course of meal) |                       |
| die (expire)                       | dye (color)                           |                       |
| dine (eat)                         | dyne (unit of force)                  |                       |
| disburse (pay out)                 | disperse (scatter)                    |                       |
| discreet (unobtrusive)             | discrete (noncontinuous)              |                       |
| doe (female deer)                  | dough (bread mixture)                 | do (musical note)     |
| do (shall)                         | dew (moisture)                        | due (owed)            |
| dual (two)                         | duel (formal combat)                  |                       |
| duct (tube)                        | ducked (did duck)                     |                       |
| earn (work for)                    | urn (container)                       |                       |
| ewe (female sheep)                 | yew (shrub)                           |                       |
| eyelet (small hole)                | islet (small island)                  |                       |
| fair (honest, bazaar)              | fare (cost of transportation)         |                       |
| faze (upset)                       | phase (stage)                         |                       |
| feat (accomplishment)              | feet (plural of foot)                 |                       |
| find (discover)                    | finer (given penalty of money)        |                       |
| fir (tree)                         | fur (animal covering)                 |                       |
| flair (talent)                     | flare (flaming signal)                |                       |
| flea (insect)                      | flee (run away)                       |                       |
| flew (did fly)                     | flu (influenza)                       |                       |
| flour (milled grain)               | flower (bloom)                        |                       |
| for (in favor of)                  | fore (front part)                     | four (number 4)       |
| foreword (preface)                 | forward (front part)                  |                       |
| forth (forward)                    | fourth (after third)                  |                       |
| foul (bad)                         | fowl (bird)                           |                       |
| friar (brother in religious order) | fryer (frying chicken)                |                       |
| gate (fence opening)               | gait (foot movement)                  |                       |
| gilt (golden)                      | guilt (opposite of innocence)         |                       |
| gnu (antelope)                     | knew (did know)                       | new (opposite of old) |
| gorilla (animal)                   | guerrilla (irregular soldier)         |                       |
| grate (grind)                      | great (large)                         |                       |
| groan (moan)                       | grown (cultivated)                    |                       |
| guessed (surmised)                 | guest (company)                       |                       |
| hail (ice; salute)                 | hale (healthy)                        |                       |
| hair (on head)                     | hare (rabbit)                         |                       |
| hall (passage)                     | haul (carry)                          |                       |
| hangar (storage building)          | hanger (to hang things on)            |                       |
| halve (cut in half)                | have (possess)                        |                       |
| hart (deer)                        | heart (body organ)                    |                       |
| hay (dried grass)                  | hey (expression to get attention)     |                       |
| heal (make well)                   | heel (bottom of foot)                 | he'll (he will)       |
| hear (listen)                      | here (this place)                     |                       |
| heard (listened)                   | herd (group of animals)               |                       |
| heed (pay attention)               | he'd (he would)                       |                       |

|                                |                                      |             |
|--------------------------------|--------------------------------------|-------------|
| hertz (unit of wave frequency) | hurts (pain)                         |             |
| hi (hello)                     | high (opposite of low)               |             |
| higher (above)                 | hire (employ)                        |             |
| him (pronoun)                  | hymn (religious song)                |             |
| hoarse (husky voice)           | horse (animal)                       |             |
| hole (opening)                 | whole (complete)                     |             |
| holy (sacred)                  | wholly (all)                         |             |
| horde (crowd)                  | hoard (hidden supply)                |             |
| hostel (lodging for youth)     | hostile (unfriendly)                 |             |
| hour (sixty minutes)           | our (possessive pronoun)             |             |
| hurdle (jump over)             | hurtle (throw)                       |             |
| idle (lazy)                    | idol (god)                           |             |
| in (opposite of out)           | inn (hotel)                          |             |
| insight (self-knowledge)       | incite (cause)                       |             |
| instance (example)             | instants (short periods of time)     |             |
| insure (protect against loss)  | ensure (make sure)                   |             |
| intense (extreme)              | intents (aims)                       |             |
| its (possessive pronoun)       | it's (it is)                         |             |
| lain (past participle of lie)  | lane (narrow way)                    |             |
| lead (metal)                   | led (guided)                         |             |
| leak (crack)                   | leek (vegetable)                     |             |
| lean (slender, incline)        | lien (claim)                         |             |
| leased (rented)                | least (smallest)                     |             |
| lessen (make less)             | lesson (instruction)                 |             |
| levee (embankment)             | levy (impose by legal authority)     |             |
| liar (untruthful)              | lyre (musical instrument)            |             |
| lichen (fungus)                | liken (compare)                      |             |
| lie (falsehood)                | lye (alkaline solution)              |             |
| lieu (instead of)              | Lou (name)                           |             |
| lightening (becoming light)    | lightning (occurs with thunder)      |             |
| load (burden)                  | lode (vein or ore)                   |             |
| loan (something borrowed)      | lone (single)                        |             |
| locks (plural of lock)         | lox (smoked salmon)                  |             |
| loot (steal)                   | lute (musical instrument)            |             |
| made (manufactured)            | maid (servant)                       |             |
| mail (send by post)            | male (masculine)                     |             |
| main (most important)          | Maine (state)                        | mane (hair) |
| maize (Indian corn)            | maze (confusing network of passages) |             |
| mall (courtyard)               | maul (attack)                        |             |
| manner (style)                 | manor (estate)                       |             |
| mantel (over fireplace)        | mantle (cloak)                       |             |
| marshal (escort)               | martial (militant)                   |             |
| massed (grouped)               | mast (support)                       |             |
| maybe (perhaps, adj.)          | may be (is possible, v.)             |             |

|                           |  |                          |
|---------------------------|--|--------------------------|
| meat (beef)               | meet (greet)                                     | mete (measure)           |
| medal (award)             | meddle (interfere)                               |                          |
| might (may, strength)     | mite (small insect)                              |                          |
| miner (coal digger)       | minor (juvenile)                                 |                          |
| missed (failed to attain) | mist (fog)                                       |                          |
| moan (groan)              | mown (cut down)                                  |                          |
| mode (fashion)            | mowed (cut down)                                 |                          |
| morn (early day)          | mourn (grieve)                                   |                          |
| muscle (flesh)            | mussel (shellfish)                               |                          |
| naval (nautical)          | navel (depression on<br>abdomen, type of orange) |                          |
| need (require)            | knead (mix with hands)                           |                          |
| new (not old)             | knew (remembered)                                | gnu (animal)             |
| night (evening)           | knight (feudal warrior)                          |                          |
| no (negative)             | know (familiar with)                             |                          |
| none (not any)            | nun (religious sister)                           |                          |
| not (in no manner)        | knot (tangle)                                    |                          |
| oar (of a boat)           | or (conjunction)                                 | ore (mineral deposit)    |
| ode (poem)                | owed (did owe)                                   |                          |
| oh (exclamation)          | owe (be indebted)                                |                          |
| one (number)              | won (triumphed)                                  |                          |
| overdo (go to extremes)   | overdue (past due)                               |                          |
| overseas (abroad)         | oversees (supervises)                            |                          |
| pail (bucket)             | pale (white)                                     |                          |
| pain (discomfort)         | pane (window glass)                              |                          |
| pair (two of a kind)      | pare (peel)                                      | pear (fruit)             |
| palate (roof of mouth)    | palette (board for paint)                        | pallet (tool, straw bed) |
| passed (went by)          | past (former)                                    |                          |
| patience (composure)      | patients (sick persons)                          |                          |
| pause (brief stop)        | paws (feet of animals)                           |                          |
| peace (tranquility)       | piece (part)                                     |                          |
| peak (mountaintop)        | peek (look)                                      | per (for each)           |
| pearl (jewel)             | purl (knitting stitch)                           | per (for each)           |
| pedal (ride a bike)       | peddle (sell)                                    | per (for each)           |
| peer (equal)              | pier (dock)                                      | per (for each)           |
| per (for each)            | purr (cat sound)                                 | per (for each)           |
| pi (Greek letter)         | pie (kind of pastry)                             | per (for each)           |
| plain (simple)            | plane (flat surface)                             | per (for each)           |
| pleas (plural of plea)    | please (to be agreeable)                         | per (for each)           |
| plum (fruit)              | plumb (lead weight)                              | per (for each)           |
| pole (stick)              | poll (vote)                                      | per (for each)           |
| pore (ponder, skin gland) | pour (flow freely)                               | per (for each)           |
| pray (worship)            | prey (victim)                                    | per (for each)           |
| presents (gifts)          | presence (appearance)                            | per (for each)           |
| principal (chief)         | principle (rule)                                 | per (for each)           |
| profit (benefit)          | prophet (seer)                                   | per (for each)           |
| rain (precipitation)      | reign (royal authority)                          | rein (harness)           |

|  |                            |                   |
|--|----------------------------|-------------------|
| raise (put up)                           | raze (tear down)           | rays (of sun)     |
| rap (hit, talk)                          | wrap (cover)               |                   |
| read (peruse)                            | reed (plant)               |                   |
| read (perused)                           | red (color)                |                   |
| real (genuine)                           | reel (spool)               |                   |
| reek (give off strong odor)              | wreak (inflict)            |                   |
| rest (relax)                             | wrest (inflict)            |                   |
| review (look back)                       | revue (musical)            |                   |
| right (correct)                          | rite (ceremony)            | write (inscribe)  |
| rime (ice, rhyme)                        | rhyme (same end sound)     |                   |
| ring (circular band)                     | wring (squeeze)            |                   |
| road (street)                            | rode (transported)         | rowed (used oars) |
| roe (fish eggs)                          | row (line, use oars)       |                   |
| role (character)                         | roll (turn over, bread)    |                   |
| root (part of a plant)                   | route (highway)            |                   |
| rose (flower)                            | rows (lines)               |                   |
| rote (by memory)                         | wrote (did write)          |                   |
| rung (step on a ladder,<br>past of ring) | wrung (squeezed)           |                   |
| sail (travel by boat)                    | sale (bargain)             |                   |
| scene (setting)                          | seen (viewed)              |                   |
| scull (boat, row)                        | skull (head)               |                   |
| sea (ocean)                              | see (visualize)            |                   |
| seam (joining mark)                      | seem (appear to be)        |                   |
| serf (feudal servant)                    | surf (waves)               |                   |
| sew (mend)                               | so (in order that)         | sow (plant)       |
| shear (cut)                              | sheer (transparent)        |                   |
| shoe (foot covering)                     | shoo (drive away)          |                   |
| shoot (use gun)                          | chute (trough)             |                   |
| shone (beamed)                           | shown (exhibited)          |                   |
| side (flank)                             | sighed (audible breath)    |                   |
| slay (kill)                              | sleigh (sled)              |                   |
| sleight (dexterity)                      | slight (slender)           |                   |
| soar (fly)                               | sore (painful)             |                   |
| sole (only)                              | soul (spirit)              |                   |
| some (portion)                           | sum (total)                |                   |
| son (male offspring)                     | sun (star)                 |                   |
| stair (step)                             | stare (look intently)      |                   |
| stake (post)                             | steak (meat)               |                   |
| stationary (fixed)                       | stationery (paper)         |                   |
| steal (rob)                              | steel (metal)              |                   |
| straight (not crooked)                   | strait (channel of water)  |                   |
| suite (connected rooms)                  | sweet (sugary)             |                   |
| tacks (plural of tack)                   | tax (assess; burden)       |                   |
| tail (animal's appendage)                | tale (story)               |                   |
| taught (did teach)                       | taut (tight)               |                   |
| tea (drink)                              | tee (holder for golf ball) |                   |

|                                  |                                |                      |
|----------------------------------|--------------------------------|----------------------|
| teas (plural of tea)             | tease (mock)                   |                      |
| team (crew)                      | teem (be full)                 |                      |
| tear (cry)                       | tier (level)                   |                      |
| their (possessive pronoun)       | there (at that place)          | they're (they are)   |
| theirs (possessive pronoun)      | there's (there is)             |                      |
| threw (tossed)                   | through (finished)             |                      |
| throne (king's seat)             | thrown (tossed)                |                      |
| thyme (herb)                     | time (duration)                |                      |
| tic (twitch)                     | tick (insect, sound of clock)  |                      |
| tide (ebb and flow)              | tied (bound)                   |                      |
| to (toward)                      | too (also)                     | two (number)         |
| toad (frog)                      | towed (pulled)                 |                      |
| toe (digit on foot)              | tow (pull)                     |                      |
| told (informed)                  | tolled (rang)                  |                      |
| trussed (tied)                   | trust (confidence)             |                      |
| vain (conceited)                 | vane (wind indicator)          | vein (blood vessel)  |
| vale (valley)                    | veil (face cover)              |                      |
| vice (bad habit)                 | vise (clamp)                   |                      |
| vile (disgusting)                | vial (small bottle)            |                      |
| wade (walk in water)             | weighed (measured heaviness)   |                      |
|                                  | whale (sea mammal)             |                      |
| wail (cry)                       | waste (trash)                  |                      |
| waist (middle of body)           | weight (heaviness)             |                      |
| wait (linger)                    | wave (swell, motion with hand) |                      |
| waive (forgive)                  | wear (have on)                 | where (what place)   |
| ware (pottery)                   | weigh (measure heaviness)      |                      |
| way (road)                       | weighs (is this heavy)         |                      |
| ways (plural of way, shipyard)   | wee (small)                    |                      |
| we (pronoun)                     | week (seven days)              |                      |
| weak (not strong)                | wheel (circular frame)         |                      |
| we'll (we will)                  | whether (if)                   |                      |
| weather (climate characteristic) |                                |                      |
| weave (interlace)                | we've (we have)                |                      |
| we'd (we would)                  | weed (plant)                   |                      |
| which (what one)                 | witch (sorceress)              |                      |
| while (during)                   | wile (trick)                   |                      |
| whine (complaining sound)        | wine (drink)                   |                      |
| who's (who is)                   | whose (possessive of who)      |                      |
| wood (of a tree)                 | would (is willing to)          |                      |
| worst (most bad)                 | wurst (sausage)                |                      |
| yoke (harness)                   | yolk (egg center)              |                      |
| you (pronoun)                    | ewe (female sheep)             | yew (evergreen tree) |
| you'll (you will)                | yule (Christmas)               |                      |
| your (possessive pronoun)        | you're (you are)               |                      |

See also List 4.13: Homographs and Heteronyms.

### List 4.13. Homographs and Heteronyms

Homographs are words that are spelled the same but have different meanings and different origins. Many other words have multiple meanings, but according to dictionary authorities, what makes these words homographs is that they have different origins as well. Some homographs are also heteronyms, meaning they have a different pronunciation, often caused by changing syllable stress (for example, *cón-sole* versus *con-sóle*) or vowel shift. These can also be called homonyms. They are marked with an asterisk (\*).

|  |   |                                   |
|--|---|-----------------------------------|
| august* (majestic)                     | August (eighth month of the year)         |                                   |
| axes* (plural of ax)                   | axes (plural of axis)                     |                                   |
| band (group of musicians)              | band (thin strip for binding)             |                                   |
| bass* (low male voice)                 | bass (kind of fish)                       |                                   |
| baste (pour liquid on while roasting)  | baste (sew with long stitches)            |                                   |
| batter (liquid mixture used for cakes) | batter (baseball player)                  |                                   |
| bay (part of a sea)                    | bay (aromatic herb)                       |                                   |
| bear (large animal)                    | bear (support, carry)                     |                                   |
| bill (statement of money owed)         | bill (beak)                               |                                   |
| bow* (weapon for shooting arrows)      | bow (forward part of a ship)              | bow (bend in greeting or respect) |
| box (four-sided container)             | box (kind of evergreen shrub)             | box (strike with the hand)        |
| buck (male deer)                       | buck (slang for dollar)                   |                                   |
| capital (money)                        | capital (punishable by death)             |                                   |
| carp (complain)                        | carp (kind of fish)                       |                                   |
| chap (crack or become rough)           | chap (boy or man)                         |                                   |
| chop (cut with something sharp)        |   |                                   |
| chop (cut of meat)                     |   |                                   |
| chuck (throw or toss)                  | chuck (cut of beef)                       |                                   |
| clip (cut)                             | clip (fasten)                             |                                   |
| close* (shut)                          | close (near)                              |                                   |
| cobbler (one who mends shoes)          | cobbler (fruit pie with one crust)        |                                   |
| colon (mark of punctuation)            | colon (lower part of the large intestine) |                                   |
| compact* (firmly packed together)      | compact (agreement)                       |                                   |
| con (swindle)                          | con (against)                             |                                   |
| console* (cabinet)                     | console (ease grief)                      |                                   |

|   |   |   |
|---|---|---|
| contract* (written agreement)                 | contract (withdraw)                     |   |
| content* (all things inside)                  | content (satisfied)                     |   |
| converse* (talk)                              | converse (opposite)                     |   |
| corporal (of the body)                        | corporal (low-ranking officer)          |   |
| count (name numbers in order)                 | count (nobleman)                        |   |
| counter (long table in a store or restaurant) | counter (one who counts)                | counter (opposite)                      |
| crow (loud cry of a rooster)                  | crow (large black bird)                 | Crow (tribe of Native American Indians) |
| cue (signal)                                  | cue (long stick used in a game of pool) |   |
| curry (rub and clean a horse)                 | curry (spicy seasoning)                 |   |
| date (day, month, and year)                   | date (sweet dark fruit)                 |   |
| defer (put off)                               | defer (yield to another)                |   |
| demean (lower in dignity)                     | demean (humble oneself)                 |   |
| desert* (dry barren region)                   | desert (go away from)                   |   |
| die (stop living)                             | die (tool)                              |   |
| do* (act; perform)                            | do (first tone on the musical scale)    |   |
| dock (wharf)                                  | dock (cut some off)                     |   |
| does* (plural of doe)                         | does (present tense of to do)           |   |
| dove* (pigeon)                                | dove (did dive)                         |   |
| down (from a higher to a lower place)         | down (soft feathers)                    | down (grassy land)                      |
| dredge (dig up)                               | dredge (sprinkle with flour or sugar)   |   |
| dresser (one who dresses)                     | dresser (bureau)                        |   |
| drove (did drive)                             | drove (flock, herd, crowd)              |   |
| dub (give a title)                            | dub (add voice or music to a film)      |   |
| duck (large wild bird)                        | duck (lower suddenly)                   | duck (type of cotton cloth)             |
| ear (organ of hearing)                        | ear (part of certain plants)            |   |
| egg (oval or round body laid by a bird)       | egg (encourage)                         |   |
| elder (older)                                 | elder (small tree)                      |   |
| entrance* (going in)                          | entrance (delight, charm)               |   |
| excise* (tax)                                 | excise (remove)                         |   |
| fair (beautiful, lovely)                      | fair (just, honest)                     | fair (showing of farm goods)            |
| fair (bazaar)                                 |   |   |
| fan (devise to stir up the air)               | fan (admirer)                           |   |

|  |   |                                       |
|--|---|---------------------------------------|
| fast (speedy)  | fast (go without food)                              |                                       |
| fawn (young deer)                                    | fawn (try to get favor by<br>slavish acts)          |                                       |
| fell (did fall)                                      | fell (cut down a tree)                              | fell (deadly)                         |
| felt (did feel)                                      | felt (type of cloth)                                |                                       |
| file (drawer; folder)                                | file (steel tool to smooth<br>material)             | file (material)                       |
| fine (high quality)                                  | fine (money paid as<br>punishment)                  |                                       |
| firm (solid, hard)                                   | firm (business, company)                            |                                       |
| fit (suitable)                                       | fit (sudden attack)                                 |                                       |
| flag (banner)  | flag (get tired)                                    |                                       |
| flat (smooth)  | flat (apartment)                                    |                                       |
| fleet (group of ships)                               | fleet (rapid)                                       |                                       |
| flight (act of flying)                               | flight (act of fleeing)                             |                                       |
| flounder (struggle)                                  | flounder (kind of fish)                             |                                       |
| fluke (lucky stroke in<br>games)                     | fluke (kind of fish)                                |                                       |
| fly (insect)   | fly (move through the air<br>with wings)            |                                       |
| foil (prevent carrying out<br>of plans)              | foil (metal sheet)                                  | foil (long narrow sword)              |
| fold (bend over on itself)                           | fold (pen for sheep)                                |                                       |
| forearm (part of the body)                           | forearm (prepare for trouble<br>ahead)              |                                       |
| forge (blacksmith shop)                              | forge (move ahead)                                  |                                       |
| forte* (strong point)                                | forte (loud)  |                                       |
| found (did find)                                     | found (set up, establish)                           |                                       |
| founder (sink)                                       | founder (one who<br>establishes)                    |                                       |
| frank (hotdog)                                       | frank (bold talk)                                   | Frank (man's name)                    |
| fray (become ragged)                                 | fray (fight)  |                                       |
| fresh (newly made, not<br>stale)                     | fresh (impudent, bold)                              |                                       |
| fret (worry)   | fret (ridge on a guitar's<br>neck)                  |                                       |
| fry (cook in shallow pan)                            | fry (young fish)                                    |                                       |
| fuse (slow-burning wick)                             | fuse (melt together)                                |                                       |
| gall (bile)  | gall (annoy)  |                                       |
| game (pastime)                                       | game (lame)   |                                       |
| gauntlet (challenge)                                 | gauntlet (protective glove)                         |                                       |
| gin (alcoholic beverage)                             | gin (apparatus for separating<br>seeds from cotton) | gin (card game)                       |
| gore (blood)   | gore (wound from a horn)                            | gore (three-sided insert<br>of cloth) |
| grate (framework for<br>burning fuel in a fireplace) | grate (have an annoying<br>effect)                  |                                       |



|   |   |                        |
|---|---|------------------------|
| grave (place of burial)                             | grave (important, serious)                | grave (carve)          |
| graze (feed on grass)                               | graze (touch lightly in passing)          |                        |
| ground (soil)                                       | ground (did grind)                        |                        |
| grouse (game bird)                                  | grouse (grumble, complain)                |                        |
| gull (sea bird)                                     | gull (cheat, deceive)                     |                        |
| gum (sticky substance from certain trees)           | gum (tissue around teeth)                 |                        |
| guy (rope, chain)                                   | guy (fellow)                              |                        |
| hack (cut roughly)                                  | hack (carrier or car for hire)            |                        |
| hail (pieces of ice that fall like rain)            | hail (shouts of welcome)                  |                        |
| hamper (hold back)                                  | hamper (large container or bucket)        |                        |
| hatch (bring forth young from an egg)               | hatch (opening in a ship's deck)          |                        |
| hawk (bird of prey)                                 | hawk (peddle goods)                       |                        |
| haze (mist, smoke)                                  | haze (bully)                              |                        |
| heel (back of the foot)                             | heel (tip over to one side)               |                        |
| hide (conceal, keep out of sight)                   | hide (animal skin)                        |                        |
| hinder (stop)                                       | hinder (rear)                             |                        |
| hold (grasp and keep)                               | hold (part of ship or place for cargo)    |                        |
| husky (big and strong)                              | husky (sled dog)                          |                        |
| impress (have a strong effect on)                   | impress (take by force)                   |                        |
| incense* (substance with a sweet smell when burned) | incense (make very angry)                 |                        |
| intern* (force to stay)                             | intern (doctor in training at a hospital) |                        |
| intimate* (very familiar)                           | intimate (suggest)                        |                        |
| invalid* (disabled person)                          | invalid (not valid)                       |                        |
| jam (fruit preserve)                                | jam (press or squeeze)                    |                        |
| jerky (with sudden starts and stops)                | jerky (strips of dried meat)              |                        |
| jet (stream of water, steam, or air)                | jet (hard black soil)                     | jet (type of airplane) |
| jig (dance)   | jig (fishing lure)                        |                        |
| job* (work)   | Job (biblical man of patience)            |                        |
| jumper (person or thing that jumps)                 | jumper (type of dress)                    |                        |
| junk (trash)  | junk (Chinese sailing ship)               |                        |
| key (instrument for locking and unlocking)          | key (low island)                          |                        |

|                                      |  |                                   |
|--------------------------------------|--|-----------------------------------|
| kind (friendly, helpful)             | kind (same class)                            |                                   |
| lap (body part formed when sitting)  | lap (drink)                                  | lap (one course traveled)         |
| lark (small songbird)                | lark (good fun)                              |                                   |
| lash (cord part of a whip)           | lash (tie or fasten)                         |                                   |
| last (at the end)                    | last (continue, endure)                      |                                   |
| launch (start out)                   | launch (type of boat)                        |                                   |
| lead* (show the way)                 | lead (metallic element)                      |                                   |
| league (measure of distance)         | league (group of persons or nations)         |                                   |
| lean (stand slanting)                | lean (not fat)                               |                                   |
| leave (go away)                      | leave (permission)                           |                                   |
| left (direction)                     | left (did leave)                             |                                   |
| lie (falsehood)                      | lie (place oneself in a flat position, rest) |                                   |
| light (not heavy)                    | light (not dark)                             | light (land on)                   |
| like (similar to)                    | like (be pleased with)                       |                                   |
| lime (citrus fruit)                  | lime (chemical substance)                    |                                   |
| limp (lame walk)                     | limp (not stiff)                             |                                   |
| line (piece of cord)                 | line (place paper or fabric inside)          |                                   |
| list (series of words)               | list (tilt to one side)                      |                                   |
| live* (exist)                        | live (having life)                           |                                   |
| loaf (be idle)                       | loaf (shaped as bread)                       |                                   |
| lock (fasten door)                   | lock (curl of hair)                          |                                   |
| long (great measure)                 | long (wish for)                              |                                   |
| loom (frame for weaving)             | loom (threaten)                              |                                   |
| low (not high)                       | low (cattle sound)                           |                                   |
| lumber (timber)                      | lumber (move along heavily)                  |                                   |
| mace (club, weapon)                  | mace (spice)                                 |                                   |
| mail (letters)                       | mail (flexible metal armor)                  |                                   |
| maroon (brownish red color)          | maroon (leave helpless)                      |                                   |
| mat (woven floor covering)           | mat (border for picture)                     |                                   |
| match (stick used to light fires)    | match (equal)                                |                                   |
| meal (food served at a certain time) | meal (ground grain)                          |                                   |
| mean (signify, intend)               | mean (unkind)                                | mean (average)                    |
| meter (unit of length)               | meter (poetic rhythm)                        | meter (device that measures flow) |
| might (past of may)                  | might (power)                                |                                   |
| mine (belonging to me)               | mine (hole in the earth to get ores)         |                                   |
| minute* (sixty seconds)              | minute (very small)                          |                                   |

|  |  |                                 |
|--|--|---------------------------------|
| miss (fail to hit)                     | miss (unmarried woman or girl)           |                                 |
| mold (form, shape)                     | mold (fungus)                            |                                 |
| mole (brown spot on the skin)          | mole (small underground animal)          |                                 |
| mortar (cement mixture)                | mortar (short cannon)                    |                                 |
| mount (high hill)                      | mount (go up)                            |                                 |
| mule (cross between donkey and horse)  | mule (type of slipper)                   |                                 |
| mum (silent)                           | mum (chrysanthemum)                      |                                 |
| nag (scold)                            | nag (old horse)                          |                                 |
| nap (short sleep)                      | nap (rug fuzz)                           |                                 |
| net (open-weave fabric)                | net (remaining after deductions)         |                                 |
| nip (small drink)                      | nip (pinch)                              |                                 |
| number (numeral)                       | number (past tense of numb)              |                                 |
| object* (a thing)                      | object (to protest)                      |                                 |
| pad (cushion)                          | pad (walk softly)                        |                                 |
| page (one side of a sheet of paper)    | page (youth who runs errands)            |                                 |
| palm (inside of hand)                  | palm (kind of tree)                      |                                 |
| patent (right or privilege)            | patent (type of leather)                 |                                 |
| patter (rapid taps)                    | patter (light, easy walk)                |                                 |
| pawn (leave as security for loan)      | pawn (chess piece)                       |                                 |
| peaked* (having a point)               | peaked (looking ill)                     |                                 |
| peck (dry measure)                     | peck (strike at)                         |                                 |
| pen (instrument for writing)           | pen (enclosed yard)                      |                                 |
| pile (heap or stack)                   | pile (nap on fabrics)                    |                                 |
| pine (type of evergreen)               | pine (yearn or long for)                 |                                 |
| pitch (throw)                          | pitch (tar)                              |                                 |
| pitcher (container for pouring liquid) | pitcher (baseball player)                |                                 |
| poach (trespass)                       | poach (cook an egg)                      |                                 |
| poker (card game)                      | poker (rod for stirring a fire)          |                                 |
| pole (long piece of wood)              | pole (either end of the earth's axis)    |                                 |
| policy (plan of action)                | policy (written agreement)               |                                 |
| Polish* (from Poland)                  | polish (shine)                           |                                 |
| pool (tank with water)                 | pool (game played with balls on a table) |                                 |
| pop (short, quick sound)               | pop (dad)                                | pop (popular)                   |
| post (support)                         | post (job or position)                   | post (system for mail delivery) |

|                                    |  |                                 |
|------------------------------------|--|---------------------------------|
| pound (unit of weight)             | pound (hit hard again and again)           | pound (pen)                     |
| present* (not absent)              | present (gift)                             | present (to introduce formally) |
| press (squeeze)                    | press (force into service)                 |                                 |
| primer* (first book)               | primer (something used to prepare another) |                                 |
| produce* (vegetables)              | produce (make something)                   |                                 |
| prune (fruit)                      | prune (cut, trim)                          |                                 |
| pry (look with curiosity)          | pry (lift with force)                      |                                 |
| pump (type of shoe)                | pump (machine that forces liquid out)      |                                 |
| punch (hit)                        | punch (beverage)                           |                                 |
| pupil (student)                    | pupil (part of the eye)                    |                                 |
| quack (sound of a duck)            | quack (phony doctor)                       |                                 |
| racket (noise)                     | racket (paddle used in tennis)             |                                 |
| rail (bar of wood or metal)        | rail (complain bitterly)                   |                                 |
| rank (row or line)                 | rank (having a bad odor)                   |                                 |
| rare (unusual)                     | rare (not cooked much)                     |                                 |
| rash (hasty)                       | rash (small red spots on the skin)         |                                 |
| ream (500 sheets of paper)         | ream (clean a hole)                        |                                 |
| rear (back part)                   | rear (bring up)                            |                                 |
| record* (music disk)               | record (write down)                        |                                 |
| recount (count again)              | recount (tell in detail)                   |                                 |
| reel (spool for winding)           | reel (sway under a blow)                   | reel (lively dance)             |
| refrain (hold back)                | refrain (part repeated)                    |                                 |
| refuse* (say no)                   | refuse (waste, trash)                      |                                 |
| rest (sleep)                       | rest (what is left)                        |                                 |
| rifle (gun with a long barrel)     | rifle (ransack, search through)            |                                 |
| ring (circle)                      | ring (bell sound)                          |                                 |
| root (underground part of a plant) | root (cheer for someone)                   |                                 |
| row* (line)                        | row (use oars to move a boat)              | row (noisy fight)               |
| sage (wise person)                 | sage (herb)                                |                                 |
| sap (liquid in a plant)            | sap (weaken)                               |                                 |
| sash (cloth worn around the waist) | sash (frame of a window)                   |                                 |
| saw (did see)                      | saw (tool for cutting)                     | saw (wise saying)               |
| scale (balance)                    | scale (outer layer of fish and snakes)     | scale (series of steps)         |
| school (place for learning)        | school (group of fish)                     |                                 |
| scour (clean)                      | scour (move quickly over)                  |                                 |
| scrap (small bits)                 | scrap (quarrel)                            |                                 |

|  |  |                     |
|--|--|---------------------|
| seal (mark of ownership)                 | seal (sea mammal)                        |                     |
| sewer* (one who sews)                    | sewer (underground pipe for wastes)      |                     |
| shark (large meat-eating fish)           | shark (dishonest person)                 |                     |
| shed (small shelter)                     | shed (get rid of)                        |                     |
| shingles (roofing materials)             | shingles (viral disease)                 |                     |
| shock (sudden violent disturbance)       | shock (thick bushy mass)                 |                     |
| shot (fired a gun)                       | shot (worn out)                          |                     |
| slug (small slow-moving animal)          | slug (hit hard)                          |                     |
| sock (covering for foot)                 | sock (hit hard)                          |                     |
| soil (ground, dirt)                      | soil (make dirty)                        |                     |
| sole (type of fish)                      | sole (only)                              |                     |
| sow* (scatter seeds)                     | sow (female pig)                         |                     |
| spar (mast of a ship)                    | spar (argue)                             | spar (mineral)      |
| squash (press flat)                      | squash (vegetable)                       |                     |
| stake (stick or post)                    | stake (risk or prize)                    |                     |
| stalk (main stem of a plant)             | stalk (follow secretly)                  |                     |
| stall (place in a stable for one animal) | stall (delay)                            |                     |
| staple (metal fastener for paper)        | staple (principal element)               |                     |
| steer (guide)                            | steer (young male cattle)                |                     |
| stem (part of a plant)                   | stem (stop, dam up)                      |                     |
| stern (rear part of a ship)              | stern (harsh, strict)                    |                     |
| still (not moving)                       | still (apparatus for making alcohol)     |                     |
| stoop (bend down)                        | stoop (porch)                            |                     |
| strain (pull tight)                      | strain (group with an inherited quality) |                     |
| strand (leave helpless)                  | strand (thread or string)                |                     |
| strip (narrow piece of cloth)            | strip (remove)                           |                     |
| stroke (hit)                             | stroke (pet, soothe)                     | stroke (an illness) |
| stunt (stop growth)                      | stunt (bold action)                      |                     |
| sty (pen for pigs)                       | sty (swelling on eyelid)                 |                     |
| subject* (topic)                         | subject (put under)                      |                     |
| swallow (take in)                        | swallow (small bird)                     |                     |
| tap (strike lightly)                     | tap (faucet)                             |                     |
| tarry* (delay)                           | tarry (covered with tar)                 |                     |
| tart (sour but agreeable)                | tart (small fruit-filled pie)            |                     |
| tear* (drop of liquid from the eye)      | tear (pull apart)                        |                     |
| temple (building for worship)            | temple (side of forehead)                |                     |

|   |                                 |                                     |
|---|---------------------------------|-------------------------------------|
| tend (incline to)   | tend (take care of)             |                                     |
| tender (not tough)  | tender (offer)                  |                                     |
| till (until)  | till (plow the land)            |                                     |
| tip (end point)   | tip (slant)                     | tip (present of money for services) |
| toast (browned bread slices)  | toast (wish for good luck)      |                                     |
| toll (sound of a bell)  | toll (fee paid for a privilege) |                                     |
| top (highest point)   | top (toy that spins)            |                                     |
| troll (ugly dwarf)  | troll (method of fishing)       |                                     |
| unaffected (not influenced)   | unaffected (innocent)           |                                     |
| will (statement of desire for distribution of property after one's death) | will (is going to)              | will (deliberate intention or wish) |
| wind* (air in motion)   | wind (turn)                     |                                     |
| wound* (hurt)   | wound (wrapped around)          |                                     |
| yak (long-haired ox)  | yak (talk endlessly)            |                                     |
| yard (enclosed space around a house)                                      | yard (thirty-six inches)        |                                     |
| yen (strong desire)   | yen (unit of money in Japan)    |                                     |

See also List 4.12: Homophones.

# Section Five

# Grammar

## List 5.1. Basic Sentence Patterns

Students find it helpful to have models for basic sentence patterns. It helps them learn English word order and reminds them of how articles and other parts of speech are used. Compound patterns may be taught at the same time as simple patterns if students understand the use of compounds in spoken English.

### Simple Patterns

|         |   |
|---------|---|
| N/V     | <b>noun/verb</b>                            |
|         | The boys/ran.                               |
|         | Four women/sewed.                           |
|         | The faucet/dripped.                         |
|         | A balloon/burst.                            |
| N/V/AD  | Children/laughed.                           |
|         | <b>noun/verb/adverb</b>                     |
|         | The glass/broke/suddenly.                   |
|         | I/drove/home.                               |
|         | We/left/early in the morning.               |
| N/V/N   | Darin/trained/all season.                   |
|         | Adam/fished/often.                          |
|         | <b>noun/verb/noun</b>                       |
|         | Christopher/planned/the trip.               |
|         | The artist/painted/a picture.               |
| N/V/N/N | The choir/sings/hymns.                      |
|         | An elephant/eats/peanuts.                   |
|         | The cat/caught/a mouse.                     |
|         | <b>noun/verb/noun/noun</b>                  |
|         | Jenn/made/Benji/a sandwich.                 |
|         | Tom/bought/Chris/flowers.                   |
|         | Mom/bought/them/tickets.                    |
|         | The representatives/elected/David/chairman. |
|         | Philip/called/Alex/his cousin.              |

**N/V/N/ADJ**      **noun/verb/noun/adjective**  
Jared/found/the door/open.  
You/are driving/me/crazy.  
Meg/made/the house/cozy.  
Alicia and Samantha/painted/the room/green.  
The frosting/made/the cake/fattening.

**N/LV/N**      **noun/linking verb/noun**  
Mike/is/a banker.  
The party/will be/a surprise.  
The owner/was/a musician.  
The desk/could have been/an antique.  
The drivers/were/professionals.

**N/LV/ADJ**      **noun/linking verb/adjective**  
Love/is/grand.  
Gloria/seems/pleased.  
The apples/were/tart.  
Jim/feels/energetic.  
The potatoes/tasted/salty.

### Compound Patterns

**N/V**      **noun/verb**  
Lisa and Steven/studied.  
The roses and begonias/bloomed.  
The old lady/complained and complained.  
The tigers/roared and attacked.  
The mother and child/watched and smiled.  
David and Andrew/sailed and swam.

**N/V/AD**      **noun/verb/adverb**  
The books and papers/were scattered/on the desk.  
Your letter and package/arrived/yesterday.  
She/typed and filed/expertly.  
They/designed and painted/carefully.  
The thief/entered/slowly and noiselessly.  
The guests/gathered/on the deck and in the house.

**N/V/N**      **noun/verb/noun**  
The principal and teachers/greeted/the students.  
Hydrogen and oxygen/form/water.  
Jason/sorted and stacked/his bills.  
Cynda/picked and arranged/the flowers.  
Gabriela/purchased/some coffee and biscuits.  
Ryan/wore/a jacket and tie.

**N/V/N/N**      **noun/verb/noun/noun**  
Jackie and Nancy/gave/Gerry/hugs.  
Chuck/planned and built/Marie/a bookcase.



---

|                  |   |
|------------------|---|
|                  | Kathy/gave/Emily and Maggie/kisses.<br>Nick/cooked/Camille/shrimp and scallops.   |
| <b>N/V/N/ADJ</b> | <b>noun/verb/noun/adjective</b><br>The heat and humidity/made/Jake/tired.<br>The judge/thought and called/the winner/exceptional.<br>The surprise/made/Jaime and Jessica/happy.<br>Phil/found/Gloria/interesting and beautiful. |
| <b>N/LV/N</b>    | <b>noun/linking verb/noun</b><br>Emily and Hanna/are/sisters.<br>You/can and will be/a winner.<br>Michael/is/a reader and a writer.   |
| <b>N/LV/ADJ</b>  | <b>noun/linking verb/adjective</b><br>The coffee and tea/were/hot.<br>Reading/is and will be/necessary.<br>The model/is/tall and slender.   |

## List 5.2. Question and Answer Sentence Patterns

English provides many options for asking and answering questions. Be sure to introduce students to alternate question and response patterns, and discuss the level of formality that each type conveys. Students who have gained some knowledge of English through instruction that focused on reading and writing may find the flexibility more challenging than those who have learned English through a model that focused on listening and speaking.

There are six major sentence patterns for asking questions, and several answer forms:

1. Question words
2. Inverted word order
3. Emphatic or request words
4. Tag questions
5. Closed questions
6. Open questions

### Question Words

|                        |   |
|------------------------|---|
| Who called the taxi?   | Victor.<br>Victor called.<br>Victor called it.<br>Victor called the taxi. |
| Who is waiting?        | Bijal.  |
| Who's waiting?         | Bijal is.<br>Bijal is waiting.  |
| What is in the box?    | A vase.   |
| What's in the box?     | A vase is.<br>A vase is in the box.                                       |
| Where are you going?   | The store.  |
| Where're you going?    | To the store.<br>I'm going to the store.                                  |
| When are you leaving?  | In an hour.<br>I'm leaving in an hour.                                    |
| Why did he call?       | To get the answer.  |
| Why'd he call?         | He called to get the answer.  |
| How much does it cost? | Three dollars.<br>It costs three dollars.                                 |

### Inverted Word Order

|                   |             |               |
|-------------------|-------------|---------------|
| Are you tired?    | Yes, I am.  | No, I'm not.  |
| Aren't you tired? | Yes, I am.  | No, I'm not.  |
| Is he hungry?     | Yes, he is. | No, he's not. |
| Isn't he hungry?  | Yes, he is. | No, he isn't. |

|                         |              |                |
|-------------------------|--------------|----------------|
| Is it time to go?       | Yes, it is.  | No, it's not.  |
| Isn't it time to go?    | Yes, it is.  | No, it isn't.  |
| Will you be going?      | Yes, I will. | No, I won't.   |
| Won't you be going?     | Yes, I will. | No, I won't.   |
| Have you had a cold?    | Yes, I have. | No, I haven't. |
| Haven't you had a cold? | Yes, I have. | No, I haven't. |

### Emphatic or Request Words

|                      |                  |                    |
|----------------------|------------------|--------------------|
| Did it fall?         | Yes, it did.     | No, it didn't.     |
| Do you like it?      | Yes, I do.       | No, I don't.       |
| Does he have one?    | Yes, he does.    | No, he doesn't.    |
| May I have some?     | Yes, you may.    | No, you may not.   |
| Can we leave?        | Yes, we can.     | No, we can't.      |
| Should I speak?      | Yes, you should. | No, you shouldn't. |
| Have they gone?      | Yes, they have.  | No, they haven't.  |
| Has she finished?    | Yes, she has.    | No, she hasn't.    |
| Would you take this? | Yes, I would.    | No, I wouldn't.    |

### Question Tags

|                                  |                                  |
|----------------------------------|----------------------------------|
| I'm on next, aren't I?           | I'm not on next, am I?           |
| You're tall, aren't you?         | You're not tall, are you?        |
| She's busy, isn't she?           | She's not busy, is she?          |
| It's over, isn't it?             | It's not over, is it?            |
| We're young, aren't we?          | We're not young, are we?         |
| They're smiling, aren't they?    | They're not smiling, are they?   |
| I was hungry, wasn't I?          | I wasn't hungry, was I?          |
| You're ill, weren't you?         | You weren't ill, were you?       |
| He was broke, wasn't he?         | He wasn't broke, was he?         |
| We were silly, weren't we?       | We weren't silly, were we?       |
| They were new, weren't they?     | They weren't new, were they?     |
| You'll go, won't you?            | You won't go, will you?          |
| They'll go, won't they?          | They won't go, will they?        |
| She can go, can't she?           | She can't go, can she?           |
| We can go, can't we?             | We can't go, can we?             |
| They do know, don't they?        | They don't know, do they?        |
| She did write, didn't she?       | She didn't write, did she?       |
| It looks good, doesn't it?       | It doesn't look good, does it?   |
| The jet has landed, hasn't it?   | The jet hasn't landed, has it?   |
| He had won, hadn't he?           | He hadn't won, had he?           |
| I have missed, haven't I?        | I haven't missed, have I?        |
| I could do it, couldn't I?       | I couldn't do it, could I?       |
| They would do it, wouldn't they? | They wouldn't do it, would they? |
| We should do it, shouldn't we?   | We shouldn't do it, should we?   |

### **Closed Questions—Yes or No Answers**

Does Marina like ice cream?

Doesn't Marina like ice cream?

Marina likes ice cream, doesn't she?

### **Open Questions—Various Answers Possible**

What does Ritesh like?

What doesn't Ritesh like?

## List 5.3. Negative Sentence Patterns

There are three common ways to express negation in English: negate the verb in the sentence, negate a noun in the sentence, or use a special negative word.

### Negating the Verb

To negate the verb in a sentence, add *not* between the auxiliary and the main verb. If the verb does not have an auxiliary, use its emphatic transformation and the auxiliary *do* or *does*. Contractions are frequently used in negative sentences. Examples:

| Positive                | Transformation      | Negative  |
|-------------------------|---------------------|---|
| I see it.               | I do see it.        | I do not see it.<br>I don't see it.                       |
| I have it.              | I do have it.       | I do not have it.<br>I don't have it.                     |
| He carries them.        | He does carry them. | He does not carry them.<br>He doesn't carry them.         |
| I saw it.               | I did see it.       | I did not see it.<br>I didn't see it.                     |
| He could fix the tire.  |                     | He could not fix the tire.<br>He couldn't fix the tire.   |
| I will go to the store. |                     | I will not go to the store.<br>I won't go to the store.   |
| We were going swimming. |                     | We were not going swimming.<br>We weren't going swimming. |
| It is time to go.       |                     | It is not time to go.<br>It isn't time to go.             |

### Negating a Noun

To negate a noun, add *no* before the noun. Examples:

|                                   |                                      |
|-----------------------------------|--------------------------------------|
| We have time to spare.            | We have no time to spare.            |
| I found money in the park.        | I found no money in the park.        |
| Photographs were taken on Friday. | No photographs were taken on Friday. |

### Using a Special Negative Word

These words are also used to express negation: *nobody*, *nothing*, *nowhere*, *none*, *no one*, and *neither*. Examples:

|   |                                    |
|---|------------------------------------|
| Nobody found Marianne's wallet.             | There was nothing left in the jar. |
| Nowhere is more beautiful than this valley. | None of the babies cried.          |
| No one knew how to turn off the generator.  | Neither Kathryn nor Fred saw it.   |

## List 5.4. Active/Passive Sentence Patterns

The verb in a sentence is in the active voice when the subject is the doer or agent of the action. The verb is in the passive voice when the subject is the receiver of the action. The doer or agent of the action is not always stated in a passive sentence.

### Active

Anthony broke the window.

A neighbor is watching her.

I am not considering the costs.

He is stirring the soup.

The music excites me.

Librarians order books.

We make decisions daily.

Farmers grow grain.

They do not trade jobs often.

She usually makes the tea.

Someone stole the car.

They voted Dawn treasurer.

Sissy gave Jake a watch.

Jose did not paint the house.

Ellen slammed the door shut.

The boys didn't rake the leaves.

The teacher graded the tests.

Congress raised the taxes.

Phil drank the soda.

Jill will not call Rosa.

Harry will fix the VCR.

They will break the record.

We will bring the boxes.

Andy will tease Annette.

I will operate the machine.

Ed will appoint the captain.

I will not do it.

Someone will take us.

### Passive

The window was broken by Anthony.

The window was broken.

She is being watched by a neighbor.

The costs are not being considered.

The soup is being stirred by him.

I am excited by the music.

Books are ordered by librarians.

Decisions are made daily.

Grain is grown by farmers.

Jobs were not traded often by them.

The tea is usually made by her.

The car was stolen.

Dawn was voted treasurer.

Jake was given a watch by Sissy.

The house was not painted by Jose.

The door was slammed shut.

The leaves weren't raked by the boys.

The tests were graded.

The taxes were raised by Congress.

The soda was drunk by Phil.

Rosa will not be called by Jill.

The VCR will be fixed.

The record will be broken by them.

The boxes will be brought by us.

Annette will be teased by Andy.

The machine will be operated by me.

The captain will be appointed by Ed.

It will not be done by me.

We will be taken by someone.

## List 5.5. The Parts of Speech

The English language classifies words into eight categories, or parts of speech:

|         |             |             |              |
|---------|-------------|-------------|--------------|
| noun    | verb        | adjective   | adverb       |
| pronoun | conjunction | preposition | interjection |

The parts of speech are the building blocks of the language. The categories explain how a word is *used* in written and spoken language. In English, the same word can be used in more than one way. For example, in the sentence,

I *talk* to my friend everyday.

the word *talk* is used as the *verb* or action of the sentence. But in this sentence,

Her *talk* about hats was boring.

the word *talk* is used as a *noun* or the subject of the sentence.

The *syntax* of a language is the set of rules for using the different parts of speech to form sentences grammatically. In addition to helping us speak and write clearly, our knowledge of these rules or patterns (syntax clues) helps us to understand the meaning of unfamiliar words. For example, in the sentence

The *glicker* explained why he was late.

we can tell that a *glicker* is a *person* because the word is used as a *noun*, and that the *glicker* is *male* because of the *pronoun* *he* referring back to *glicker*. Understanding the parts of speech and their use in sentences will also help students improve their listening and reading comprehension.

### Noun

A *noun* names or points out a person, place, thing, or idea. It can act or be acted upon. Examples: *teacher, home, bike, democracy*.

A *proper noun* names a specific person, place, or thing. Always capitalize a proper noun. Examples: *Jennifer, New Jersey, North Sea, Eiffel Tower, Central Park*.

A *common noun* names one of a class or group of persons, places, or things. Common nouns are not capitalized. Examples: *boy, president, state, sea, building*.

In sentences, nouns are used as subjects, direct objects, indirect objects, or objects of prepositions:

|                       |                            |
|-----------------------|----------------------------|
| Subject               | The dog barked.            |
| Direct object         | John broke the lock.       |
| Indirect object       | I gave Christine the book. |
| Object of preposition | We went to the park.       |

### Pronoun

A *pronoun* is used in place of a noun. Different pronoun forms are used to show:

- person (first, second, or third)
- number (singular or plural)
- gender (masculine, feminine, or neuter)
- case (nominative, possessive, or objective).

In addition, there are different types of pronouns for special purposes.

*Personal pronouns* refer to one or more individuals or things (*we, it*).

*Interrogative pronouns* are used to ask questions (*who, what*).

*Relative pronouns* relate groups of words to nouns or other pronouns (*that, which*).

*Indefinite pronouns* make a general reference; they do not point to a specific person or thing (*each, someone*).

*Demonstrative pronouns* are used to point out or identify a noun (*this, those*).

*Reflexive pronouns* emphasize and refer back to the noun (*itself, ourselves*).

See List 5.14, on pronouns, and List 5.15, on possessive forms, for additional information and examples.

## Adjective

An *adjective* describes a noun or a pronoun and tells what kind, how many, or which one.

Examples: *lazy, beautiful, three, that*.

See List 5.16, on adjectives, for additional information and examples.

## Verb

A *verb* shows a physical or mental action, or the state of being of a subject.

Examples: *build, wish, climb, feel, seem, understand*.

There are three types of verbs: transitive, intransitive, and linking.

- A *transitive verb* relates an action that has an object.  
Example: Janet *made* the cards.
- An *intransitive verb* does not have an object.  
Example: Cody and Sophia *smiled*.
- A *linking verb* connects the subject and a word that describes or relates to the subject.  
Example: Brad *looks* proud.

Verbs take different forms to show person, voice, tense, and mood.

See List 5.6, on verbs, for more information and examples.

## Adverb

An *adverb* describes a verb, an adjective, or another adverb by providing information about where, when, how, how much or to what extent. Many adverbs are formed by adding the suffix *-ly* to an adjective or noun.

Examples: *outside, later, seriously, few*.

See List 5.17, on adverbs and adverbial phrases, for more information and examples.

## Conjunction

A *conjunction* is used to join words, phrases, or clauses.

Examples: *and, because, however, but*.

See List 5.19, on conjunctions, for more information and examples.



## **Preposition**

A *preposition* shows the relationship of a noun or pronoun to another word. A prepositional phrase is made up of a preposition and a noun with its modifiers. Prepositional phrases may indicate an indirect object, or act as adverbs of time or place.

Examples: *to* the girl (indirect object), *on* the bed (adverb), *across* the street (adverb), *before* noon (adverb).

See List 5.20, on prepositions, for additional information and a list of common prepositions.

## **Interjection**

An *interjection* is a word that is used alone to express strong emotion.

Examples: *Wow! Congratulations! Damn! Bravo!*

## List 5.6. Verbs

*Verbs* show physical or mental action or the state of being of a subject. For example, *sit*, *think*, *swim*, *breathe*, *appear* and *know* are all verbs. Verbs take different forms to show person, voice, tense, and mood.

### Person

*Person* refers to the subject of the verb.

It can be first, second, or third person, singular or plural.

Verbs use different endings and forms to show person.

|            | Singular    | Plural |
|------------|-------------|--------|
| 1st person | I           | We     |
| 2nd person | You         | You    |
| 3rd person | He, she, it | They   |

### Voice

Verbs have an active and a passive voice.

A verb is in the active voice when the subject is the agent or doer of the action.

A verb is in the passive voice when the subject is the receiver of the action.

Examples:

|         |                             |
|---------|-----------------------------|
| Active  | Marie baked the pie.        |
| Passive | The pie was baked by Marie. |

### Tense

Verb tense shows the time of the action.

The *simple* tenses are the present, the past, and the future.

The *perfect* tenses are the present perfect, past perfect, and future perfect.

The *progressive* tenses are the present progressive, present perfect progressive, past perfect progressive, and future perfect progressive.

See List 5.19, on verb conjugation, for additional information and examples.

### Mood

Verb moods help show the intention of the speaker or writer.

The three moods are indicative, imperative, and subjunctive.

- The *indicative mood* is used to make statements or ask questions.

Examples: I baked an apple pie. Where did you get that hat?

- The *imperative mood* is used for commands or requests.

Examples: Wash your hands. Please go to the store.

- The *subjunctive mood* is used to express a wish, a condition contrary to fact, or a request.

Examples: I wish I were taller. If I begin this project, will you finish it for me? If I had dealt you another card, would you have won?

Verbs can also be transitive, intransitive, or linking.

- A *transitive verb* conveys an action that has an object.  
Example: Camille *baked* the bread.
- An *intransitive verb* does not have an object.  
Example: The baby *cried*.
- A *linking verb* connects the subject and a word that describes or relates to the subject.  
Example: The old man *seems* tired.

Verbs have five *principle parts*: infinitive, present, present participle, past, and past participle. *Regular verbs* form their past and past participle by adding the suffix *-d* or *-ed* to the verb base.

Examples: *look, looked, looked; thank, thanked, thanked*.

*Irregular verbs* do not follow this pattern and their past and past participle forms must be learned.

Examples: *go, went, gone; see, saw, seen; bit, bit, bitten*.

|                    | Regular Verb | Irregular Verb |
|--------------------|--------------|----------------|
| Infinitive         | to mend      | to go          |
| Present            | mend         | go             |
| Present participle | mending      | going          |
| Past               | mended       | went           |
| Past participle    | mended       | gone           |

The verb *to be* is a special case. It has irregular present forms:

|                    |             |
|--------------------|-------------|
| Infinitive         | to be       |
| Present            | am, are, is |
| Present participle | being       |
| Past               | was         |
| Past participle    | been        |

See List 5.11, on irregular verb forms, for a complete list.

*Auxiliary verbs*, also called *helping verbs*, are used with the main verb to show tense and mood. They include the forms of *be*, *have*, and *do*.

Examples: *will go, has been crying, had gone, did say*.

*Modal auxiliary verbs* are also helping verbs and are used to indicate possibilities, obligations, abilities, desires, permissions, needs, willingness, requests, and viewpoints.

Examples: You *may* stay out late. I *ought* to call home. He *must* leave now.

Modals include:

|                |             |         |          |        |
|----------------|-------------|---------|----------|--------|
| be able        | could       | have to | must     | should |
| be supposed to | had better  | may     | ought to | will   |
| can            | have got to | might   | shall    | would  |

A verb is in the *active voice* when the subject is the doer or agent of the action.

Example: Marie *baked* the pie.

## List 5.7. Verb Conjugation

To conjugate a verb is to write or say its forms for each person, number, tense, and mood. The following example is a conjugation of the regular verb *to cover*. The principle parts of the verb are:

to cover      cover      covering      covered      covered

### Active Voice, Indicative Mood

| <b>Tense</b>        | <b>Singular</b>  | <b>Plural</b>  |
|---------------------|--|--|
| Present             | I cover<br>You cover<br>He covers<br>She covers<br>It covers   | We cover<br>You cover<br>They cover                                  |
| Present progressive | I am covering<br>You are covering<br>He is covering<br>She is covering<br>It is covering                         | We are covering<br>You are covering<br>They are covering             |
| Past                | I covered<br>You covered<br>He covered<br>She covered<br>It covered  | We covered<br>You covered<br>They covered                            |
| Past progressive    | I was covering<br>You were covering<br>He was covering<br>She was covering<br>It was covering                    | We were covering<br>You were covering<br>They were covering          |
| Future              | I will cover<br>You will cover<br>He will cover<br>She will cover<br>It will cover                               | We will cover<br>You will cover<br>They will cover                   |
| Future progressive  | I will be covering<br>You will be covering<br>He will be covering<br>She will be covering<br>It will be covering | We will be covering<br>You will be covering<br>They will be covering |
| Present perfect     | I have covered<br>You have covered<br>He has covered<br>She has covered<br>It has covered                        | We have covered<br>You have covered<br>They have covered             |

| <b>Tense</b>                    | <b>Singular</b>   | <b>Plural</b>   |
|---------------------------------|---|---|
| Present perfect progressive     | I have been covering<br>You have been covering<br>He has been covering<br>She has been covering<br>It has been covering                             | We have been covering<br>You have been covering<br>They have been covering                |
| Past perfect                    | I had covered<br>You had covered<br>He had covered<br>She had covered<br>It had covered   | We had covered<br>You had covered<br>They had covered                                     |
| Past perfect progressive        | I had been covered<br>You had been covered<br>He had been covered<br>She had been covered<br>It had been covered                                    | We had been covered<br>You had been covered<br>They had been covered                      |
| Future perfect                  | I will have covered<br>You will have covered<br>He will have covered<br>She will have covered<br>It will have covered                               | We will have covered<br>You will have covered<br>They will have covered                   |
| Future perfect progressive      | I will have been covered<br>You will have been covered<br>He will have been covered<br>She will have been covered<br>It will have been covered      | We will have been covered<br>You will have been covered<br>They will have been covered    |
| Conditional                     | I would cover<br>You would cover<br>He would cover<br>She would cover<br>It would cover   | We would cover<br>You would cover<br>They would cover                                     |
| Conditional progressive         | I would be covered<br>You would be covered<br>He would be covered<br>She would be covered<br>It would be covered                                    | We would be covered<br>You would be covered<br>They would be covered                      |
| Conditional perfect             | I would have covered<br>You would have covered<br>He would have covered<br>She would have covered<br>It would have covered                          | We would have covered<br>You would have covered<br>They would have covered                |
| Conditional perfect progressive | I would have been covered<br>You would have been covered<br>He would have been covered<br>She would have been covered<br>It would have been covered | We would have been covered<br>You would have been covered<br>They would have been covered |

**Active Voice, Imperative Mood****Singular**

cover

**Plural**

cover

**Active Voice, Subjunctive Mood****Tense**

Present

**Singular**

if I cover

if you cover

if he covers

if she covers

if it covers

**Plural**

if we cover

if you cover

if they cover

Past

if I covered

if you covered

if he covered

if she covered

if it covered

if we covered

if you covered

if they covered

Future

if I should cover

if you should cover

if he should cover

if she should cover

if it should cover

if we should cover

if you should cover

if they should cover

**Passive Voice, Indicative Mood****Tense**

Present

**Singular**

I am covered

You are covered

He is covered

She is covered

It is covered

**Plural**

We are covered

You are covered

They are covered

Present progressive

I am being covered

You are being covered

He is being covered

She is being covered

It is being covered

We are being covered

You are being covered

They are being covered

Past

I was covered

You were covered

He was covered

She was covered

It was covered

We were covered

You were covered

They were covered

Past progressive

I was being covered

You were being covered

He was being covered

She was being covered

It was being covered

We were being covered

You were being covered

They were being covered

| <b>Tense</b>    | <b>Singular</b>  | <b>Plural</b>  |
|-----------------|--|--|
| Future          | I will be covered<br>You will be covered<br>He will be covered<br>She will be covered<br>It will be covered                                    | We will be covered<br>You will be covered<br>They will be covered                      |
| Present perfect | I have been covered<br>You have been covered<br>He has been covered<br>She has been covered<br>It has been covered                             | We have been covered<br>You have been covered<br>They have been covered                |
| Past perfect    | I had been covered<br>You had been covered<br>He had been covered<br>She had been covered<br>It had been covered                               | We had been covered<br>You had been covered<br>They had been covered                   |
| Future perfect  | I will have been covered<br>You will have been covered<br>He will have been covered<br>She will have been covered<br>It will have been covered | We will have been covered<br>You will have been covered<br>They will have been covered |

### **Passive Voice, Imperative Mood**

| <b>Singular</b> | <b>Plural</b> |
|-----------------|---------------|
| be covered      | be covered    |

### **Passive Voice, Subjunctive Mood**

| <b>Tense</b> | <b>Singular</b>  | <b>Plural</b>  |
|--------------|--|--|
| Present      | if I am covered<br>if you are covered<br>if he is covered<br>if she is covered<br>if it is covered                                   | if we are covered<br>if you are covered<br>if they are covered                   |
| Past         | if I were covered<br>if you were covered<br>if he was covered<br>if she was covered<br>if it was covered                             | if we were covered<br>if you were covered<br>if they were covered                |
| Future       | if I should be covered<br>if you should be covered<br>if he should be covered<br>if she should be covered<br>if it should be covered | if we should be covered<br>if you should be covered<br>if they should be covered |

## List 5.8. Sentence Patterns Using *To Be*

Following is a helpful list of the affirmative and negative forms of the verb *to be* in the common tenses. Repetitions using temporal words or phrases will help learners recognize the appropriate forms and develop fluency. For example: Now, I am hungry. Yesterday, I was hungry. Tomorrow I will be hungry.

### Present Tense

I am hungry.

I'm hungry.

You are hungry.

You're hungry.

He is hungry.

He's hungry.

She is hungry.

She's hungry.

It is hungry.

It's hungry.

We are hungry.

We're hungry.

You are hungry.

You're hungry.

They are hungry.

They're hungry.

It is time to go.

It's time to go.

There is time to spare.

There's time to spare.

This is the car.

These are the cars.

I am not hungry.

I'm not hungry.

You are not hungry.

You aren't hungry.

He is not hungry.

He isn't hungry.

She is not hungry.

She isn't hungry.

It is not hungry.

It isn't hungry.

We are not hungry.

We aren't hungry.

You are not hungry.

You aren't hungry.

They are not hungry.

They aren't hungry.

It isn't time to go.

It's not time to go.

There isn't time to spare.

There's no time to spare.

This isn't the car.

These aren't the cars.

### Past Tense

I was hungry.

You were hungry.

He was hungry.

She was hungry.

It was hungry.

I was not hungry.

I wasn't hungry.

You were not hungry.

You weren't hungry.

He was not hungry.

He wasn't hungry.

She was not hungry.

She wasn't hungry.

It was not hungry.

It wasn't hungry.



We were hungry.

You were hungry.

They were hungry.

It was time to go.

There was time to spare.

This was the car.

These were the cars.

We were not hungry.

We weren't hungry.

You were not hungry.

You weren't hungry.

They were not hungry.

They weren't hungry.

It wasn't time to go.

There wasn't time to spare.

There was no time to spare.

This wasn't the car.

These weren't the cars.

## Future Tense

I will be. . . .

I'll be. . . .

You will be. . . .

You'll be. . . .

He will be. . . .

He'll be. . . .

She will be. . . .

She'll be. . . .

It will be. . . .

It'll be. . . .

We will be. . . .

We'll be. . . .

You will be. . . .

You'll be. . . .

They will be. . . .

They'll be. . . .

This will be. . . .

This'll be. . . .

These will be. . . .

These'll be. . . .

There will be. . . .

There'll be. . . .

I will not be. . . .

I won't be. . . .

You will not be. . . .

You won't be. . . .

He will not be. . . .

He won't be. . . .

She will not be. . . .

She won't be. . . .

It will not be. . . .

It won't be. . . .

We will not be. . . .

We won't be. . . .

You will not be. . . .

You won't be. . . .

They will not be. . . .

They won't be. . . .

This will not be. . . .

This won't be. . . .

These will not be. . . .

These won't be. . . .

There will not be. . . .

There won't be. . . .

## Present Perfect Tense

I have been. . . .

I've been. . . .

You have been. . . .

You've been. . . .

He has been. . . .

I have not been. . . .

I haven't been. . . .

You have not been. . . .

You haven't been. . . .

He has not been. . . .

|                        |                            |
|------------------------|----------------------------|
| He's been. . . .       | He hasn't been. . . .      |
| She has been. . . .    | She has not been. . . .    |
| She's been. . . .      | She hasn't been. . . .     |
| It has been. . . .     | It has not been. . . .     |
| It's been. . . .       | It hasn't been. . . .      |
| We have been. . . .    | We have not been. . . .    |
| We've been. . . .      | We haven't been. . . .     |
| You have been. . . .   | You have not been. . . .   |
| You've been. . . .     | You haven't been. . . .    |
| They have been. . . .  | They have not been. . . .  |
| They've been. . . .    | They haven't been. . . .   |
| This has been. . . .   | This has not been. . . .   |
| This's been. . . .     | This hasn't been. . . .    |
| These have been. . . . | These have not been. . . . |
| These've been. . . .   | These haven't been. . . .  |
| There has been. . . .  | There has not been. . . .  |
| There's been. . . .    | There hasn't been. . . .   |

### **Past Perfect Tense**

|                       |                           |
|-----------------------|---------------------------|
| I had been. . . .     | I had not been. . . .     |
| I'd been. . . .       | I hadn't been. . . .      |
| You had been. . . .   | You had not been. . . .   |
| You'd been. . . .     | You hadn't been. . . .    |
| He had been. . . .    | He had not been. . . .    |
| He'd been. . . .      | He hadn't been. . . .     |
| She had been. . . .   | She had not been. . . .   |
| She'd been. . . .     | She hadn't been. . . .    |
| It had been. . . .    | It had not been. . . .    |
| It'd been. . . .      | It hadn't been. . . .     |
| We had been. . . .    | We had not been. . . .    |
| We'd been. . . .      | We hadn't been. . . .     |
| You had been. . . .   | You had not been. . . .   |
| You'd been. . . .     | You hadn't been. . . .    |
| They had been. . . .  | They had not been. . . .  |
| They'd been. . . .    | They hadn't been. . . .   |
| This had been. . . .  | This had not been. . . .  |
| This'd been. . . .    | This hadn't been. . . .   |
| These had been. . . . | These had not been. . . . |
| These'd been. . . .   | These hadn't been. . . .  |
| There had been. . . . | There had not been. . . . |
| There'd been. . . .   | There hadn't been. . . .  |

**Future Perfect Tense**

I shall have been. . . .

I'll have been. . . .

You will have been. . . .

You'll have been. . . .

He will have been. . . .

He'll have been. . . .

She will have been. . . .

She'll have been. . . .

It will have been. . . .

It'll have been. . . .

We shall have been. . . .

We'll have been. . . .

You will have been. . . .

You'll have been. . . .

They will have been. . . .

They'll have been. . . .

This will have been. . . .

This'll have been. . . .

These will have been. . . .

These'll have been. . . .

There will have been. . . .

There'll have been. . . .

I shall not have been. . . .

I shan't have been. . . .

You will not have been. . . .

You won't have been. . . .

He will not have been. . . .

He won't have been. . . .

She will not have been. . . .

She won't have been. . . .

It will not have been. . . .

It won't have been. . . .

We shall not have been. . . .

We shall not have been. . . .

You will not have been. . . .

You won't have been. . . .

They will not have been. . . .

They won't have been. . . .

This will not have been. . . .

This won't have been. . . .

These will not have been. . . .

These won't have been. . . .

There will not have been. . . .

There won't have been. . . .

## List 5.9. Subject-Verb Agreement

English grammar uses multiple signals to indicate number. A statement about a *singular subject* will use the *singular verb form*, and a statement about a *plural subject* requires the use of a *plural verb form*. Examples:

### Singular

The *box is* on the table.

*I was* packing my suitcase when he called.

That *artist paints* well.

### Plural

The *boxes are* on the table.

*We were* packing our suitcases when he called.

Those *artists paint* well.

*Compound subjects* refer to more than one doer or agent of the action in the sentence, and therefore need plural verbs. Examples:

The *driver checks* the truck every night.

*Amruta is* asleep in the family room.

*Thunder frightens* many people.

The *driver and mechanic check* the truck every night.

*Amruta and Taimur are* asleep in the family room.

*Thunder and lightening frighten* many people.

The following *indefinite pronouns* are *singular* and take singular verbs: *anybody, anyone, each, either, everybody, everyone, neither, nobody, no one, one, somebody, someone*. Examples:

Is *anybody* home?

*Anyone* may apply for the scholarship.

Of the five models, *each* has a special feature.

*Either* Rose or Sharon has the list.

*Everybody* needs a dream.

*Nobody* answers the phone after six o'clock.

*Somebody* has to fix the flat tire.

*Someone* is peering in the window.

The following *indefinite pronouns* are *plural* and take plural verbs: *several, both, many, few*. Examples:

*Several* of the applicants are waiting in the hall.

*Both* seem interested in taking economics courses.

*Many* are not in favor of the new parking regulations.

*Few* of the students returned to the dorm before noon.

The following *indefinite pronouns* can be either *singular* or *plural* depending on the meaning of the sentence: *some, none, all, most, any*. Use a singular verb form if the pronoun refers to a single quantity; use a plural verb form if the pronoun refers to more than one unit of something. Examples:

*Some* of the *work is* very difficult.

*Some* of the *cookies are* burned.

*All* of the *coffee has been* drunk.

*All* of the *tickets have been* turned in.

*Most* of the *food is* in the refrigerator.

*Most* of the choir *members are* on the bus.

There is a useful test for determining whether to use the singular or plural verb form. Substitute *he*, *it*, and *they* for the subject in the sentence. If *he* or *it* makes sense, the subject is singular and takes a singular verb; if *they* makes sense, the subject is plural and takes a plural verb.

Sometimes the subject and verb are separated by adjectives, adverbs, phrases, and even clauses. Don't be confused by the intervening words. Isolate the subject and verb and apply the rules of agreement. Examples:

*Each* of the bridges and tunnels in the counties of Cambria and Tuxedo *is* painted grey.

The girl's *parents*, as well as the high school principal, *were* anxious to hear what happened at the tournament.

## List 5.10. Time Agreement

*Time agreement* refers to the consistent use of a tense in a spoken or written sentence, paragraph, or other unit of communication. Providing exercises in which ESL/ELL students mark the verbs and discuss their tense and spelling helps develop their recognition of agreement patterns. Begin with prose that includes only regularly formed tenses—for example, past tense using *-ed* or *-d*—to allow students to develop some experience with the rule of agreement. Next, review irregular verb forms and provide correct examples in prose using both regular and irregular forms. After students become adept at recognizing the forms, they will be more successful with time agreement in their speaking and writing. Here are some examples to get you started:

|                  |   |   |
|------------------|---|---|
| <b>Correct</b>   | <p>Yesterday Ahmed washed the car, polished the trim, and cleaned the windows.</p> <p>During the show Roger slept, Tim whispered to Joshua, Bijal made notes, and Alice took photographs.</p> <p>Next week the band will record a new song, their agent will set up interviews, and the writer will begin a biography of the band leader.</p> | <p>All verbs are in the past tense and are regularly formed.</p> <p>All verbs are in the past tense but several have irregular forms.</p> <p>All verbs are in the future tense.</p> |
| <b>Incorrect</b> | Last semester we studied hard, read lots of books, and wonder who got an A on each test.  | Two verbs are in the past tense and one is in the present tense.  |
| <b>Corrected</b> | Last semester we studied hard, read lots of books, and wondered who got an A on each test.  | All three verbs are now in the past tense.  |
| <b>Incorrect</b> | We will visit the museum on Friday. Once there we have to keep to our tight schedule or miss the train home.  | One verb is in the future tense, the other two verbs are in the present tense.  |
| <b>Corrected</b> | We will visit the museum on Friday. Once there we will have to keep to our tight schedule or we will miss the train home.   | All verbs are in the future tense.  |

### Permitted Tense Shifts

Sometimes a sentence tells about an event that happened before or that will happen after the time of the main action in the sentence. To show this change in time, different tenses are used. Examples:

|                  |  |   |
|------------------|--|---|
| <b>Same time</b> | <p>The man told us that the boat was destroyed.</p> <p>On Friday we will know what John will do.</p> | <p>Both events, the telling and the destroying, happened in the past.</p> <p>Both events, the knowing and the doing, will happen in the future.</p> |
|------------------|--|---|

|               |  |   |
|---------------|--|---|
| <b>Before</b> | The man told us that the boat had been destroyed ten years ago.<br>We know what John did.  | The destruction of the boat happened before the man told about it.<br>John's action happened before the knowing.                |
| <b>After</b>  | The man told us that the boat will be destroyed next summer.<br>We know what John will do. | The destruction is expected to occur after the telling about the boat.<br>John's action is expected to occur after the knowing. |

## List 5.11. Irregular Verb Forms

Many high-frequency verbs have irregular forms and need to be studied. Focus on a few at a time. Introduce them in the context of a conversation or story. Students need practice changing the action from present to future to past and back again, both orally and in written assignments.

| Present   | Past            | Past Participle |
|-----------|-----------------|-----------------|
| arise     | arose           | arisen          |
| awake     | awoke           | awakened        |
| be        | was, were       | been            |
| bear      | bore            | borne           |
| beat      | beat            | beaten          |
| become    | became          | became          |
| begin     | began           | begun           |
| bet       | bet             | bet             |
| bid       | bid             | bid             |
| bind      | bound           | bound           |
| bite      | bit             | bitten          |
| bleed     | bled            | bled            |
| blow      | blew            | blown           |
| break     | broke           | broken          |
| breed     | bred            | bred            |
| bring     | brought         | brought         |
| broadcast | broadcast       | broadcast       |
| build     | built           | built           |
| burn      | burned, burnt   | burned, burnt   |
| burst     | burst           | burst           |
| buy       | bought          | bought          |
| cast      | cast            | cast            |
| catch     | caught          | caught          |
| choose    | chose           | chosen          |
| cling     | clung           | clung           |
| come      | came            | come            |
| creep     | crept           | crept           |
| cut       | cut             | cut             |
| deal      | dealt           | dealt           |
| dig       | dug             | dug             |
| do        | did             | done            |
| draw      | drew            | drew            |
| dream     | dreamed, dreamt | dreamed, dreamt |
| drink     | drank           | drunk           |
| drive     | drove           | driven          |
| eat       | ate             | eaten           |
| fall      | fell            | fallen          |
| feed      | fed             | fed             |
| feel      | felt            | felt            |



| <b>Present</b> | <b>Past</b>   | <b>Past Participle</b> |
|----------------|---------------|------------------------|
| fight          | fought        | fought                 |
| find           | found         | found                  |
| flee           | fled          | fled                   |
| fling          | flung         | flung                  |
| fly            | flew          | flown                  |
| forbid         | forbade       | forbidden              |
| forecast       | forecast      | forecast               |
| foretell       | foretold      | foretold               |
| forget         | forgot        | forgotten              |
| forgive        | forgave       | forgiven               |
| forsake        | forsook       | forsaken               |
| freeze         | froze         | frozen                 |
| get            | got           | got                    |
| give           | gave          | given                  |
| go             | went          | gone                   |
| grind          | ground        | ground                 |
| grow           | grew          | grown                  |
| hang           | hung          | hung                   |
| have           | had           | had                    |
| hear           | heard         | heard                  |
| hide           | hid           | hidden                 |
| hit            | hit           | hit                    |
| hold           | held          | held                   |
| hurt           | hurt          | hurt                   |
| keep           | kept          | kept                   |
| kneel          | knelt         | knelt                  |
| knit           | knit, knitted | knit, knitted          |
| know           | knew          | known                  |
| lay            | laid          | laid                   |
| lead           | led           | led                    |
| leap           | leaped        | leapt                  |
| leave          | left          | left                   |
| lend           | lent          | lent                   |
| let            | let           | let                    |
| lie            | lay           | lain                   |
| lose           | lost          | lost                   |
| make           | made          | made                   |
| mean           | meant         | meant                  |
| meet           | met           | met                    |
| mistake        | mistook       | mistaken               |
| overtake       | overtook      | overtaken              |
| pay            | paid          | paid                   |
| prove          | proved        | proven                 |
| put            | put           | put                    |
| quit           | quit          | quit                   |
| read           | read          | read                   |

| <b>Present</b> | <b>Past</b>    | <b>Past Participle</b> |
|----------------|----------------|------------------------|
| rid            | rid            | rid                    |
| ride           | rode           | ridden                 |
| ring           | rang           | rung                   |
| rise           | rose           | risen                  |
| run            | ran            | run                    |
| saw            | sawed          | sawed, sawn            |
| say            | said           | said                   |
| see            | saw            | seen                   |
| seek           | sought         | sought                 |
| sell           | sold           | sold                   |
| send           | sent           | sent                   |
| set            | set            | set                    |
| sew            | sewed          | sewn, sewed            |
| shake          | shook          | shaken                 |
| shave          | shaved         | shaven                 |
| shear          | sheared        | shorn                  |
| shine          | shone          | shone                  |
| shoot          | shot           | shot                   |
| show           | showed         | shown                  |
| shut           | shut           | shut                   |
| sing           | sang           | sung                   |
| sink           | sank           | sunk                   |
| sit            | sat            | sat                    |
| slay           | slew           | slain                  |
| sleep          | slept          | slept                  |
| slide          | slid           | slid                   |
| slit           | slit           | slit                   |
| smell          | smelled, smelt | smelled, smelt         |
| speak          | spoke          | spoken                 |
| speed          | sped           | sped                   |
| spell          | spelled        | spelt                  |
| spend          | spent          | spent                  |
| spill          | spilled        | spilt                  |
| spin           | spun           | spun                   |
| spit           | spat           | spat                   |
| split          | split          | split                  |
| spread         | spread         | spread                 |
| spring         | sprang         | sprung                 |
| stand          | stood          | stood                  |
| steal          | stole          | stolen                 |
| stick          | stuck          | stuck                  |
| sting          | stung          | stung                  |
| stink          | stank          | stunk                  |
| strew          | strewn         | strewn                 |
| strike         | struck         | struck, stricken       |
| string         | strung         | strung                 |

**Present**

strive  
swear  
sweep  
swell  
swim  
swing  
take  
teach  
tear  
tell  
think  
throw  
thrust  
undertake  
undergo  
understand  
upset  
wake  
wear  
weave  
weep  
wet  
win  
wind  
withdraw  
wring  
write

**Past**

strove  
swore  
swept  
swelled  
swam  
swung  
took  
taught  
tore  
told  
thought  
threw  
thrust  
undertook  
underwent  
understood  
upset  
woke  
wore  
wove  
wept  
wet  
won  
wound  
withdrew  
wrung  
wrote

**Past Participle**

striven  
sworn  
swept  
swollen  
swum  
swung  
taken  
taught  
torn  
told  
thought  
thrown  
thrust  
undertaken  
undergone  
understood  
upset  
woken  
worn  
woven  
wept  
wet  
won  
wound  
withdrawn  
wrung  
written

## List 5.12. Contractions

*Contractions* are shortened forms of words in which two words are squeezed together, eliminating sounds and letters. An apostrophe is used to show where letters have been eliminated. For example, *does not* becomes *doesn't*. Contractions are necessary elements of fluent speech. They are also a marker of casual conversation. Some spellings are irregular. For example, *will not* becomes *won't*. Many students confuse the pronoun *its* with the contraction *it's*. To check which word and spelling is needed, try replacing the word with *it is*. If the sentence makes sense, use the contraction.

|             |           |            |           |
|-------------|-----------|------------|-----------|
| I am        | I'm       | I have     | I've      |
| you are     | you're    | you have   | you've    |
| he is       | he's      | he has     | he's      |
| she is      | she's     | she has    | she's     |
| it is       | it's      | it has     | it's      |
| we are      | we're     | we have    | we've     |
| you are     | you're    | you have   | you've    |
| they are    | they're   | they have  | they've   |
| what is     | what's    | what have  | what've   |
| that is     | that's    | that have  | that've   |
| who is      | who's     | who has    | who's     |
| who are     | who're    | who have   | who've    |
| here is     | here's    | would have | would've  |
| there is    | there's   | could have | could've  |
| should have | should've | might have | might've  |
| let us      | let's     | there have | there've  |
| I would     | I'd       | I had      | I'd       |
| you would   | you'd     | you had    | you'd     |
| she would   | she'd     | she had    | she'd     |
| he would    | he'd      | he had     | he'd      |
| it would    | it'd      | it had     | it'd      |
| we would    | we'd      | we had     | we'd      |
| they would  | they'd    | they had   | they'd    |
| there would | there'd   | there had  | there'd   |
| who would   | who'd     | who had    | who'd     |
| I will      | I'll      | can not    | can't     |
| you will    | you'll    | do not     | don't     |
| she will    | she'll    | will not   | won't     |
| he will     | he'll     | is not     | isn't     |
| it will     | it'll     | should not | shouldn't |
| we will     | we'll     | could not  | couldn't  |
| you will    | you'll    | would not  | wouldn't  |
| they will   | they'll   | are not    | aren't    |
| that will   | that'll   | does not   | doesn't   |
| these will  | these'll  | was not    | wasn't    |
| those will  | those'll  | were not   | weren't   |
| there will  | there'll  | has not    | hasn't    |
| this will   | this'll   | had not    | hadn't    |
| what will   | what'll   | have not   | haven't   |
| who will    | who'll    | must not   | mustn't   |
| did not     | didn't    | might not  | mightn't  |
| need not    | needn't   |            |           |

## List 5.13. Plurals

*Plurals*, the noun forms that refer to more than one, are usually formed by adding *-s* to the singular form. If the singular noun ends in *-s*, *-sh*, *-ch*, *-x*, or *-z*, the plural is formed by adding *-es*. Examples:

|         |          |       |         |
|---------|----------|-------|---------|
| cat     | cats     | dish  | dishes  |
| floor   | floors   | fox   | foxes   |
| cabinet | cabinets | waltz | waltzes |
| smile   | smiles   | floss | flosses |
| disk    | disks    | bench | benches |

The plurals of words ending with a consonant followed by *-y* are formed by changing the *-y* to *-i* and adding *-es*. The plurals of words ending with a vowel followed by *-y* are formed by adding *-s*.

|         |           |         |          |
|---------|-----------|---------|----------|
| city    | cities    | valley  | valleys  |
| baby    | babies    | trolley | trolleys |
| rally   | rallies   | turkey  | turkeys  |
| lady    | ladies    | alley   | alleys   |
| country | countries | key     | keys     |

The plurals of most nouns ending with *-f* or *-fe* are formed by adding *-s*; for some, the plurals are formed by changing the *-f* to *-v* and adding *-es*.

|        |         |       |        |
|--------|---------|-------|--------|
| gulf   | gulfs   | knife | knives |
| chief  | chiefs  | half  | halves |
| belief | beliefs | leaf  | leaves |
| safe   | safes   | self  | selves |

The plurals of most nouns ending with *-o* preceded by a consonant are formed by adding *-es*. The plurals of most nouns ending in *-o* preceded by a vowel are formed by adding *-s*.

|        |          |        |         |
|--------|----------|--------|---------|
| hero   | heroes   | radio  | radios  |
| potato | potatoes | studio | studios |
| tomato | tomatoes | video  | videos  |

The plurals of compound words are formed by making either the base noun or the second noun plural.

|                |                 |
|----------------|-----------------|
| brother-in-law | brothers-in-law |
| passer-by      | passers-by      |
| raincoat       | raincoats       |
| sandbox        | sandboxes       |

The following nouns are some that have *irregular plural forms*:

|          |          |        |          |
|----------|----------|--------|----------|
| alumna   | alumnae  | basis  | bases    |
| alumnus  | alumni   | bison  | bison    |
| analysis | analyses | cactus | cacti    |
| axis     | axes     | child  | children |

|            |              |           |           |
|------------|--------------|-----------|-----------|
| corps      | corps        | mouse     | mice      |
| crisis     | crises       | oasis     | oases     |
| criterion  | criteria     | ovum      | ova       |
| curriculum | curricula    | ox        | oxen      |
| datum      | data         | person    | people    |
| deer       | deer         | piano     | pianos    |
| diagnosis  | diagnoses    | radius    | radii     |
| die        | dice         | salmon    | salmon    |
| Eskimo     | Eskimos      | scissors  | scissors  |
| fish       | fish, fishes | series    | series    |
| foot       | feet         | sheep     | sheep     |
| fungus     | fungi        | species   | species   |
| goose      | geese        | stimulus  | stimuli   |
| hypothesis | hypotheses   | syllabus  | syllabi   |
| louse      | lice         | synthesis | syntheses |
| man        | men          | that      | those     |
| means      | means        | this      | these     |
| medium     | media        | tooth     | teeth     |
| millennium | millennia    | trout     | trout     |
| moose      | moose        | woman     | women     |

## List 5.14. Pronouns

*Pronouns* take the place of nouns. Different forms are used to show person, number, gender, and case. There are personal, interrogative, relative, indefinite, demonstrative, and reflexive pronouns.

- *Personal pronouns* refer to one or more individuals or things. They may be in the nominative, objective, or possessive case and they show gender and number.

|          |            | Nominative | Objective | Possessive    |
|----------|------------|------------|-----------|---------------|
| Singular | 1st person | I          | me        | my, mine      |
|          | 2nd person | you        | you       | your          |
|          | 3rd person |            |           |               |
|          | Masculine  | he         | him       | his           |
|          | Feminine   | she        | her       | her           |
|          | Neuter     | it         | it        | its           |
|          |            |            |           |               |
| Plural   | 1st person | we         | us        | our, ours     |
|          | 2nd person | you        | you       | your, yours   |
|          | 3rd person | they       | them      | their, theirs |

I took my sister to *her* doctor.

*They* check *their* mailbox more than *I* check *mine*.

*His* family has *its* favorite holidays; does *yours*?

*She* gave *us* a new table for *our* kitchen.

- *Interrogative pronouns* are used to ask questions. Examples:

*Who* unlocked the car door?

*What* fell out of the tree?

To *whom* did you give the message?

*Whose* book is on the steps?

*Which* is the most expensive perfume?

- *Relative pronouns* relate groups of words to nouns or other pronouns. Examples:

Grandpa was the one *who* built the picnic table.

The video *that* is now playing is my favorite.

Their house, *which* has a garden in bloom, is very inviting.

There are people in the town *whom* I have not met.

I spoke to the child *whose* kitten had climbed the tree.

- *Indefinite pronouns* refer to general rather than specific persons or things. Be sure to use the singular verb form with singular indefinite pronouns.

Singular indefinite pronouns include *one*, *each*, *either*, *neither*, *everyone*, *no one*, *anybody*, *somebody*, *nobody*, *everybody*, *anyone*, and *someone*.

*Neither* of the boys wants to have lunch now.

*No one* has a good idea for the bulletin board.

*Everyone* goes to the movies at least once a year.

*Each* of the games takes twelve minutes to play.

Plural indefinite pronouns include *several*, *both*, *many*, and *few*.

*Several* boys want to follow George to the gate.

*Few* were returned because they didn't fit.

*Both* had long brown hair and brown eyes.

*Many* come to the resort to escape the city's noise.

The indefinite pronouns—*some*, *none*, *all*, *most*, and *any*—can be either singular or plural depending on the meaning of the sentence.

*Some* of the marks come off easily.

*Some* of the work is done.

*All* of the flowers are dead.

*All* of the paint has been scraped off.

- Demonstrative pronouns—*that*, *this*, *these*, *those*, and *such*—identify or point out nouns.

*This* is more fragile than *that*.

*These* are my favorites, not *those*.

I had not seen a jewel *such* as *that* before.

- *Reflexive pronouns* are used when the object of a verb or preposition refers back to the subject. They are also used to add emphasis to the subject. They are formed with the suffixes *-self* and *-selves*.

|            | <b>Singular</b>              | <b>Plural</b> |
|------------|------------------------------|---------------|
| 1st person | myself                       | ourselves     |
| 2nd person | yourself                     | yourselves    |
| 3rd person | himself<br>herself<br>itself | themselves    |

The boys helped *themselves* to the cookies.

Mary made the lamp by *herself*.

We tried to occupy *ourselves* during the long storm.

The sculptor *himself* showed us the statue.



## List 5.15. Possessive Forms

There are four usual ways to show possession or ownership:

1. *Using possessive pronouns.* *Hers* was hanging on the hook.
  2. *Using possessive adjectives.* *Her* hat was hanging on the hook.
  3. *Adding -'s.* Corina's hat was hanging on the hook.
  4. *Using the words of or belonging to.* The hat *belonging to* Corina was hanging on the hook.
- *Possessive pronouns* take the place of nouns and are indicators of ownership.

|            | <b>Singular</b> | <b>Plural</b> |
|------------|-----------------|---------------|
| 1st person | mine            | ours          |
| 2nd person | yours           | yours         |
| 3rd person |                 |               |
| Masculine  | his             | theirs        |
| Feminine   | hers            | theirs        |
| Neuter     | its             | theirs        |

*Mine* ran out of ink; may I borrow *yours*?

*Theirs* is parked in the garage; *hers* is at the curb.

*Yours* is still warm; *mine* got cold already.

- *Possessive adjectives* are used with nouns and indicate ownership. Examples: *my* hat, *our* tickets.

|            | <b>Singular</b> | <b>Plural</b> |
|------------|-----------------|---------------|
| 1st person | my              | our           |
| 2nd person | your            | your          |
| 3rd person |                 |               |
| Masculine  | his             | their         |
| Feminine   | her             | their         |
| Neuter     | its             | their         |

*My* skates are very old; *their* skates are brand-new.

*Its* fur was covered with a dusting of snow.

*Our* long-time relationship was based on trust.

- *Adding -'s* is another way to show possession. For most singular nouns and irregularly formed plurals, add -'s; however, if the noun is plural and ends in *s*, just add the apostrophe. Exceptions are guided by pronunciation.

|                    |                     |                      |
|--------------------|---------------------|----------------------|
| Diane's book       | the picture's frame | the class's teacher  |
| Louise's desk      | the boss's phone    | the classes' teacher |
| the queens' crowns | the bosses' phones  | the roses' color     |
| children's toys    | mice's tails        | for goodness' sake   |

- Using the words *of* or *belonging to* also shows possession. Examples:

the mayor *of* the town  
 the laughter *of* children  
 the scent *of* a rose  
 the temperature *of* the water  
 the cat *belonging to* Susan  
 the car *belonging to* Eileen  
 a book *belonging to* Valerie

## List 5.16. Adjectives

An adjective describes a noun or pronoun, tells what kind or how many, or points out which one. Adjectives can be single words, phrases, or clauses. Adjective phrases are also called *adjectival phrases*. Examples:

| What Kind      | How Many | Which One            |
|----------------|----------|----------------------|
| lazy           | several  | this                 |
| of great value | three    | that was painted red |
| powerful       | few      | those                |
| green          | some     | these                |

A *descriptive* adjective tells about a quality of the noun. Examples: *pretty* girl, *soft* pillow, *yellow* ribbon.

A *limiting* adjective puts boundaries on a noun or limits it. The three types of limiting adjectives are possessive adjectives, demonstrative adjectives, and interrogative adjectives. Examples: *his* sweater, *this* chair, *whose* sandwich.

A *proper* adjective is derived from a proper noun. Examples: *Italian* bread, *Irish* coffee.

## Comparisons Using Adjectives

Adjectives can show the *degree* to which a quality is associated with a noun or pronoun by using either the comparative or the superlative form of the adjective.

The *comparative* form adds *-er* to the adjective or adds the word *more* before the adjective. Most one-syllable and some two-syllable adjectives use *-er*, and longer adjectives use *more*.

|        |          |            |                 |
|--------|----------|------------|-----------------|
| pretty | prettier | irritating | more irritating |
| dark   | darker   | spongy     | more spongy     |

The *superlative* form adds *-est* to the adjective or adds the word *most* before the adjective. Most one-syllable and some two-syllable adjectives use *-est*, and longer adjectives use *most*.

|      |         |          |               |
|------|---------|----------|---------------|
| tall | tallest | stubborn | most stubborn |
| dark | darkest | complex  | most complex  |

The *comparative* form is used for comparisons with *one* other while the *superlative* form is used for comparisons of *two or more*. Examples:

| Positive                              | Comparative                            | Superlative                                  |
|---------------------------------------|--|--|
| Dennis is a lazy boy.                 | Dennis is lazier than Elise.           | Dennis is the laziest of the three children. |
| The famous skater won the gold medal. | The more famous skater of the two won. | The most famous skater on the team won.      |

Adjectives can also show a *negative* comparison. Use *less* for a negative comparison and *least* for a negative superlative adjective. Examples:

|             |                  |                   |
|-------------|------------------|-------------------|
| eager       | less eager       | least eager       |
| strong      | less strong      | least strong      |
| drastic     | less drastic     | least drastic     |
| interesting | less interesting | least interesting |
| expensive   | less expensive   | least expensive   |

Some adjectives have *irregular* comparative and superlative forms:

|        |        |       |
|--------|--------|-------|
| good   | better | best  |
| bad    | worse  | worst |
| little | less   | least |
| much   | more   | most  |
| many   | more   | most  |

The following adjectives have only one form:

|          |           |         |
|----------|-----------|---------|
| dead     | pregnant  | perfect |
| infinite | perpetual | alive   |

## List 5.17. Adverbs and Adverbial Phrases

*Adverbs* describe verbs, adjectives, or other adverbs by providing information about where, when, how, or how much. Sometimes they are called adverbs of *manner*, *place*, or *frequency*. Adverbs can be single words, phrases, or clauses. The regular form is called the *positive* form.

Many adverbs are formed by adding the suffix *-ly* to adjectives.

| adjective | + | -ly | = | adverb    |
|-----------|---|-----|---|-----------|
| correct   | + | -ly | = | correctly |
| dainty    | + | -ly | = | daintily  |
| stern     | + | -ly | = | sternly   |
| serious   | + | -ly | = | seriously |
| speedy    | + | -ly | = | speedily  |

### Comparisons Using Adverbs

Adverbs can show the degree to which a quality is associated with a verb, adjective, or other adverb using either the comparative or superlative form of the adverb.

The *comparative* form adds *-er* to the adverb or adds the word *more* before the adverb. Most one-syllable adverbs use *-er*, and adverbs of more than one syllable use *more*.

|      |        |            |                 |
|------|--------|------------|-----------------|
| soon | sooner | powerfully | more powerfully |
| late | later  | quickly    | more quickly    |

The *superlative* form adds *-est* to the adverb or adds the word *most* before the adverb. Most one-syllable adverbs use *-est*, and adverbs of more than one syllable use *most*.

|      |         |            |                 |
|------|---------|------------|-----------------|
| soon | soonest | powerfully | most powerfully |
| late | latest  | quickly    | most quickly    |

The comparative form is used for comparisons with *one* other while the *superlative* form is used for comparisons of *two or more*. Examples:

| Positive                           | Comparative                                 | Superlative  |
|------------------------------------|---|--|
| I expect Kelly to arrive soon.     | I expect Kelly to arrive sooner than Elise. | I expect Kelly to arrive the soonest of the three. |
| Roger spoke sternly to the driver. | Roger spoke more sternly than Hal.          | Roger spoke most sternly of all the riders.        |

Adverbs can also show a *negative* comparison. Use *less* for a negative comparative and *least* for a negative superlative adverb. Examples:

|            |                 |                  |
|------------|-----------------|------------------|
| often      | less often      | least often      |
| frequently | less frequently | least frequently |
| quickly    | less quickly    | least quickly    |

Some adverbs have *irregular* comparative and superlative forms:

|        |                    |                      |
|--------|--------------------|----------------------|
| well   | better             | best                 |
| badly  | worse              | worst                |
| much   | more               | most                 |
| far    | farther or further | farthest or furthest |
| little | less               | least                |

The following adverbs have only one form:

|              |             |            |
|--------------|-------------|------------|
| afterward    | inside      | outside    |
| nearby       | away        | here       |
| there        | downstairs  | uptown     |
| never        | seldom      | sometimes  |
| indefinitely | habitually  | always     |
| constantly   | perpetually | everywhere |

*Adverbial phrases* (also known as *prepositional phrases*) or clauses frequently begin with the following prepositions:

|          |  |
|----------|--|
| above    | He put the sign above the doorbell.                |
| across   | The plane flew across the desert.                  |
| after    | After we finished the game, we drove to the beach. |
| along    | We ran along the shore each morning.               |
| at       | I asked him to meet me at the gym.                 |
| before   | Jenn has to leave before we do.                    |
| behind   | David put his backpack behind the desk.            |
| beneath  | The steward put my suitcase beneath the seat.      |
| beside   | I parked my car beside the trailer.                |
| between  | John is standing between Mary and Phil.            |
| during   | Not a sound was heard during her speech.           |
| in       | The lion paced in the cage.                        |
| in front | He asked the shortest person to stand in front.    |
| near     | The dog slept peacefully near the boy's bed.       |
| on       | He placed his trophy on the shelf.                 |
| over     | We tossed the rope over the fence.                 |
| since    | The house has been empty since Robert left.        |
| to       | The bubbles rose to the top of the liquid.         |
| with     | He announced the winners with pleasure.            |
| within   | The card was tucked within the folds of paper.     |

## List 5.18. Articles

*Articles* (also called *determiners* and *noun markers*) are adjectives that precede and identify nouns. A *definite article* designates a particular thing, an *indefinite article* designates one of a class of things, and *partitive articles* designate part of a class.

### Definite Articles

|          |     |                      |
|----------|-----|----------------------|
| Singular | the | Give me the ticket.  |
| Plural   | the | Give me the tickets. |

### Indefinite Articles

|          |      |  |  |
|----------|------|--|--|
| Singular | a    | I see a box.                               | Use before nouns beginning with a consonant, except those beginning with <i>h</i> .<br>Use before nouns beginning with a vowel or <i>h</i> . |
|          | an   | I see an elephant.                         |  |
| Plural   | Some | I see some boxes.<br>I see some elephants. |  |

### Partitive Articles

The following partitive articles are used with nouns that can be counted:

|          |  |
|----------|--|
| few      | Jason ate a few raisins.                     |
| some     | Some toys were left in the playground.       |
| a lot of | I could use a lot of tickets for my friends. |
| many     | Ellen tried many recipes for chocolate cake. |

The following partitive articles are used with nouns that cannot be counted:

|          |   |
|----------|---|
| little   | I got a little sleep between meetings.    |
| some     | Bring me some hot tea, please.            |
| a lot of | The cancellation caused a lot of trouble. |
| much     | There isn't much rice left in the pantry. |

## List 5.19. Conjunctions

*Conjunctions* join words, phrases, and clauses. They coordinate equal sentence parts within a sentence, or they subordinate a dependent clause to an independent clause.

|              |   |
|--------------|---|
| and          | Chris is reading a book and Jenn is writing a letter.                             |
| but          | Nancy wanted to go but Marie did not.   |
| for          | The students were tired, for they had waited for the bus for more than two hours. |
| nor          | Neither Jessica nor Jaime were tired after the party.                             |
| or           | He will finish his report on time or he will not get a good grade.                |
| so           | We were in a hurry to leave, so everyone helped pack the car.                     |
| still        | The sun is shining now; still, it could rain later.                               |
| yet          | They were happy to graduate, yet they knew they would miss this school.           |
| consequently | Only six team members showed up; consequently, we had to forfeit the game.        |
| furthermore  | This class will be cancelled; furthermore, math class will start at 10 A.M.       |
| however      | No one earned a B on the last test; however, three students earned A's.           |
| moreover     | Sports foster school spirit; moreover, they develop students' self-esteem.        |
| nevertheless | The train was delayed; nevertheless, Mr. Meyers got to his office on time.        |
| therefore    | Samantha finished first; therefore, she may choose the next puzzle.               |
| after        | After they read the reviews, the cast went to the party.                          |
| although     | Although I'd heard the song three times a day, I had not tired of it.             |
| as if        | He walked into the room as if nothing had happened.                               |
| because      | Mary Lee smiled broadly because her puppy won Best in Show.                       |
| if           | If it rains on Saturday, Bob will play golf on Sunday instead.                    |
| since        | Since he went on a diet, he has lost twelve pounds.                               |
| so that      | Take the chairs off the stage so that we will have enough room for the piano.     |
| that         | We thought that Alicia had baked the cookies.                                     |
| till         | Till we had the accident, the car had not had engine problems.                    |
| until        | Until we fix the leak we must check the pipes frequently.                         |
| when         | When it snows my mother likes to bake bread.                                      |
| where        | Meet me at the corner where Main Street intersects with Columbus Avenue.          |
| while        | While I waited for the light to change, I looked at the directions and map.       |

## List 5.20. Prepositions

A *preposition* shows the relationship of a noun or pronoun to another word. A *prepositional phrase* is made up of a preposition and a noun with its modifiers. Prepositional phrases may indicate an indirect object or act as adverbs of time or place.

### Prepositions Indicating an Indirect Object

An *indirect object* is the receiver of the action of a verb. A prepositional phrase is often used to show who or what is the indirect object. In the following examples the prepositional phrases are in italics.

Alaine gave the book *to Benjamin*.

Tom took the heavy package *from Elise*.

### Prepositions Indicating Time and Place

Adverbs are used to show the time and place that an action occurred. A prepositional phrase is often used as an adverb to show where or when something happened. In the following examples the prepositional phrases (also called *adverbial phrases*) are in italics.

The mailbox was *near the door*. (where)

I found my shoes *under the bed*. (where)

Alex tossed the ball *over the fence*. (where)

During the day, children played *on the swings*. (when)

*After lunch*, Jared took Jake home. (when)

We will leave the house at *about six o'clock*. (when)

### Common Prepositions

|         |         |            |
|---------|---------|------------|
| about   | between | past       |
| above   | beyond  | since      |
| across  | by      | through    |
| after   | down    | throughout |
| against | during  | to         |
| along   | except  | toward     |
| amid    | for     | under      |
| among   | from    | underneath |
| around  | in      | until      |
| at      | into    | up         |
| before  | near    | upon       |
| behind  | of      | with       |
| below   | off     | within     |
| beneath | on      | without    |
| beside  | over    |            |



## List 5.21. Capitalization

In English, *uppercase* letters are called *capital letters*. Capital letters are used to point something out, show importance, or show respect. They begin sentences and make names and other information stand out among other text. Use a capital letter for the following:

- The first word of every sentence

Margaret Atwood is one of my favorite authors.  
The car keys are on the table.

- The word I

“It’s not mine,” I said.  
Joe and I didn’t think it was over already.

- All proper nouns

The view from the top of the Empire State Building is magnificent.  
I’d like to go to Chicago or San Francisco for vacation.  
Jenn traveled to Wales and El Salvador.

- The names of days, months, and holidays

Friday  
February  
Fourth of July

- All proper adjectives

Members of the British and French governments participated in the flag ceremony.  
The figs ripened in the bright California sun.

- The names of religions, their followers, and important (sacred) religious items

Roman Catholic  
Christians  
the Bible  
the Koran

- The names of departments of government

Department of the Treasury  
Department of State

- The names of ethnic, social, or other groups

The Lenni-Lenape tribe lived in New Jersey.  
Both Democrats and Republicans voted for the tax.  
Mr. Philips is a member of the Rotary Club.

- Titles of respect or position

Reverend Patrick McCarthy  
Senator Jon Ryan  
Superintendent Cox

- The first word in a quotation  
The nurse asked, "How long have you had a fever?"
- The first word in lines of most poetry  
Roses are red,  
Violets are blue.
- Trade or brand names  
Kleenex tissues  
Xerox copier
- The titles of books, newspapers, articles, stories, and magazines  
*The Sun Also Rises*  
"Forever Is Composed of Nows"  
*The New York Times*  
"Economists Predict End of Recession"  
*Time Out San Francisco*

## List 5.22. Punctuation

English uses twelve *punctuation marks*: apostrophe, colon, comma, dash, ellipsis points, exclamation point, hyphen, parentheses, period, question mark, quotation marks, and semicolon.

- Use an apostrophe ('):
  - To show ownership
    - Malik's radio
    - the Ross's house
  - To show the omission of letters in contractions, numbers, and dialect
    - can't
    - class of '11
    - ma'am
  - To form the plurals of letters, numbers, and symbols
    - Cross your *t*'s.
    - Jorge got three 100's on his quizzes.
    - There are +*s* and -*s* in every situation.
- Use a colon (:):
  - Before a list or series
    - Hasan ordered his usual: two cheeseburgers, a large fries, and a large soda.
  - After the greeting in a business letter
    - Dear Sir:
  - Between the numerals showing the hour and minutes in time
    - 3:45 P.M.
  - Before a summary or explanatory statement in a complex sentence
    - In short, these were the alternatives: go to the party alone, wait for Anton to pick me up, or go with Hui-Yin.
- Use a comma (,):
  - Between words, phrases, or clauses in a series
    - We need garlic, salt, parsley, pepper, and rosemary.
    - I like to play the piano, to crochet, and to read.
  - Between a name and a title
    - Mary Steward, President
    - Shiang-Kwei Chin, Treasurer
  - Between the names of the city and state in an address
    - New York, New York
    - Athens, Georgia
  - After a noun of direct address
    - Adam, where is your brother?
    - David, do you have my keys?
  - After *yes* or *no* at the beginning of a sentence
    - No, I don't want a sandwich.
    - Yes, I'd like to have lunch now.

After an introductory phrase

In summary, the new product has been proven effective.

In the meantime, the scouts set up camp near the river.

Between the day and year in dates

May 27, 1969

March 28, 1972

Before and after words in apposition

Jose Marino, the director, spoke to the new employees.

Elisa Cortine, the soloist, autographed my program.

Before and after direct quotations

He said, "I'm late," as he rushed passed me.

"That's not the way I see it," said the young man.

After the greeting in a friendly letter

Dear Susan,

Dear Mrs. Monaghan,

After the closing in all letters

Very truly yours,

Sincerely,

Before the conjunction in a compound sentence unless the two clauses are short and closely related.

Karen thought she was afraid of heights, but she changed her mind after looking down from the attic window.

The day was warm and sunny and there were no clouds in the sky.

Between dependent and independent clauses

While we waited for the tow truck, we saw the other van loaded down with our gear drive by.

Since the band left, the hotel lobby has been nearly empty.

Before and after interruptive or explanatory elements in a sentence

The bell, for example, is solid brass.

Before and after contrasting phrases

It was Nick, not Chuck, who drove the white car.

The child was found by the cabdriver, not the fireman.

- Use a dash (—):

Before and after an interruptive element in a sentence

I took two—two, mind you, not three—tablets.

To mark an abrupt change in tone or thought

I think I'd like to be—did you see that?

To mark an incomplete thought or unfinished dialogue

I was wondering whether—

- Use ellipsis points (. . .):

To show there are words missing in a direct quotation

"The goal of the program . . . was the development of a new political system."

- Use an exclamation point (!):
  - To mark the end of an exclamatory sentence  
Happy birthday!
  - After an interjection  
Aha!
  - To mark the end of some commands.  
Drop that!
- Use a hyphen (-):
  - Between spelled-out numbers and fractions  
For nearly twenty-five years the old men met at the diner for breakfast.  
Three-fourths of the class knew the answer.
  - At the end of a line to divide the last word  
The room was decorated for the celebration.
  - Between words in a compound adjective  
The school bought state-of-the-art computers.
- Use parentheses ( ):
  - Before and after material that is explanatory or extra  
The living room was large (12' × 26') for an apartment.
  - Before and after letters or numbers used in lists included in text.  
The directions were simple: (1) trace the design on the wood, (2) cut the wood with a coping saw, and (3) sand the edges smooth.
- Use a period (.):
  - To mark the end of a statement, command, or request  
The snowplow cleared the road.  
Turn to the first page of the test.  
Put the groceries in the pantry, please.
  - After initials or abbreviations  
C. S. Lewis  
Sept.
  - In currency and decimal numbers  
\$10.00  
98.6
  - After letters and numbers in outlines  
A.
    - 1.
    - 2.
- Use a question mark (?):
  - To mark the end of a question  
How many books did you read this year?

To indicate doubt  
 You read two hundred books?

- Use quotation marks (“ ”):

Before and after a direct quote  
 Harlan said, “Time is on our side.”

Before and after dialogue  
 “What time would you like to leave?”  
 “Oh, at about five o’clock, I think.”

Before and after titles of songs, short stories, articles, and poems  
 “Bridge Over Troubled Water”  
 “The Open Window”

Before and after words used in a new or uncertain way  
 “Texting” is a recent phenomenon.

- Use a semicolon (;):

Between independent clauses in a compound sentence  
 George had eaten two sandwiches already; he was beginning to feel full.

Before a conjunction in a complex sentence  
 The president has made his decision; moreover, the senate committee has agreed.

Between items in a list if they are long or if the items contain commas  
 Nancy took everything she needed: her well-worn, comfortable shoes;  
 her shopping bag; and of course her wallet.

## List 5.23. Common Grammatical Errors

Very often the words *mistake* and *error* are used interchangeably to label something that differs from the accepted standard. In language instruction, mistakes and errors should be differentiated.

Use the word *mistake* when the student produces a spoken or written form that differs from a standard the student knows. For example, the misspelling of a word that the student has previously learned is a mistake. Its correction is a matter for proofreading.

Use the word *error* when the student consistently produces spoken or written forms that differ from the standard when these nonstandard forms are likely the result of the student not knowing the rule or standard or applying a false rule or standard. For example, the misspellings *fone*, *oxes*, *elefant*, and *childs* are errors. They show that the student does not yet know the *ph* spelling of /f/ and the plural forms of common irregular nouns. The correction of an error is a matter for instruction.

| Common Errors  | Examples   |
|--|--|
| Adds articles  | After the work, Jorge went home.<br>We got a good news about our jobs.<br>We need eggs and a sugar.  |
| Adds -s  | Ana must writes a letter.<br>Does he watches TV everyday?  |
| Adds -ing  | He does working on the car.<br>He should mowing the lawn.  |
| Adds (to) do   | Does he can fix the wheel?<br>He does can fix the wheel.   |
| Omits articles                                       | I gave [the] box to [the] nurse.<br>She is [the] aunt of [the] girl.<br>He was [a] brave soldier.  |
| Substitutes articles                                 | We have a prettiest house in the neighborhood.<br>Do you have the question?  |
| Shifts tenses  | Tomorrow we will go to the shopping center and have to buy sneakers for gym class.   |
| Includes nonparallel items                           | William was a good president and smart.<br>Picking the berries, making the jam, and the savings are fun.   |
| Uses wrong verb form for singular or plural subjects | The flowers grows in the garden.<br>The doctor and nurse speaks to the patient.<br>Everybody have a name.<br>The baseball player and the coach has taken his place on the stage. |
| Shifts person  | Becky and Zim took the bus to the pier on the island and then we walked to the cottage.  |
| Leaves out necessary sentence elements               | Children [are] playing in the park<br>Commuters [were] running to catch their trains.  |
| Uses wrong word order                                | I gave to him the tickets.<br>On the shelf the book was found.   |
| Uses wrong pronoun                                   | Jesse and me did the homework.<br>Jesse and I did their homework.<br>The pilots check his baggage.   |
| Uses wrong word                                      | There are less people in the audience today than yesterday.<br>The little girl is very handsome.<br>He was not conscience when he arrived at the hospital.                       |

## List 5.24. Spelling Rules

English *orthography*, the sound-and-letter relationships better known as spelling, is a challenge to both native and nonnative speakers of the language. Part of its difficulty comes from the fact that many of the words in English are derived from other languages—as many as one hundred other languages. As a result, English spelling is more complex than that of a language with a more limited ancestry. The following guidelines address the most common patterns of sound-and-letter relationships.

1. Before you try to spell a word, say it aloud slowly, one syllable at a time. Listen for the sounds that make up each syllable, and then spell the word syllable by syllable.
2. Every syllable must have one vowel sound. The vowel sound may be spelled with more than one letter. For example, *meeting* has two syllables and two vowel sounds: the long *e* (ē) and an *unaccented short i* (ĭ) or *schwa* (ə). The vowel sounds are spelled *ee* and *i*.
3. Most consonant sounds have regular, consistent spellings.

| Sound | Spelling | Example    |
|-------|----------|------------|
| b     | b        | baby       |
| d     | d        | dad        |
| f     | f        | fat        |
| g     | g        | get        |
| h     | h        | hat        |
| l     | l        | let        |
| m     | m        | mom        |
| n     | n        | net        |
| p     | p        | pin        |
| r     | r        | rim        |
| s     | s        | sip        |
| t     | t        | tap        |
| v     | v        | vast       |
| w     | w        | web        |
| y     | y        | yes        |
| ch    | ch       | church     |
| wh    | wh       | when       |
| th    | th       | thin, that |
| ng    | ng       | ring       |

4. Some consonant sounds have more than one spelling.

|   |   |
|---|---|
| k | Usually spelled <i>c</i> if followed by the vowel <i>a</i> , <i>o</i> , or <i>u</i> . Examples: <i>cat</i> , <i>cot</i> , <i>cut</i> . If the sound is at the end of a word, it is often spelled <i>-ck</i> . Examples: <i>back</i> , <i>tack</i> , <i>stick</i> .  |
| f | Usually spelled <i>f</i> . Sometimes spelled <i>ph</i> as in <i>phone</i> , <i>elephant</i> , and <i>graph</i> .  |
| j | Usually spelled <i>j</i> . If the sound is at the end of the word, it is often spelled <i>-dge</i> as in <i>fudge</i> , <i>judge</i> , and <i>edge</i> . If the sound is followed by the vowel <i>e</i> , <i>i</i> , or <i>y</i> , it is spelled with a <i>g</i> . Examples: <i>gem</i> , <i>giant</i> , <i>gym</i> . |



- s Usually spelled *s*. If the sound is followed by the vowel *e*, *i*, or *y*, it may be spelled with a *c*. Examples: *cent*, *city*, *cycle*.
- z Usually spelled *z*. Examples: *zoo*, *ozone*, *Oz*. Spelled *s* when it is a voiced plural or inflected ending, and sometimes after the letter *o*. Examples: *tables*, *sits*, *rose*.
- sh Usually spelled *sh*. Examples: *shine*, *fashion*, *flash*. Sometimes spelled *-ti-*, *-si-*, or *-ci-* as part of suffixes. Examples: *attention*, *tension*, *special*.

5. The short vowel sounds have regular spellings.

| Sound | Spelling | Example |
|-------|----------|---------|
| ă     | a        | cat     |
| ĕ     | e        | let     |
| ĭ     | i        | sit     |
| ŏ     | o        | cot     |
| ŭ     | u        | cut     |

6. The long vowel sounds have several spellings. The spelling used depends on the word's meaning units. Meaning units are prefixes, suffixes, and base words. For example, *long e* may be spelled *e*, *ea*, *ee*, or *-y*. In the word *return* it is spelled *e* because it keeps the spelling of the prefix *re*.

| Sound | Spelling | Example  |
|-------|----------|----------|
| ā     | a        | acorn    |
|       | ai       | rain     |
|       | ay       | day      |
|       | a__e     | tame     |
| ē     | e        | pretense |
|       | ee       | feet     |
|       | ea       | seat     |
|       | -y       | lucky    |
| ī     | -ie      | Jackie   |
|       | i        | bicycle  |
|       | i__e     | ice      |
|       |          |          |
| ō     | o        | noble    |
|       | oa       | toast    |
|       | o__e     | stone    |
|       | ow       | glow     |
| ū     | u        | universe |
|       | u__e     | tune     |

7. The vowels in unaccented syllables are pronounced with less emphasis. This reduced sound is called a *schwa* (ə). It sounds similar to a *short u* (ŭ), but its spelling relates to its meaning unit. For example, the word *portable* is made of the base word *port*, meaning “to carry,” and the suffix *able*, meaning “able to be.” The *a* in *portable* is a vowel in an unaccented syllable and is pronounced ə or ŭ. It keeps its spelling because it is part of the suffix *-able*.

8. *ie* is more common than *ei*. The following well-known rhyme is a good guide:

Use *i* before *e*,  
Except after *c*,  
Or when sounded like *a*,  
As in *neighbor* and *weigh*.

Exceptions you need to learn:

|          |              |            |             |
|----------|--------------|------------|-------------|
| agencies | ancient      | conscience | counterfeit |
| either   | efficient    | deity      | Fahrenheit  |
| fancier  | financier    | foreign    | forfeit     |
| height   | kaleidoscope | leisure    | neither     |
| protein  | proficient   | science    | seismograph |
| seize    | sheik        | society    | sovereign   |
| species  | weird        |            |             |

9. When adding a suffix that begins with a vowel to a base word that ends in *e*, drop the *e* before adding the suffix. If the suffix begins with a consonant, keep the final *e* on the base word. Examples:

love + ing = loving  
love + ly = lovely

10. If a base word ends with a vowel followed by a consonant (*-vc*), double the consonant before adding a suffix that begins with a vowel (*-vccv-*). Don't double the consonant before a suffix that begins with a consonant (*-vcc-*). Examples:

|        |         |              |       |
|--------|---------|--------------|-------|
| tan    | + -ed   | = tanned     | vccv- |
| dim    | + -er   | = dimmer     | vccv- |
| dim    | + -ly   | = dimly      | vcc-  |
| commit | + -ed   | = committed  | vccv- |
| commit | + -ment | = commitment | vccv- |

11. Common prefixes you should learn to spell:

| Prefix | Meaning | Example           |
|--------|---------|-------------------|
| anti-  | against | antiwar           |
| auto-  | self    | autobiography     |
| bi-    | two     | bicycle           |
| cent-  | hundred | century           |
| inter- | between | interstate        |
| mid-   | middle  | midstream         |
| poly-  | many    | polyglot          |
| pre-   | before  | predict           |
| re-    | again   | rerun             |
| sub-   | under   | submarine         |
| ultra- | beyond  | ultraconservative |
| un-    | not     | unclear           |
| under- | below   | underground       |

## 12. Common suffixes you should learn to spell:

| Suffix | Meaning     | Example     |
|--------|-------------|-------------|
| -ist   | one who     | artist      |
| -or    | one who     | actor       |
| -hood  | state of    | childhood   |
| -ation | process of  | computation |
| -ology | study of    | biology     |
| -less  | without     | careless    |
| -ful   | full of     | fearful     |
| -en    | made of     | wooden      |
| -ical  | relating to | hysterical  |
| -ate   | to make     | activate    |
| -able  | able to be  | washable    |



# Section Six

# Content Area Words

## List 6.1. Mathematics Vocabulary—Basic

For many ESL/ELL students who began their education in other countries, it is in mathematics that they can most readily apply and build on their prior academic knowledge and skills. The international use of common symbols for numbers, operations ( +, −, ×, and ÷ ), fractions, graphs, and more allow students to “do math” in English. However, math instruction does not stop with practicing already learned computation skills. Basic mathematics vocabulary is presented here in groups progressing from pre-K through grade 3 content. Each group of words contains math content and math instruction vocabulary. The vocabulary words were selected from widely used math texts for the primary grades. See List 2.4: Number Words; List 2.7: Time Words; and List 2.10: Money Words for additional mathematics vocabulary.

Primary grade ESL/ELL students who do not already have math knowledge and skills will also need direct instruction in math to learn concepts such as equals, add, one-to-one correspondence, place, computation rules, and so on. Counting, games, manipulatives, and other active learning strategies work well. For older ESL/ELL students, surveys, graphs, and word problems that deal with personally important information are helpful. Use the words in the following list for word recognition practice, to teach or review math concepts, and to practice word problem skills.

### Group I

|                    |                   |                |
|--------------------|-------------------|----------------|
| + addition sign    | add               | all            |
| + plus sign        | addition          | all together   |
| − subtraction sign | addition fact     | almost         |
| − takeaway sign    | addition sentence | amount         |
| = equals sign      | addition sign     | answer         |
| ≠ not equal sign   | alike             | Arabic numeral |

|                  |                 |                      |
|------------------|-----------------|----------------------|
| arrange          | guess           | order                |
| as long as       | half            | organize             |
| baker's dozen    | heavier         | organized list       |
| bar graph        | higher          | over                 |
| before           | horizontal      | part                 |
| below            | how many        | pattern              |
| between          | hundreds chart  | picture graph        |
| big              | hundreds place  | placeholder          |
| bigger           | impossible      | place value          |
| biggest          | increase        | predict              |
| billion          | inside          | prediction           |
| both             | irregular shape | problem              |
| center           | join            | problem solving      |
| circle           | large           | question             |
| closed shape     | larger          | recognize patterns   |
| color            | largest         | rectangle            |
| column           | last            | regroup              |
| combine          | least           | related facts        |
| compare          | length          | row                  |
| connect          | less            | ruler                |
| corner           | < less than     | same                 |
| count            | lighter         | scale                |
| count back       | list            | score                |
| count backward   | long            | set                  |
| count on         | longer          | shaded               |
| counting numbers | longest         | shape                |
| cup (c)          | lower           | share                |
| curve            | many            | shorter              |
| diagonal         | match           | shorter than         |
| difference       | measure         | shortest             |
| divide           | measurement     | show                 |
| dozen            | mile (mi)       | side                 |
| draw             | minus           | similar              |
| edge             | minus sign      | size                 |
| endpoint         | missing         | skip counting        |
| equal            | more            | small                |
| = equal to       | more than       | smaller              |
| estimate         | most            | smallest             |
| fact family      | next            | some                 |
| false            | next to         | sort                 |
| fewer            | number          | square               |
| fewer than       | number fact     | story problem        |
| graph            | number line     | subtract             |
| greater          | number sentence | subtraction          |
| > greater than   | numeral         | subtraction fact     |
| greatest         | ones place      | subtraction sentence |
| group            | one-to-one      | subtraction sign     |
| grouping         | open shape      | sum                  |

survey  
symbol  
table  
take away  
tall  
taller  
tallest  
tally (tallies)  
tally chart  
tally mark  
temperature  
ten  
tens place  
tenth

thermometer  
third  
thirteen  
thirtieth  
thirty  
thirty-second  
thousand  
three  
timeline  
times  
together  
total  
triangle  
true

two-digit number  
under  
unequal  
unit  
unknown  
use manipulatives  
weight (wt)  
whole  
width (w)  
word problem  
yard  
yardstick  
zero

## Group II

\* multiplication sign  
\* times sign  
× multiplication sign  
× times sign  
÷ division sign  
/ division sign  
two-dimensional shape  
three-dimensional shape  
acre (A)  
act out  
actual  
addend  
amount  
angle  
apply  
area  
argument  
array  
associative property  
attribute  
average  
capacity  
caret  
change  
circumference  
collection  
combine  
common factor  
common multiple  
commutative property

compare  
conclusion  
cone  
congruent  
congruent figures  
connect  
construct  
contain  
contrast  
counting numbers  
cube  
cubic unit  
cup (c)  
curve  
customary system  
customary units  
cylinder  
data  
decimal  
decimal number  
decrease  
decreasing sequences  
degree  
degrees Celsius  
degrees Fahrenheit  
denominator  
design  
diagonal  
diagram  
diameter

digit  
distance  
distributive property  
divide  
dividend  
division  
divisor  
double  
doubles  
doubles minus one  
doubles plus one  
doubling  
elapsed time  
element  
equal parts  
equally likely  
equals  
equation  
equilateral triangle  
equivalent  
equivalent fractions  
estimation  
even  
even number  
examine  
expanded form  
explain  
explore  
face  
factor

|                        |                          |                        |
|------------------------|--------------------------|------------------------|
| feet (ft)              | metric units             | plane                  |
| fewer                  | mile (mi)                | plane figure           |
| figure                 | miles (mi)               | point                  |
| flip (reflection)      | minute                   | polygon                |
| foot (ft)              | mixed                    | positive               |
| frequency table        | mixed number             | possible outcomes      |
| gallon (gal)           | mode                     | prime number           |
| geometric figure       | more likely              | prism                  |
| geometric pattern      | multiple                 | problem                |
| geometry               | multiple representations | process of elimination |
| graduated scale        | multiplication           | product                |
| graph                  | multiplication sentence  | property               |
| half-gallon            | multiply                 | protractor             |
| hexagon                | name                     | pyramid                |
| horizontal             | negative                 | quart (qt)             |
| identify               | net                      | quotient               |
| identity element       | numerator                | radius                 |
| identity property      | numeric expression       | range                  |
| inch (in)              | numeric pattern          | ratio                  |
| inches (in)            | octagon                  | ray                    |
| include                | odd                      | real-world situation   |
| increase               | odd number               | reasonable estimate    |
| increasing sequences   | one-digit number         | reciprocal             |
| inequality             | one-eighth               | regular shapes         |
| intersect              | one-half                 | relevant information   |
| intersecting lines     | one-quarter              | remainder              |
| inverse operations     | operation                | rename                 |
| investigate            | opposite                 | repeated addition      |
| irrelevant information | order                    | repeated subtraction   |
| key                    | ordered pair             | represent              |
| label                  | ounce (oz)               | rhombus                |
| least                  | overestimate             | right angle            |
| less                   | pair                     | right triangle         |
| less likely            | parallel                 | Roman numerals         |
| likely                 | parallel lines           | rotation               |
| line                   | parallelogram            | round (rounding)       |
| line graph             | parentheses              | rounded number         |
| line of symmetry       | pattern unit             | sequence               |
| line segment           | pentagon                 | set of objects         |
| liter (l)              | per                      | side                   |
| mass                   | percent                  | sign                   |
| mean                   | perimeter                | similar                |
| measure                | period                   | simple                 |
| median                 | perpendicular            | simplest form          |
| member                 | physical models          | single                 |
| mental math            | pictograph               | slide (translation)    |
| metric                 | pint (pt)                | solid                  |
| metric system          | place value              | solution               |



|                    |                 |                         |
|--------------------|-----------------|-------------------------|
| solve              | trial and error | variable                |
| space              | triangle        | Venn diagram            |
| sphere             | turn (rotation) | vertical                |
| standard measure   | underestimate   | whole number            |
| standard units     | unequal parts   | word form               |
| straight           | unit            | written representations |
| strategy           | unit fractions  | yard (yd)               |
| sum                | unit price      | yards (yd)              |
| symmetrical figure | unknown         | zero property           |
| symmetry           | unlikely        |                         |
| trapezoid          | value           |                         |

## List 6.2. Mathematics Vocabulary—Intermediate

This list builds on the mathematics concepts and instructional vocabulary presented in the basic mathematics vocabulary list. It reflects the mathematics curriculum taught and tested in grades 4 through 6. These words are also part of the vocabulary needed for algebra, geometry, and other math courses in high school. Teach math-related affixes and roots to develop students' ability to use structural analysis to read and understand math language.

|                      |                       |                      |
|----------------------|-----------------------|----------------------|
| 30-60-90 triangle    | commutative property  | empty set            |
| 45-45-90 triangle    | compass               | equality             |
| abscissa             | complementary         | equation             |
| absolute             | compound              | equiangular triangle |
| accurate             | compound interest     | equilateral          |
| act out              | computation           | equivalent           |
| acute angle          | concave               | estimate             |
| acute triangle       | concentric            | evaluate             |
| adjacent             | congruent triangles   | event                |
| algebra              | consecutive           | exact                |
| algebraic expression | constant              | examine              |
| alternate            | construct             | example              |
| altitude             | convex                | experiment           |
| analyze              | coordinate            | explain              |
| angle ( $\angle$ )   | correlation           | explore              |
| answer               | corresponding         | exponent             |
| apply                | cylinder              | express              |
| approach             | data                  | extend               |
| approximately        | decimal               | exterior             |
| arc                  | decrease              | factor (verb)        |
| area                 | denominator           | favorable outcomes   |
| associative property | dependent events      | finite               |
| at random            | depth                 | flow chart           |
| average              | derive                | formula              |
| axis (axes)          | describe              | frequency            |
| bar graph            | determine             | geometry             |
| base (of percent)    | develop formulas      | graph                |
| benchmark            | deviation             | grid                 |
| bisect               | diameter              | gross                |
| box plot             | differentiate         | histogram            |
| calculate            | digit                 | hypotenuse           |
| capacity             | dimension             | identify             |
| cast out             | discount              | identity             |
| circle graph         | discuss               | identity property    |
| circumference        | disprove              | impossible outcomes  |
| coefficient          | distributive property | improper             |
| common denominator   | dot graph             | increase             |
| common factor        | drawings              | independent event    |
| common multiple      | element               | infinite             |

|                        |                      |                       |
|------------------------|----------------------|-----------------------|
| input values           | outcome              | satisfies             |
| integer                | outlier              | scale                 |
| interest               | partial              | scientific            |
| interior               | pattern              | sector                |
| interpret              | percent              | segment               |
| intersect              | percentage           | set                   |
| intersection of sets   | percentile           | short division        |
| interval               | perpendicular lines  | sign                  |
| inverse                | perspective drawing  | significant digits    |
| inverse operation      | pi ( $\pi$ )         | similarities          |
| investigate            | plot                 | simple interest       |
| irrelevant information | point                | simplest              |
| isosceles triangle     | poll                 | simplify              |
| justify                | predict              | single                |
| label                  | prime                | solution              |
| like denominators      | principle            | spatial relationships |
| line graph             | probability          | square                |
| linear                 | probable             | squared               |
| mean                   | proportion           | statistics            |
| median                 | prove                | stem-and-leaf plot    |
| midpoint               | Pythagorean theorem  | strategies            |
| midway                 | quadrant             | string                |
| minimum                | quadrilateral        | subset                |
| mixed number           | quantity             | substitute            |
| mode                   | radius, radii        | substitution          |
| model                  | range                | surface area          |
| monitor                | ranking              | survey                |
| multiple               | rate                 | symbols               |
| negative               | rationale            | translate             |
| notation               | reasonable estimates | tree diagram          |
| null set               | recognize            | trial                 |
| numerator              | record data          | trial and error       |
| numeric pattern        | reduce               | triangle              |
| numerically            | reflect              | union                 |
| objects                | reflection           | unlike                |
| obtuse                 | relevant information | unlimited             |
| odd                    | rename               | unmatched             |
| open sentence          | repeating decimal    | upper limit           |
| opposite               | reverse              | variable              |
| order of operations    | rule                 | verbal expression     |
| organize               | sale price           | vertical              |
| organized chart        | sales tax            | whole                 |
| organized list         | sampling             | whole number          |

### List 6.3. Social Studies Vocabulary—Basic

Social studies encompasses history, geography, civics, economics, and sociology. Social studies instruction builds a foundation in the early grades around the interdependence of people and the relationship between people and their environment. Social studies also plays a major role in transmitting the American culture and value system, drawing attention to themes of freedom, democracy, courage, frontier blazing, capitalism, and community. The following basic vocabulary of social studies comes from current textbooks for grades 1 to 3 and begins to build this foundation.

|                     |                      |                          |
|---------------------|----------------------|--------------------------|
| abolish             | charter              | election                 |
| Abraham Lincoln     | Cherokee             | Election Day             |
| administration      | Christopher Columbus | Ellis Island             |
| adobe               | chronological order  | Europe                   |
| Africa              | citizen              | executive branch         |
| ally                | citizenship          | expedition               |
| amendment           | city                 | explore                  |
| American Revolution | city hall            | federal                  |
| ancestor            | civil                | firefighter              |
| ancient             | civil rights         | fleet                    |
| anthem              | Civil War            | founded                  |
| area                | civilization         | freedom                  |
| artifact            | coal                 | frontier                 |
| Asia                | colonists            | geography                |
| assembly line       | colony               | George Washington        |
| Atlantic Ocean      | Comanche             | government               |
| authority           | commerce             | governor                 |
| balance             | communication        | harbor                   |
| barter              | community            | history                  |
| beliefs             | compromise           | hogan                    |
| Benjamin Franklin   | confederate          | holiday                  |
| bill                | Congress             | homestead                |
| Bill of Rights      | consent              | Hopi                     |
| biography           | Constitution         | House of Representatives |
| black gold          | consumer             | illegal                  |
| branch              | continent            | immigrant                |
| British             | council              | indentured servant       |
| budget              | country              | independence             |
| cabinet             | courage              | Industrial Revolution    |
| calendar            | culture              | invention                |
| candidate           | customs              | Iroquois                 |
| capital             | Declaration of       | Jamestown, Virginia      |
| capitalism          | Independence         | judicial                 |
| cause               | demand               | justice                  |
| cause and effect    | democracy            | law                      |
| celebrations        | democrat             | leader                   |
| century             | earn                 | lean-tos                 |

|                      |                           |                      |
|----------------------|---------------------------|----------------------|
| legal                | possession                | Star Spangled Banner |
| legislative          | Post Road                 | state                |
| letter carrier       | postal service            | state capital        |
| Leif Erikson         | Powhatan                  | state government     |
| Lincoln Highway      | prejudice                 | Statue of Liberty    |
| machine              | president                 | supply               |
| Magna Carta          | primary                   | system               |
| mail delivery        | primary sources           | tax                  |
| majority             | prohibit                  | taxation             |
| map                  | pueblos                   | technology           |
| Mayflower Compact    | Puritan                   | tepees               |
| mayor                | railroads                 | Thanksgiving         |
| Mexico               | religion                  | Thomas Jefferson     |
| minority             | represent                 | timeline             |
| monarchy             | representative democracy  | town hall            |
| mountain             | representative government | trade                |
| national             | republic                  | tradition            |
| native               | republican                | transcontinental     |
| Native Americans     | responsibility            | railroad             |
| Navajo               | river                     | treaty               |
| North America        | sea                       | tribes               |
| ocean                | Seminole                  | union                |
| opportunity          | Senate                    | unite                |
| oral history         | sequence                  | United Kingdom       |
| Oregon Trail         | settle                    | United States        |
| Pacific Ocean        | settlers                  | veto                 |
| Parliament           | Shawnee                   | volunteer            |
| patriot              | shelter                   | vote                 |
| pilgrim              | Sioux                     | voyage               |
| pioneer              | slavery                   | wagon train          |
| Pledge of Allegiance | slaves                    | Washington, D.C.     |
| Plymouth Rock        | society                   | westward movement    |
| police officer       | South America             | wigwams              |
| policy               | Spanish                   | wilderness           |
| political            | spending                  | worship              |
| Pony Express         | St. Augustine, Florida    | Yankee               |

## List 6.4. Social Studies Vocabulary—Intermediate

Social studies in the middle grades places greater emphasis on the relationships among nations and the struggle between political and ideological views. This list builds on basic social studies vocabulary and is based on words in social studies texts and tests for grades 4 through 6. Documentaries are excellent ways to teach social studies vocabulary. Be sure to teach related words and spellings, for example, ally, allies, allied, and alliance.

|                           |                            |                    |
|---------------------------|----------------------------|--------------------|
| alien                     | delegates                  | Great Depression   |
| alliance                  | depression                 | Great Famine       |
| Allied Powers             | desegregation              | Holocaust          |
| ally                      | diplomat                   | Homestead Act      |
| amnesty                   | disarmament                | hostage            |
| apartheid                 | discrimination             | human resources    |
| Articles of Confederation | dissent                    | humanitarian       |
| assassination             | distribution map           | immigration        |
| Assembly                  | divine right               | import             |
| atomic bomb               | dynasty                    | inauguration       |
| automation                | economy                    | inflation          |
| Axis powers               | electoral vote             | initiative         |
| balance of power          | emancipation               | integration        |
| blockade                  | Emancipation               | interdependent     |
| Boston Tea Party          | Proclamation               | interstate highway |
| boundary                  | embargo                    | invasion           |
| boycott                   | emigration                 | investment         |
| bureaucracy               | emperor                    | Iron Curtain       |
| cabinet                   | empire                     | isolationism       |
| capitalism                | endangered species         | judicial branch    |
| cash crop                 | equality                   | laissez-faire      |
| census                    | Era of Good Feelings       | Latin America      |
| Central powers            | erosion                    | legislative branch |
| checks and balances       | ethnic group               | legislature        |
| civil rights              | evaluate                   | liberal            |
| cold war                  | executive branch           | literacy           |
| collective bargaining     | exile                      | loyalists          |
| communism                 | export                     | majority           |
| compromise                | extinct                    | mandate            |
| concentration camps       | fascism                    | Manifest Destiny   |
| Confederacy               | federal                    | manufacturing      |
| conserve                  | Federal Reserve            | martial law        |
| convention                | First Continental Congress | mass production    |
| convert                   | foreign                    | meridian           |
| cooperation               | free enterprise system     | metropolitan area  |
| crisis                    | free state                 | middle class       |
| Cuban missile crisis      | Free World                 | Middle East        |
| currency                  | Gettysburg Address         | migrant            |
| customs                   | globalization              | militias           |

---

|                        |                |                         |
|------------------------|----------------|-------------------------|
| minority               | proclamation   | segregation             |
| missionary             | profit         | senator                 |
| moderates              | progressive    | Seneca Falls Convention |
| monopoly               | prohibit       | separation of powers    |
| nationalism            | prohibition    | settlement house        |
| navigation             | propaganda     | siege                   |
| Nazism                 | protectorate   | slave state             |
| negotiate              | public opinion | smuggling               |
| neutral                | public works   | Social Security         |
| nominate               | radicals       | socialism               |
| nonviolence            | ratify         | society                 |
| nuclear weapons        | rebellion      | sociology               |
| null and void          | recall         | sovereignty             |
| occupied               | recession      | spoils system           |
| opinion                | Reconstruction | standard of living      |
| oppression             | recycle        | stock market            |
| pacifists              | referendum     | strategy                |
| Parliament             | reform         | strike                  |
| passport               | Reformation    | suffrage                |
| patriotism             | refugee        | supply                  |
| per capita             | regulation     | Supreme Court           |
| persecution            | Renaissance    | surplus                 |
| Persian Gulf War       | repeal         | surrender               |
| petition               | representative | survive                 |
| plantation             | republic       | sweatshops              |
| policy                 | republican     | terrorism               |
| political party        | reservation    | tolerance               |
| politics               | reserves       | totalitarian            |
| poll tax               | resign         | traitor                 |
| pollution              | resolution     | treason                 |
| population density map | resources      | tyrant                  |
| postwar                | retreat        | unanimous               |
| prairie                | revenue        | underground railroad    |
| preamble               | revolution     | union                   |
| precipitation          | riots          | United Nations          |
| prejudice              | sabotage       | unskilled worker        |
| primary                | saga           | veto                    |
| primary source         | savanna        | Vietnam War             |
| prime minister         | scale          | war hawks               |
| private property       | scandal        | War of 1812             |
| process                | secession      | Watergate scandal       |

## List 6.5. Geography Vocabulary—Basic

Some ESL/ELL students have extensive knowledge of other people, places, cultures, and environments because they have lived in and traveled to many countries. Others have had very limited exposure beyond their family's village and have not encountered information about other communities, land and water forms, map skills, and political geography. Drawing on the knowledge that all students bring about their countries of origin helps set the context for learning about world geography. The words in this list are found in geography units for grades 1 to 3.

|                     |                    |                 |
|---------------------|--------------------|-----------------|
| adapt               | conserve           | fertile         |
| address             | continent          | flag            |
| Africa              | contour            | forest          |
| alike               | country            | fossil          |
| arid                | county             | freedom         |
| Asia                | crop               | fuel            |
| Atlantic Ocean      | crossroads         | geography       |
| atlas               | crust              | glacier         |
| atmosphere          | cultivation        | globe           |
| Australia           | culture            | goods           |
| axis                | custom             | grain           |
| bar graph           | data               | grasslands      |
| barren              | desert             | Greece          |
| bay                 | diagram            | grid            |
| border              | different          | group           |
| boundary            | directions         | gulf            |
| Canada              | discover           | Gulf of Mexico  |
| canyons             | diversity          | habitat         |
| capital             | drought            | harbor          |
| cardinal directions | earth              | harvest         |
| Caribbean Sea       | east               | hemisphere      |
| cartographer        | eastern            | highlands       |
| census              | eastern hemisphere | hill            |
| central             | ecology            | history         |
| Central America     | economy            | holiday         |
| chart               | ecosystem          | horizon         |
| citizen             | endangered         | human resources |
| city                | England            | ice cap         |
| classify            | environment        | iceberg         |
| climate             | equator            | import          |
| coast               | ethnic group       | income          |
| colony              | Europe             | industry        |
| communicate         | evaporation        | interdependence |
| community           | export             | invention       |
| compass             | factory            | inventor        |
| compass rose        | farm               | island          |
| conservation        | farming            | job             |



|                           |                      |                     |
|---------------------------|----------------------|---------------------|
| jungle                    | northern             | school              |
| lake                      | northern hemisphere  | sea                 |
| landform                  | oasis                | season              |
| landmark                  | ocean                | services            |
| latitude                  | oil                  | soil                |
| lava                      | Pacific Ocean        | south               |
| law                       | peak                 | South America       |
| leader                    | peninsula            | South Pole          |
| legend                    | Phoenicians          | southern            |
| line graphs               | physical environment | southern hemisphere |
| livestock                 | pie chart            | sphere              |
| location                  | plain                | state               |
| locator map               | planet               | suburb              |
| longitude                 | plateau              | swamp               |
| map                       | population           | symbol              |
| map key                   | port                 | table               |
| map scale                 | prairie              | temperate climate   |
| market                    | precipitation        | temperature         |
| mass                      | president            | tide                |
| meridian                  | prime meridian       | timeline            |
| mesa                      | producer             | tools               |
| Mexico                    | products             | town                |
| migration                 | profit               | trade               |
| miner                     | rainfall             | transportation      |
| mineral                   | rainforest climate   | tropical            |
| moderate                  | range                | tundra climate      |
| money                     | recreation           | urban               |
| monument                  | recycle              | valley              |
| motto                     | reduce               | vast                |
| mountain                  | region               | vegetation          |
| nation                    | religion             | volcano             |
| native                    | renewable resource   | volunteer           |
| natural resource          | reuse                | wants               |
| needleleaf forest climate | river                | weather             |
| needs                     | Rome                 | west                |
| neighborhood              | route                | western             |
| nomad                     | rule                 | western hemisphere  |
| nonrenewable resource     | rural                | wilderness          |
| north                     | saving               | world               |
| North America             | scale of miles       | zone                |
| North Pole                | scarcity             |                     |

## List 6.6. Geography Vocabulary—Intermediate

This list includes key vocabulary from middle grade geography texts. It builds on concepts presented in the primary grade list.

|                     |                         |                        |
|---------------------|-------------------------|------------------------|
| agriculture         | equal area map          | metropolitan area      |
| alluvial            | erosion                 | monsoon                |
| altitude            | European Union          | multiculturalism       |
| Antarctic Circle    | evergreen               | navigation             |
| anthropology        | fault                   | ocean current          |
| arable              | flash flood             | oceanography           |
| archipelago         | flood plain             | parallel               |
| Arctic Circle       | foliage                 | pasture                |
| arid                | free trade zone         | petroleum              |
| artisan             | geologist               | physical map           |
| basin               | globalization           | polar                  |
| belt                | grasslands              | pollution              |
| canal               | greenhouse effect       | population density     |
| cape                | gross national product  | rain forest            |
| cash crop           | growing season          | raw materials          |
| cliff               | Gulf Stream             | refinery               |
| climate             | heritage                | relief map             |
| coast               | highlands               | religion               |
| commercial          | homogeneous             | resources              |
| competition         | humidity                | rotation               |
| coniferous          | hurricane               | sediment               |
| continental divide  | hydroelectric           | seismograph            |
| crater              | inland                  | silt                   |
| crop rotation       | international date line | single product economy |
| cultural region     | irrigation              | standard of living     |
| current             | jet stream              | steppe                 |
| dam                 | labor force             | strait                 |
| death rate          | landlocked              | subsistence farming    |
| deciduous           | latitude                | subtropical            |
| deforestation       | levee                   | supply                 |
| degree              | life expectancy         | surplus                |
| delta               | longitude               | survey                 |
| density             | lowlands                | temperate              |
| desert              | mainland                | timberline             |
| diversity           | manufacture             | topography             |
| domestic            | map projection          | topsoil                |
| drought             | marine climate          | tourism                |
| ecology             | marsh                   | tributary              |
| economic indicators | meadow                  | typhoon                |
| economy             | megalopolis             | vital statistics       |
| elevation           | Mercator map            | water power            |

## List 6.7. Science Vocabulary—Basic

Primary grade science introduces students to the life cycle, the earth, the solar system, simple machines, weather, and natural systems. Science at this level is learned best through discovery using observation, measurement, classification, data collection, and hypothesis testing. This vocabulary list is drawn from texts for grades 1 through 3. Science words pose significant challenges to ESL/ELL students. Science often uses a common word such as *crust* or *pole* to refer to concepts that are difficult to imagine or understand. Science concepts introduced in the early grades often have vocabulary that is beyond students' decoding skills and instructional reading levels. Science words are often challenging to pronounce and spell. Be sure to teach related terms (such as chemistry, chemist, chemical) and highlight roots and affixes when teaching science words.

|                 |               |                  |                |
|-----------------|---------------|------------------|----------------|
| absorb          | chlorine      | dinosaur         | food chain     |
| accurate        | chlorophyll   | direction        | food web       |
| adaptation      | circuit       | disease          | force          |
| air             | circulation   | dissolve         | forest         |
| air current     | classify      | distance         | form           |
| air pressure    | climate       | earth            | forward        |
| algae           | cloud         | earthquake       | fossil         |
| amoeba          | community     | eclipse          | freeze         |
| amphibian       | compare       | ecosystem        | fresh water    |
| ancestor        | compass       | effect           | friction       |
| anemometer      | competition   | electric current | frost          |
| apply           | compound      | electricity      | fruit          |
| arctic          | concave       | element          | fuel           |
| astronaut       | conclusion    | endangered       | fulcrum        |
| astronomer      | condense      | energy           | full moon      |
| atmosphere      | conductor     | environment      | fungus (fungi) |
| atom            | conserve      | equator          | gas            |
| attract         | constant      | erosion          | germinate      |
| axis            | constellation | evaporate        | gills          |
| backbone        | consumer      | evidence         | glacier        |
| backward        | contain       | examine          | gram           |
| bacteria        | contract      | expand           | grassland      |
| balance         | control       | experiment       | gravity        |
| barometer       | convex        | extinct          | groundwater    |
| battery         | core          | Fahrenheit       | habitat        |
| behavior        | crater        | fall             | hail           |
| biology         | crust         | fern             | heat           |
| boil            | current       | fertile          | hemisphere     |
| breathe         | data          | filament         | herbivore      |
| carbon dioxide  | decay         | first quarter    | heredity       |
| carnivore       | decompose     | fish             | hibernate      |
| cell            | degree        | float            | host           |
| Celsius         | density       | flood            | human          |
| centimeter      | desert        | flow             | hurricane      |
| chemical change | development   | flowers          | hypothesis     |
| chemical symbol | dew           | focus            | iceberg        |
| chemistry       | digestion     | fog              | igneous rock   |

|                  |                  |                  |                |
|------------------|------------------|------------------|----------------|
| image            | mixture          | property         | sink           |
| imaginary        | model            | protein          | skeleton       |
| imprint          | moisture         | prove            | skin           |
| incisor          | mold             | pull             | soil           |
| inclined plane   | molecule         | pulley           | solar system   |
| infection        | moon             | pupil            | solid          |
| infer            | motion           | pure             | solution       |
| inherited trait  | mountain         | push             | sound          |
| insect           | natural resource | radiant          | South Pole     |
| instinct         | nectar           | rain forest      | space          |
| interpret        | new moon         | rain gauge       | speed          |
| investigate      | nonliving thing  | rainfall         | sphere         |
| joint            | nonrenewable     | ramp             | spring         |
| key              | resource         | range            | star           |
| kilogram         | North Pole       | rate             | stem           |
| landform         | northern         | reaction         | stimulus       |
| landslide        | nucleus          | recycle          | stream         |
| leaf (leaves)    | observation      | reduce           | summer         |
| learned trait    | observe          | reflection       | sun            |
| length           | omnivore         | refraction       | surface        |
| lens             | opaque           | relocate         | survive        |
| lever            | optical          | renewable        | switch         |
| life cycle       | orbit            | resources        | system         |
| light            | order            | repel            | taste          |
| liquid           | organism         | reproduction     | temperature    |
| liter            | outlet           | reptile          | texture        |
| living thing     | oxygen           | reservoir        | thermometer    |
| load             | parasite         | respiration      | thunder        |
| lungs            | periodic         | response         | tides          |
| machine          | phase            | retina           | tissue         |
| magnet           | physical         | reuse            | tornado        |
| magnetic field   | physical change  | revolve          | transparent    |
| magnetism        | pitch            | ridge            | treatment      |
| mammal           | plain            | river            | variables      |
| mantle           | plane            | rock             | vibrate        |
| map              | planet           | root             | volcano        |
| marine life      | poles            | rotate           | volume         |
| mass             | pollen           | ruler            | waste          |
| matter           | pollution        | scale            | water cycle    |
| measure          | population       | screw            | water vapor    |
| measuring cup    | position         | sea water        | wave           |
| melt             | power            | season           | weather        |
| melting point    | precipitation    | sediment         | weather vane   |
| mercury          | predator         | sedimentary rock | weathering     |
| metal            | predict          | seed             | wedge          |
| metamorphic rock | prescribe        | seedling         | weight         |
| metamorphosis    | preserve         | senses           | wheel and axle |
| meteor           | prey             | separate         | wind           |
| microscope       | prism            | series           | winter         |
| migrate          | produce          | shelter          | work           |
| mineral          | producer         | simple machine   |                |

## List 6.8. Science Vocabulary—Intermediate

The following list was drawn from vocabulary in science texts for grades 4 through 6 and builds on the basic science vocabulary list. This list helps students work with concepts of biology, ecology, chemistry, and physics. Students need practice in order to recognize multiword science idioms such as *chain reaction* or *circuit breaker*.

|                          |                    |                    |
|--------------------------|--------------------|--------------------|
| absolute zero            | cell cycle         | depletion          |
| acceleration             | centripetal force  | deposition         |
| acid                     | chain reaction     | diffraction        |
| acoustics                | charge             | diffusion          |
| action                   | chemical bonding   | digestive system   |
| alkaline                 | chemical equation  | dilute solution    |
| alloy                    | chemical formula   | direct current     |
| alternating              | chemical reaction  | discharge          |
| alternative energy       | chlorine           | dispersion         |
| aluminum                 | chromosome         | dissect            |
| amino acid               | circuit breaker    | distillation       |
| ammonia                  | circulatory system | divergence         |
| amplify                  | cirrus cloud       | diversity          |
| analysis                 | classification     | DNA                |
| anatomy                  | climate zone       | dominant           |
| aneroid barometer        | clone              | dormant            |
| antibiotic               | coefficient        | dry cell           |
| Archimedes               | cohesion           | echo               |
| assimilation             | cold front         | ecology            |
| astronomy                | cold-blooded       | efficiency         |
| atomic mass              | collision theory   | effort             |
| atomic number            | color blindness    | electrode          |
| autonomic nervous system | combustion         | electrolyte        |
| base                     | compression        | electromagnetic    |
| benchmark                | concave lens       | electron           |
| big bang                 | concentrate        | element            |
| biodiversity             | conductor          | elevation          |
| biome                    | convection         | embryo             |
| biotechnology            | convergence        | endangered species |
| black hole               | convex lens        | endocrine system   |
| boiling point            | corrosion          | endoskeleton       |
| bonding                  | cross-pollination  | endothermic        |
| Boyle's Law              | crystal            | entropy            |
| buoyancy                 | cumulus cloud      | enzyme             |
| calorie                  | cycle              | epicenter          |
| carbohydrate             | deceleration       | equilibrium        |
| carbon                   | decibel (dB)       | era                |
| carbon cycle             | decomposition      | erratic            |
| carrier                  | dehydration        | evolution          |
| catalyst                 | dependence         | exoskeleton        |

|                     |                         |                      |
|---------------------|-------------------------|----------------------|
| exothermic          | incandescent            | momentum             |
| fault               | induction               | muscular system      |
| fiber optics        | inert                   | mutation             |
| filter              | inertia                 | nerves               |
| fission             | infectious              | nervous system       |
| fluid               | inflammation            | neuron               |
| fluorescent         | infrared ray            | neutral              |
| focus               | inhale                  | neutron              |
| formula             | inherited behavior      | niche                |
| frame of reference  | inner core              | nitrogen             |
| freeze              | inorganic               | noble gas            |
| freezing point      | insoluble               | nomenclature         |
| frequency           | insulate                | nonmetal             |
| friction            | intensity               | nuclear energy       |
| front               | interference            | nuclear fission      |
| fulcrum             | international date line | nuclear fusion       |
| fusion              | intrusive               | nuclear waste        |
| galaxy              | inverse                 | nucleic acid         |
| gears               | invertebrate            | nutrient             |
| gene                | invisible spectrum      | organ                |
| generation          | ion                     | organic              |
| generator           | irrigation              | organic rock         |
| genetic engineering | joule                   | osmosis              |
| genetics            | kinetic energy          | outer core           |
| genus               | kingdom                 | output               |
| geology             | larva                   | ovary                |
| geothermal energy   | laser                   | oxidation            |
| germination         | learned behavior        | oxygen               |
| gestation           | life span               | ozone                |
| grounded            | light year              | parallel circuit     |
| hazardous waste     | lightning               | pasteurization       |
| heat transfer       | litmus                  | periodic             |
| heterogeneous       | magma                   | periodic table       |
| homeostasis         | magnetic                | peripheral           |
| homologous          | magnetic field          | peristalsis          |
| hormone             | malleable               | permanent magnet     |
| horsepower          | mammal                  | permeable            |
| host                | mechanical advantage    | petri dish           |
| humidity            | meiosis                 | petrified            |
| hybrid              | membrane                | petroleum            |
| hydrocarbon         | meniscus                | pH                   |
| hydrochloric acid   | metabolism              | photoelectric effect |
| hydroelectric       | microorganism           | photon               |
| hydrogen            | Milky Way               | photosynthesis       |
| immune              | mineral                 | physics              |
| imprint             | mitosis                 | pitch                |
| inborn              | modulation              | plate tectonics      |

|                     |                     |                       |
|---------------------|---------------------|-----------------------|
| plateau             | sexual reproduction | thrust                |
| polarity            | short circuit       | titration             |
| potassium           | skeletal system     | tolerance             |
| potential energy    | slope               | trait                 |
| pressure            | smog                | transfer              |
| prey                | sodium              | transfusion           |
| primary color       | soil profile        | transistor            |
| probability         | soil water          | translucent           |
| projectile          | soluble             | transmutation         |
| protoplasm          | sonar               | transparent           |
| psychological       | sound wave          | ultrasonic            |
| puberty             | species             | ultraviolet ray       |
| pulley              | specific gravity    | universe              |
| radar               | spectroscope        | unsaturated           |
| radiation           | spectrum            | vacuum                |
| radioactivity       | sperm               | valence               |
| ratio               | state of matter     | valve                 |
| raw material        | static electricity  | vapor                 |
| reaction            | subscript           | variation             |
| receptor            | superconductivity   | velocity              |
| recessive           | supersaturated      | vertebrate            |
| relative humidity   | surface current     | vibration             |
| replication         | suspension          | visible spectrum      |
| reproduction        | symbiosis           | vocal cord            |
| resistance          | symmetry            | voltage               |
| resistor            | symptom             | volume                |
| resonance           | synapse             | warm-blooded          |
| respiratory system  | synthesis reaction  | water cycle           |
| retina              | synthetic element   | water table           |
| reverberation       | taxonomy            | water treatment plant |
| runoff              | temperate           | watt                  |
| saturation          | terminal velocity   | wavelength            |
| scientific method   | terminus            | wet cell              |
| scientific name     | test tube           | yeast                 |
| scientific notation | theory              | zoology               |
| series circuit      | thermal expansion   | zygote                |
| sex-linked trait    | thermostat          |                       |





# Section Seven

# Culture

## List 7.1. Seasons, Holidays, and Culture

The rhythm and rhyme of American culture comes alive through our shared experiences of seasons and holidays. Geographic and local customs add variety and color. Learning about seasons and holidays as they occur helps ESL/ELL students understand American popular culture, local events, media coverage, and more.

Discussing how each culture represented in the class treats universal elements—such as harvest—honors students’ cultural traditions and shows how similar many customs are around the world.

In addition to holidays that mark seasons or public events in American history or culture, Americans, depending on their personal or family traditions, observe a number of festivals and historic days or periods marking significant events in their religions. Since the founding of the colonies that became the United States of America, the freedom to practice a religion of one’s choosing has been a cornerstone of the country’s culture. As immigrants from different parts of the world arrived in the United States, they brought their religious traditions with them. According to the 2007 *CIA World Fact Book*, the current population is approximately

- 52 percent Protestant
- 24 percent Roman Catholic
- 2 percent Mormon
- 1 percent Jewish
- 1 percent Muslim
- 10 percent other religions
- 10 percent no religious affiliation

In general, Christian holidays commemorate events in the life of Jesus Christ, Jewish holidays are remembrances of events in Jewish history, and Islamic holidays mark events in the life of Muhammad. Kwanzaa is a Pan-African holiday observed by many African Americans and individuals of African descent worldwide. It celebrates African culture, family, and community.

The lists that follow are organized by seasons and include major secular and religious holidays that are commonly celebrated in the United States. Key associated vocabulary, including colors, activities, weather, and idioms are also listed.

### **Teaching Ideas for Holidays and Seasonal Words**

Integrating cultural information into weekly lesson plans helps ESL/ELL students acclimate and understand U.S. culture. Here are some ideas on how this information can be included in your instructional programs:

- Calendar study (lunar and solar calendars)
- History lessons (timelines, historical figures and events)
- Current events
- Map study
- Search-a-word (word recognition)
- Spelling lists and spelling bees
- Word wall helpers for writing assignments
- Graphs and charts
- Vocabulary study (related vocabulary and idioms)
- Art lessons (icons, decorations, painting, sculptures, crafts)
- Research projects
- Science lessons (seasonal changes, climate differences, growing cycles, astronomy)
- Newspaper reading lessons
- Speaking and presenting (skits and plays, panel discussions)
- Economics lessons (budgeting and spending)
- Interviews with family members about holiday significance
- Journal writing
- Poetry lessons

## List 7.2. Fall (Autumn) Holidays and Seasonal Words

*Months:* September, October, November

*Fall begins* with the autumnal equinox, when the time between sunrise and sunset is equal to the time between sunset and sunrise (twelve hours). The equinox occurs at a moment in time, not for an entire day. It usually occurs on September 22 or September 23.

|                         |                           |                 |
|-------------------------|---------------------------|-----------------|
| autumn                  | corn maze                 | soccer          |
| cool                    | costume                   | standard time   |
| crisp                   | daylight savings time     | state fair      |
| chilly                  | end of vacation           | sweaters        |
| morning fog             | falling leaves            | time change     |
| black                   | football                  | trick or treat  |
| brown                   | goblin                    | turkey          |
| gold                    | harvest                   | uniforms        |
| orange                  | harvest festival          | witches         |
| red                     | harvest moon              | World Series    |
| yellow                  | hay ride                  | yams            |
| apple dunking           | home improvement projects | Labor Day       |
| apple picking           | Indian summer             | Patriots' Day   |
| leaves                  | leaf peeping              | Rosh Hashanah   |
| foliage                 | light jackets             | Yom Kippur      |
| back-to-school shopping | long sleeves              | Ramadan         |
| backpacks               | masks                     | Eid al-Fitr     |
| barn dance              | masquerade party          | Columbus Day    |
| black cats              | new friends               | Veterans Day    |
| block party             | new school year           | election day    |
| canning                 | pumpkins                  | Halloween       |
| cider                   | pumpkin pie               | All Saints' Day |
| corn husks              | raking leaves             | Thanksgiving    |

**Labor Day** Labor Day has been celebrated on the first Monday of September since 1894 and honors the achievements of American workers and the American labor movement. It is often marked by parades and picnics. It also signals the end of summer. In many states, the school year begins the Tuesday or Wednesday following Labor Day. Labor Day is a national holiday and government agencies and banks are closed.

assembly line, benefits, child labor laws, contract, economy, employment, full-time, guilds, health care, hourly, industrial age, innovation, jobs, labor, lockout, management, migrant workers, minimum wage, negotiation, outsource, parade, part-time, patents, pay, pickets, productivity, research, robots, salaried, salary, seniority, sick days, strike breaker, strike, taxes, trade agreements, undocumented workers, unemployment, union, vacation days, wages, work hours, work week, workers

**Patriots' Day** In 2002, by presidential proclamation, George W. Bush designated September 11 as Patriots' Day. It is also called America Remembers Day. This day honors

and remembers the more than three thousand innocent people killed in the terrorist attacks on the bright, clear morning of September 11, 2001. Terrorists hijacked commercial airliners and crashed into the twin towers of the World Trade Center in New York City; the Pentagon building in Washington, D.C.; and a field in Shanksville, Pennsylvania. Flags are flown on Patriots' Day.

act of war, Al-Qaeda, attack, bravery, collapse, command post, debris, emergency services, financial district, fire department, first responders, Freedom Tower, fundamentalist, Ground Zero, heroes, hijack, international, landmark, lower Manhattan, Manhattan, martyr, memorial, Middle East, Mohammed, New York City, radical, skyscraper, smoldering, suicide bombers, symbolic, terror, terrorists, Twin Towers, Wall Street, war, war on terror, World Trade Center, 9-1-1, 9-11-01

**Rosh Hashanah** Rosh Hashanah is one of two High Holy Days (the other is Yom Kippur) and the first day of the new year on the Jewish calendar. It occurs in September on a date determined by the lunar calendar. For example, the year 5771 will begin on September 9, 2010, and the year 5772 will begin on September 29, 2011.

Rosh Hashanah is a festive day on which, as most Americans do on January 1, most Jews reflect on the past year and make resolutions to improve in the new year. Most Jews go to the synagogue as part of their Rosh Hashanah observance.

Note that Rosh Hashanah actually begins the evening before the calendar date because the Bible reference to the beginning of time starts in the evening, followed by day.

calendar, festival, High Holy Day, New Year, reflection, resolution, Rosh Hashanah, synagogue

**Yom Kippur** Yom Kippur is one of two High Holy Days (the other is Rosh Hashanah) and occurs nine days after Rosh Hashanah. It is also called the Day of Atonement. As part of their atoning for misdeeds of the past year, most Jews fast for twenty-five hours, do not work, and attend a service at their synagogue. The fasting is usually preceded by a large meal the day before. Visiting others, asking for forgiveness for misdeeds, and giving to charities are also part of the preparation for the Yom Kippur services.

Note that Yom Kippur begins at sundown on the evening before the calendar date, because the Jewish day starts in the evening, followed by day.

Some Jews also observe this day by not wearing fragrances of any sort, bathing, wearing leather shoes, or engaging in sexual activities. Some wear white to symbolize their purity after repenting for their sins.

Ark, atonement, cantor, charity, fasting, forgiveness, incense, misdeeds, oaths, pledge, prohibit, repentance, resolve, scrolls, shofar, sins, sundown, Torah, transgression, Yom Kippur

**Ramadan and Eid al-Fitr** Ramadan is the ninth month of the Islamic calendar and for Muslims around the world it is a time of fasting, prayer, and gathering with family and friends. Ramadan usually begins in September and ends in October. The date is set by a committee that observes the moon; thus it may fluctuate by a day or more depending on the weather conditions.

According to Islamic tradition, Muhammad received the Quran from heaven during the month of Ramadan, and because the Quran gives direction for one's life, the month is a

special time for reflection and prayer using the teachings of the Quran. Many Muslims spend more time at their mosques during this month than during the rest of the year.

Muslims fast from sunup to sundown and break their fasts each evening before visiting family and friends. During this time, and especially toward the end of the month, Muslims make charitable contributions to the poor and mend relationships that have suffered during the year. The donations to the poor are often of food and are known as *sadaqah al-fitr*, or the “charity of fast-breaking.” This charity is meant to ensure that all have means to join the celebration at the end of Ramadan.

At the end of the month, the three-day festival of the Breaking of the Fast, or Eid al-Fitr, is celebrated. It is a joyous time filled with feasting, gift-giving, and visiting with family and friends. Many Muslims decorate their homes with lights and wear new clothes to celebrate. The first day of Eid al-Fitr begins with special prayers at a mosque or other location, followed by travel to festive dinners with relatives and friends.

*As-salaam alaykum* (peace be with you.), *Wa alaykum as-salaam* (and peace be with you also), Allah, charity, contemplation, dates, Eid al-Fitr, *Eid Saeed!* (Happy Eid!), fasting, Five Pillars of Islam, guidance, mosque, Quran, Ramadan, sundown

**Columbus Day** On August 3, 1492, with the approval of the Spanish Court, Christopher Columbus left Spain and traveled west hoping to find a shorter route to India. On October 12, after ten weeks at sea, crew aboard Columbus’s ship the Pinta sighted land an island that is part of what is now known as the Bahamas. Believing he had found India, he named the native people he encountered Indians. Columbus’s discovery marked a new era of exploration and set the stage for the migration of Westerners to the New World over the next several centuries.

Columbus Day has been celebrated with parades and festivals since 1792. The commemoration is a good time for students to review the early history of the New World, including native cultures and civilizations. Because Columbus was from Italy, many Italian-American neighborhoods and organizations sponsor celebrations in his honor.

Amerigo Vespucci, armada, Aztecs, barrels, captain, cargo, cartographer, charts, circumference, circumnavigate, Columbus Day, compass, crew, currents, discovery, exploration, fleet, galleys, globe, Incas, indigenous people, journal, latitude, longitude, maps, measurements, merchants, native, Native Americans, navigate, Nina, Norsemen, Pinta, provisions, sailing, Santa Maria, seafaring, sextant, silk, spice trade, telescope, the East, the Orient, trade routes, trade winds, voyage

**Halloween** Originally, Halloween was the beginning of the centuries-old celebration of All Saints’ Day on November 1. All Saints Day honors both the well-known and the common people who have lived good lives and are now thought to be in heaven. The day is celebrated by the Catholic and Anglican churches. The night before, October 31, All Hallows Eve, is now known as Halloween. The date coincides with an ancient pagan celebration in which the lord of the dead calls forth the evil spirits to walk about this one evening before the souls of the saints arrive the next day.

In the United States, the idea of evil or saintly people is hinted at by the phrase “trick or treat,” which children, dressed in costumes, say when they knock at neighbors’ doors to

collect a payment of candy or coin to ward off having tricks played against them. In our time, Halloween has lost all religious significance and is now associated with the fun of dressing in costumes, going out trick-or-treating in the neighborhood, and collecting a cache of candy. Some historians believe that the celebration of Halloween became popular in the late nineteenth century because it was brought over to the United States by the large number of immigrants from Ireland and Britain who arrived during the 1840s and 1850s. Pagan symbols, including witches, black cats, and gourds, are still used for decorations.

black, black cats, broomsticks, caldron, candy, candy corn, character, cobwebs, corn husks, costume party, costumes, face painting, fairies, frightening, ghosts, ghoul, gourds, Halloween, Halloween parade, haunted, haunted house, hay bales, jack-o'-lantern, makeup, masks, monsters, orange, prank, pumpkins, scary, skeletons, spiders, spirits, witches

**Election Day** Election day is held annually for local and state elections. Every fourth year there is a national election day to choose the president of the United States.

Polling places, where registered citizens go to vote, are in publicly accessible buildings such as schools, church auditoriums, libraries, and town halls. Flags are flown on election day.

Fifteenth Amendment, Nineteenth Amendment, ballot, ballot question, campaign, campaign headquarters, campaign promises, candidate, capitol, chads, concession speech, dark horse, delegates, Democrats, early returns, elect, electoral college, electorate, exit polling, franchise, governor, Green Party, identification, inaugural ball, Inauguration Day, Independents, legislature, mayor, nomination, nominations, oath of office, platform, political party, polling place, polls, recount, red-white-and-blue bunting, referendum, representative, representative democracy, Republicans, right to vote, run for office, slogan, swearing-in, tally, third party, too close to call, touch-screen voting machines, town council, victory speech, vote, voter registration, voting district, voting machines, ward, women's suffrage

**Veterans Day** November 11, 1918, marked the end of World War I. To honor those who had served in the war, the anniversary of that day of armistice (laying down of arms/weapons) was set aside as a national holiday. Over the years it has come to be the day that we honor all veterans who have served in the U.S. armed forces.

On this day the president places a wreath at the Tomb of the Unknowns in Arlington National Cemetery to honor those who do not have a final named resting place. Veterans Day is typically celebrated with parades honoring those who served and are serving in the armed forces, including those in reserve units. It is a national holiday, and schools and government buildings and services are generally closed. It is a day when Americans fly their flags.

twenty-one-gun salute, Air Force, anniversary, Arlington National Cemetery, armed forces, armistice, arms, Army, Bronze Star, bugle, cemetery, Coast Guard, commemoration, Distinguished Service Cross, draft, draft dodgers, duty, enlist, fly a flag at half mast, fly over, honor guard, honorable discharge, indebted, Marines, military, military honors, National Guard, Navy, patriotism, pay tribute, Purple Heart, reserves, resting

place, sailor, selfless, Semper Fidelis, servicemen, servicewomen, Silver Star, soldier, taps, Tomb of the Unknowns, ultimate price, veteran, wreath

**Thanksgiving** In 1620, the Pilgrims landed at Plymouth, in what is now Massachusetts. The harsh winter and rocky soil made living conditions very difficult. Without the help of the Indians they would not have survived. In the following year, having been taught how to plant crops, hunt, and survive in the new land, they reaped a bountiful harvest. In thanksgiving and friendship, they invited the Native Americans to a harvest feast. According to accounts in letters written by Pilgrims present at the first Thanksgiving, the feast included shellfish, turkey, corn, cider, cabbage, onions, fish, and pumpkin.

What we think of as Thanksgiving Day did not become an American tradition until 1863 when President Abraham Lincoln established the day of Thanksgiving. The celebration was moved to the fourth Thursday in November by President Franklin D. Roosevelt in 1939.

Cape Cod, clams, cultivate, feast, God-fearing, harsh weather, harvest, maize, mashed potatoes, Massasoit, Mayflower Compact, Mayflower, Native Americans, oysters, Pilgrims, Plymouth, pumpkins, Puritans, religious freedom, Samoset, settlement, strict, tribe, turkey, Wampanoag, yams

## List 7.3. Winter Holidays and Seasonal Words

*Months:* December, January, February

*Winter begins* with the winter solstice, that is, when the sun is in the lowest part of the sky. Winter solstice occurs at a moment in time, not for an entire day. It usually occurs on December 21 or December 22.

|            |                |                            |
|------------|----------------|----------------------------|
| cold       | boots          | jackets                    |
| freezing   | caroling       | Lincoln's Birthday         |
| frigid     | Christmas      | Mardi Gras                 |
| ice        | coats          | Martin Luther King Jr. Day |
| snow       | fireplace      | Kwanzaa                    |
| sleet      | furnace        | New Year's Day             |
| snowstorm  | gift giving    | New Year's Eve             |
| slush      | gloves         | Muharram                   |
| blizzard   | Groundhog Day  | Eid al-Adha                |
| black ice  | Hanukkah       | President's Day            |
| gray       | hats           | skiing                     |
| brown      | holiday spirit | snowboards                 |
| white      | holidays       | Washington's Birthday      |
| baking     | ice hockey     |                            |
| basketball | ice skate      |                            |

**Hanukkah (or Chanukah)** Hanukkah is the Jewish Festival of Lights. It usually occurs in December. More than two thousand years ago, the Syrian army had taken over the Jewish city of Jerusalem and was using its Temple to worship the Greek god Zeus. The Jewish Maccabees forced the Syrian army out and before the temple could be used for Jewish prayers it had to be rededicated. As part of the rededication, the lantern of the "eternal flame" was relit. However, there was only enough oil to last one day and a new supply of the special oil was not expected to be available in time to keep the flame burning. Miraculously, the flame burned for eight days! In memory of this miracle, Jews light candles on a menorah, one for each of the eight days.

During Hanukkah, children play with a four-sided spinner called a dreidel. On each side is the first letter of one of the words in the phrase "great miracle happened here" (*shin, hey, gimel, nun*). A variety of games are played with the dreidel, and children win gold foil-wrapped chocolate coins call *gelt*.

The observance also features special holiday foods, many of which are cooked in oil, including potato latkes, that is, potato pancakes made from shredded potatoes, onions, and flour.

In many Jewish families, small gifts are given during the holiday, one on each night. The gift-giving takes place after the ritual lighting of the candles.

candles, Chanukah, dreidel, Eternal Flame, Festival of Lights, gelt, gimel, Hanukkah, hey, Jerusalem, lamp oil, latkes, Maccabees, menorah, miracle, miraculous, *nun*, potato pancakes, rededication, *shin*, Temple

**Hajj and Eid al-Adha** Islamic holy days shift eleven days earlier each solar year, so they are not fixed. The last month of the Islamic year is a time when Muslims from around



the world make the Hajj, a once-in-a-lifetime pilgrimage, or journey, to the holy city of Mecca. During this time, about two million people go to Mecca and perform the rituals of prayer and symbolic acts. A three-day festival celebrated by Muslims worldwide begins at the end of the Hajj.

This celebration is called Eid al-Adha and is the Festival of Sacrifice. It commemorates the obedience of the prophet Abraham to Allah's (God's) instruction to sacrifice his son Isaac. According to the Bible and other religious writings and beliefs, Allah substituted a lamb for Abraham's son, sparing his life because Abraham had been willing to sacrifice so much for his faith in and love of Allah.

As part of the celebration, lambs, goats, and other animals used for meat are slaughtered and cooked, and most of the food is distributed to the poor or others outside the family. This shows symbolically that Muslims are willing to give what they have to others to do the will of Allah, and that they recognize that all they have comes from the bounty and blessing of Allah. Muslims also attend prayers at their mosque and exchange gifts and holiday greetings with family and friends.

Allah, Eid al-Adha, Hajj, Inshallah (*Insha'Allah*), Mecca, mosque, obedience, pilgrim, pilgrimage, ritual, sacrifice, slaughter, spare, stoning the devil

**Christmas Day, Christmas Holidays** Christmas is both a Christian holiday and a secular holiday period. As a Christian holiday, it celebrates the birth of Jesus Christ in a manger in Bethlehem. From these humble beginnings, Jesus Christ rose to become a religious leader and is acknowledged as a holy man and a prophet by many religions. Christians believe he is the Messiah, the Son of God, who was sent by God to save the world. Most religious historians agree that December 25 is not the actual or even likely date of the birth of Jesus, but it was set by Pope Julius I and coincided with and replaced the pagan traditional holiday of the winter solstice.

As a secular holiday period, the Christmas season is characterized by friendship and goodwill, generosity toward others, family gatherings, reconciliation with others, peace-seeking, and celebration.

The holiday season starts immediately after Thanksgiving and lasts until about two weeks after Christmas. Many traditions now associated with Christmas came to the United States with immigrants from other countries, and several have their roots in non-Christian festivals or lore.

*Christmas cards.* The first known Christmas cards were designed in 1843 by artist John C. Horsely for an English businessman named Sir Henry Cole. The cards were requested as a time-saver because Cole was too busy to write individual letters to each of his relatives and business associates. A few years later, Richard H. Pease, who owned a variety store in Albany, New York, printed and sold the first cards in the United States. Inexpensive postage helped Christmas cards catch on as U.S. expansion resulted in families being apart at holiday time. Now, e-mail and e-cards convey holiday greetings around the world in seconds.

*Santa Claus.* The jolly gift-giver popularized in the 1822 poem by Clement C. Moore, "The Night Before Christmas," had his beginnings as a real person—a religious man named Nicholas—in Myra, Turkey, in the fourth century. Nicholas was a bishop and is often shown wearing his red cape, long white beard, and tall bishop's mitre (a type of hat).

He was a good and generous man who cared deeply about children. The feast of St. Nicholas, December 6, was celebrated with acts of charity and gift-giving. Nicholas was known and loved throughout Europe. Settlers from Amsterdam, Holland, brought him to New Amsterdam, which is now New York. By the seventeenth century, his Dutch name, Sint Nikolaas, evolved into Santa Claus as American settlers began to speak English.

*Gift-giving.* Gift-giving during the Christmas holiday season has several roots. It is first associated with the gifts that the Three Wise Men, or Three Kings, gave to the infant Jesus. And Santa isn't the only one who gives gifts during the holiday season. Depending on your culture, you could be waiting for a visit from Père Noël, Christkind, Mikulás, the Christ Child, Babbo Natale, Julenissen, Ded Moroz, Father Christmas, Hoteiosho, La Befana, or the Three Kings.

*Christmas trees.* There are several competing explanations for the origins of the Christmas tree. All of them, however, are rooted in Germany. In the eighth century, St. Boniface was working to convert pagan Germanic tribes who worshipped oak trees and decorated them for the winter solstice. He is said to have cut down a huge oak that was the object of worship, and in its place a fir tree grew. The evergreen became a symbol of Christianity, and the tribesmen decorated it in honor of Christmas, which was celebrated at about the same time of year. In the Middle Ages, a popular play told the story of Adam and Eve in the Garden of Eden. A fir tree was hung with apples and the play ended with the prophecy that a savior would come to bring hope and salvation to the world. Another explanation holds that Martin Luther put candles on a fir tree to recreate the beauty he saw as the stars twinkled between the branches of fir trees when he looked at the sky. Prince Albert, a German, brought the Christmas tree tradition to England in 1840 when he married Queen Victoria. Later, German immigrants continued the tradition in their new American homes.

*Mistletoe.* This evergreen was used in winter solstice celebrations by the Druids two hundred years before Christ's birth. It was believed to have magical and curative powers because it does not need to be planted but simply grows on other trees. This symbiotic relationship signified peace and harmony. Kissing under the mistletoe symbolizes acceptance and joining together. Scandinavians also associate mistletoe with a goddess of love.

*Holly.* The use of mistletoe, a pagan symbol, was frowned on by the early Christian church, which suggested replacing it with holly as a decoration for the Christmas holiday. Holly was considered an appropriate symbol because it was evergreen; its sharp-edged leaves and red berries were symbolic of Jesus' crown of thorns and blood.

*Poinsettias.* This beautiful plant came to us from Mexico, where its leaves were thought to symbolize the star of Bethlehem. The Aztecs called it Cuetlaxochitl and made a red-purple dye from its leaves. It is also referred to as the Crown of the Andes in some South American countries. The first U.S. ambassador to Mexico, Joel Poinsett, brought the plant to the United States in 1828, and it has continued to grow in popularity and variety.

*Yule log.* The word *yule* originally came from the Middle East and means "infant." Some Germanic tribes, including the Anglo Saxons, who settled in what is now northern Europe, celebrated winter festivals called Yule as early as the thirteenth century to encourage a bountiful birthing of new livestock in spring. As part of the celebration, large logs were sprinkled with oil and salt and then lit. Each spark that came from the log was thought to represent a birth to come. While the logs burned, prayers were said

to protect the house from evil spirits. Over time, the Yule log became associated with Christmas Eve and was often used as a decoration. By the late 1800s, a rolled cake decorated to look like a yule log became popular.

Advent, angels, Bethlehem, caroling, centerpiece, charity, choir, Christian, Christmas cards, Christmas carols, Christmas stocking, Christmas tree, crèche, decorations, garland, generosity, gift-giving, gift wrap, goodwill, Happy Holidays, holly, joy, manger, Merry Christmas, Messiah, mistletoe, poinsettia, prophet, reindeer, religious, Rudolph, sack, Santa Claus, savior, Secret Santa, sleigh, snowmen, toy trains, tree-lighting ceremony, tree lights, tree ornaments, tree skirt, winter solstice, wrapping paper, wreath

**Kwanzaa** Kwanzaa is an interfaith African American holiday established in 1966 by Dr. Maulana Karenga to promote seven principles that support family, community, and culture for African Americans and Africans throughout the world.

Each of the seven principles, called *Nguzo Saba* in Swahili, is highlighted on one of the seven days of the holiday. These principles are Umoja (unity), Kujichagulia (self-determination), Ujima (collective work and responsibility), Ujamaa (cooperative economics), Nia (purpose), Kuumba (creativity), and Imani (faith).

A special candleholder called a *kinara* holds one black candle in the center and three red and three green candles on either side. Each day the candles are lit by first lighting the black candle and using it to light first a red candle, then a green one, alternating until on the seventh day all candles are lit. As each day's candle is lit, a person of honor says something about the principle it represents; then a Unity Cup is passed around and everyone takes a sip. Afterward, the candles are extinguished.

On the last day, which is also New Year's Eve, the celebration becomes more lively and family and friends gather to mark endings and beginnings.

Seven symbols are used in the celebration and are displayed in a place of honor: a woven mat, the unity cup, harvested crops (fruits or vegetables), the kinara, seven candles, corn (one ear for each child in the family), and gifts.

Kwanzaa is a cultural celebration, not a religious observance. Its founder is a professor in the Department of Black Studies at California State University, Long Beach.

ancestors, collective work and responsibility, cooperative economics, creativity, Dr. Maulana Karenga, faith, harvest, kinara, Kwanzaa, legacy, Native Americans, Nguzo Saba, purpose, self-determination, seven principles, Swahili, symbol, unity

**New Year's Eve** New Year's Eve, December 31, is a celebration of the year just ending. It is a night for parties and socializing with family and friends. Traditionally, at midnight partygoers blow horns, ring bells, and throw confetti to bid goodbye to the old year and to welcome the new one. In Times Square in New York City, thousands of people gather to witness the dropping of the New Year's Eve ball. During a countdown, a large glittering ball is lowered down a pole atop one of the city's well-known buildings as people in the street cheer, sing, make noise, and throw confetti. At midnight, Americans wish one another a happy, healthy, and prosperous New Year. This event is televised worldwide.

auld lang syne, ball-dropping, champagne, counting down, kissing at midnight, make a toast, New Year's Eve party, noisemakers, streamers, stroke of twelve, Times Square

**New Year's Day** On New Year's Day, Americans typically make resolutions, or promises to themselves, to do or not do certain things, with the intent of self-betterment. behavior, contemplate, examine, fresh start, hangover, headache, overdo it, promise, reflection, resolutions, self-improvement

**Muharram** Muharram is Islamic New Year and marks the beginning of the Islamic religious calendar, which counts time from the year Muhammad left Mecca to go to Medina (622 CE). His journey from Mecca to Messina is called the *Hegira*. In 2009 it will be 1430 AH (anno Hegira, or in the year of the Hegira).

The date of Muharram is determined using a lunar calendar. The holiday begins at sundown on the evening before the calendar date.

Unlike the American celebration of New Year's Eve, Muharram is a quiet day spent in prayer and reflection.

**Martin Luther King Jr. Day** Dr. Martin Luther King Jr., an African American clergyman, was born on January 15, 1929, in Atlanta, Georgia. His life's work was dedicated to nonviolence and civil rights. He led a March on Washington on August 28, 1963, to draw attention to civil rights. More than two hundred thousand people attended. His speech that day—"I have a dream"—is one of the most famous in the civil rights movement. He is credited with helping pave the way for the Civil Rights Act of 1964, which made discrimination illegal. In 1964, at the age of thirty-five, he was awarded the Nobel Prize for Peace. In 1968 he was assassinated by James Earl Ray, a career criminal.

Dr. King's birthday is commemorated on the third Monday in January.

advocate, affirmative action, bias, civil rights, Civil Rights Act of 1964, desegregation, discrimination, hate crime, marchers, nonviolent, protest, protest march, resistance, segregation, sit-in, slavery, voting rights, We Shall Overcome

**Inauguration Day** Inauguration Day is January 20, every four years. It follows the election of a president on election day the previous November. On Inauguration Day, on the steps of the Capitol in Washington, D.C., the elected president and vice president take their oaths of office and are sworn in. The inauguration marks the orderly transfer of power from one president to the next. The president's first speech is thought to set the tone of the administration and usually outlines priorities for the coming years.

Chief Justice, Constitution, declaration, defend, domestic policy, first lady, foreign policy, "Hail to the Chief," inaugural ball, inaugural parade, make an oath, oath of office, preserve, protect, swearing in, take an oath

**Ground Hog Day** Ground Hog Day is celebrated on February 2. On this day, crowds gather on Gobbler's Knob, a wooded area outside of Punxsutawney, Pennsylvania, for a sign of whether winter will be over soon or there will be another long period of cold. They wait to see whether the groundhog, Punxsutawney Phil, will see his shadow when he comes out of his den. If the weather is bright and clear, he will see his shadow and there will be another six weeks of winter. If the weather is not bright, spring will come early. It's easy to remember with this little rhyme:

If Groundhog Day is bright and clear,  
Six weeks of winter, we'll still bear.

This folksy celebration comes to us from German immigrants who settled in Pennsylvania. In Germany and many other parts of Europe, Candlemas Day is also observed. On that day, priests bless candles and distribute them for use in the remaining dark days of winter. This custom came from earlier times when the pagans celebrated the time between winter solstice and the spring equinox. The conquering Roman army brought the custom to northern Europe.

burrow, crisp, customs, extended, folklore, forest ranger, gamekeeper, gathering, groundhog, handed down, hiking, immigrants, overcast, park ranger, shadow, tradition, trails, wintry, wooded

**Lincoln's Birthday** Abraham Lincoln was born in Kentucky on February 12, 1809. He was a storekeeper, country lawyer, and representative who later became the sixteenth president of the United States. He was president from 1861 until April 15, 1865, when he died after being shot by John Wilkes Booth at the Ford Theater in Washington. Lincoln is most often remembered for his speeches at the dedication of the Gettysburg military cemetery—the Gettysburg Address—and for the 1863 Emancipation Proclamation, which set free those who were enslaved in the Confederate States. His actions during the Civil War are considered to have preserved the Union.

Lincoln is remembered on his birthday and on Presidents' Day, which honors both Lincoln and Washington.

abolish, abolitionist, assassinate, beard, burial ground, cemetery, Civil War, compromise, Confederacy, conscription, crisis, debate, devotion, emancipate, enlist, forefathers, four score and seven years, freedom, gaunt, Gettysburg, gunshot, hallowed, hill country, Honest Abe, honorable, landowner, lanky, lawyer, plainspoken, plantations, proclamation, recruit, regiment, Republican Party, resting place, rural, sharecropper, slavery, statesman, stovepipe hat, theater, Underground Railroad, Union, volunteer

**Valentine's Day** February 14 is the feast of St. Valentine, a Christian bishop and martyr. Multiple stories link St. Valentine to notions of love. In one story, the emperor declared that soldiers should not be permitted to marry and Valentine was jailed for continuing to perform marriage ceremonies for the young men and the women they loved. In another story, he fell in love with his jailer's daughter and, before he was executed, sent her a love note signed "from your Valentine." He died on February 14, 269. In 496, the Pope declared his day of martyrdom to be his feast day. By the 1600s, Valentine's Day was widely observed as a day to celebrate love. According to the Greeting Card Association, by the 1700s, tokens of affection and notes were exchanged by friends and lovers in all social classes. In the 1800s, with improvements in printing and the postal service, mass-produced Valentine cards became popular. Ester Howland is credited with selling the first mass-produced cards in the United States. The association reports that approximately one billion Valentine cards are sent each year.

attraction, attractive, be crazy about someone, be mine, bouquet, box of chocolates, boyfriend, celebrate, champagne, commitment, committed, cupid, exchange, fall in love, get engaged, girlfriend, go on a date, going out, have a crush on someone, have a date, head over heels, heart, heartfelt, in love, lacy, perfume, long-stem roses, love at first sight, love letter, lovely, make a date, mushy, pink, red roses, red, romance, romantic, secret admirer, sentimental, token of affection, Valentine, Valentine card

**Presidents' Day** George Washington's birthday used to be celebrated as a national holiday. In 1971 a law went into effect changing the date it would be celebrated from February 22, Washington's actual birthday, to the third Monday in February. This was done to simplify the employment calendar for federal workers and to give them some three-day weekends. Officially, the day commemorates Washington, but over time it has come to be called Presidents' Day, and most states and individuals honor both Washington and Lincoln on this date.

**Washington's Birthday** George Washington, the first president of the United States, was born on February 22, 1732. Washington, a Virginia farmer, surveyor, and statesman, was appointed commander of the Continental Army. Later he served as the presiding officer at the continental convention. He was unanimously elected as first president of the United States. His birthday has been celebrated as a national holiday since the last year of his presidency. The traditional holiday is celebrated on his birthday. The national holiday is celebrated on Presidents' Day, the third Monday of February. army, Battle of Trenton, Continental Army, crossing the Delaware River, declaration, general, gentleman farmer, independence, integrity, landowner, Minute Men, presidency, Red Coats, representative, statesman, surveyor, tell a lie, territory, wealthy

**St. Patrick's Day** Patrick was born around 385 AD, the son of Romans who were living in Britain and overseeing the Roman holdings. As a teenager, he was kidnapped and taken to Ireland as a slave to tend sheep. During his time there, he learned to speak the Irish language and learned about the Druids and pagan customs. As a young man he escaped and returned home to Britain. He became a priest and later a Bishop and returned to Ireland in 433 to convert the pagans and replace the Druid cults with Christian believers. His knowledge of the language and his love of the Irish people from the time of his youth helped him reach the people and establish churches and monasteries all over Ireland. It is said he used the three-leaf clover as a means to teach about the Holy Trinity—a Christian belief of one God with three manifestations: the Father, the Son, and the Holy Spirit. He died on March 17, 461.

In Ireland, St. Patrick's Day is a national holiday. In the United States, it is a widely celebrated secular holiday. The first observation of the holiday in the United States took place on March 17 in 1737 in Boston. The first St. Patrick's Day parade in New York City occurred nearly 250 years ago in 1766. Modern parades draw more than 150,000 marchers from all over.

It's not surprising that St. Patrick's Day is so popular. According to the U.S. Census Bureau, more than 34.5 million U.S. residents claim to have Irish ancestors. This is almost nine times the population of Ireland, which has about 4.1 million residents. About 24 percent of Massachusetts residents are of Irish heritage, about twice the national average.

believer, canonize, church, conversion, convert, Druids, Emerald Isle, enslaved, Ireland, kidnapped, miracle, missionary, monasteries, monks, overseer, pagan, parish, preached, priest, Roman colony, Roman Empire, sacrifices, saint, salvation, Scotland, sheep, shepherd, slavery, snakes, staff, three-leaf clover, tribes, worship, worshipers

## List 7.4. Spring Holidays and Seasonal Words

*Months:* March, April, May

*Spring begins* with the spring equinox, when the time between sunrise and sunset is equal to the time between sunset and sunrise (twelve hours) The equinox occurs at a moment in time, not for an entire day. It usually occurs on March 20 or March 21.

|                   |                            |                     |
|-------------------|----------------------------|---------------------|
| warm              | chicks                     | baseball            |
| breezy            | new life                   | lacrosse            |
| showers           | gardens                    | field hockey        |
| pink              | planting seeds             | track               |
| yellow            | seeds sprouting            | spring break        |
| lavender          | waking up from hibernation | April Fools' Day    |
| light green       | snow melting               | income tax due date |
| flowers bloom     | kite flying                | Easter              |
| trees grow leaves | hiking                     | Passover            |
| tips              | bicycle                    | Mawlid al-Nabi      |
| crocuses          | skateboard                 | May Day             |
| bunnies           | outdoors                   | Mother's Day        |

**April Fools' Day** April Fools' Day dates back to France in 1582 AD. At that time, Pope Gregory XIII made corrections to the calendar started by Julius Caesar. These changes were needed because the solar year is not exactly 365 days long. As a result of the corrections, in order to catch up with the natural occurrence of the equinoxes and seasons, in 1582 ten days were deleted from the calendar and October 4 was followed immediately by October 15. Another change was to move New Year's Day from March 25 to January 1. These changes were adopted by most Catholic countries. Frenchmen who forgot the New Year's change were teased and pranks were played on them. Not all countries made the change to the Gregorian calendar in 1582. The date of the New Year's holiday, however, spread throughout Europe. Britain and her colonies, including what is now the United States, did not adopt the date reckoning of the Gregorian calendar until 1752, when September 2 was followed immediately by September 14 in order to catch up. The Gregorian calendar is now used all over the world. We correct the calendar every four years by adding a leap day in February.

calendar, confuse, embarrass, fool, fool's errand, Gregorian calendar, harmless fun, jest, jester, Julius Caesar, leap year, Pope Gregory, prank, solar year, tease

**Mawlid al-Nabi** Mawlid al-Nabi commemorates the birthday of the Prophet Muhammad, the founder of Islam. The date fluctuates because the Islamic calendar uses lunar observations to mark the beginning of each month.

The life of Muhammad and the meaning and importance of his teachings are the focus of the day.

Arabic, Hegira, Islam, Koran, Mecca, Medina, Middle East, Muhammad, Muslim, Quran, *rasul* (messenger), *risala* (ideology), theologian

**Easter** Easter is a major Christian holiday and is considered to be Christianity's most important religious observance. It commemorates the resurrection of Jesus Christ. The forty-day period before Easter is called Lent and is a time of reflection and sacrifice. The last week of Lent is called Holy Week. Holy Thursday observes the Last Supper, a Passover meal that Jesus ate with his apostles. Good Friday commemorates the day that Jesus was crucified. Easter Sunday marks Jesus' rising from the dead in fulfillment of scriptural promises of redemption. Easter is celebrated on the first Sunday after the full moon on or after March 21, the vernal equinox. Ash Wednesday, which begins the Lenten period, is forty-six days before Easter.

Easter is considered a time of rebirth and its timing at the beginning of spring replaced a number of pagan rites of spring and rebirth. Christians generally celebrate by going to church services and spending time with family.

The secular celebration of Easter focuses on new life and new beginnings. People dress up in new, colorful clothes and stroll the avenues and boardwalks. The Easter Bunny brings children baskets of candies. Families dye boiled eggs as signs of new life about to hatch. Flowers and plants are given as gifts. Chocolate bunnies and colorful jelly beans are common.

apostles, bloom, bunny, Calvary, chick, chocolate bunny, chocolate, color Easter eggs, colorful, crocuses, crucifix, crucifixion, dye Easter eggs, Easter basket, Easter bonnet, Easter egg hunt, Easter parade, eggs, finery, give up for Lent, Good Friday, green, hard-boiled eggs, holy day, Holy Thursday, hyacinths, jelly beans, Jesus Christ, Lent, new life, pink, purple, rabbit, rebirth, redemption, renewal, resurrection, rise from the dead, salvation, savior, spiritual, springtime, stroll, Sunday best, tulips, yellow

**Passover (Pesach)** Passover commemorates the Exodus, or leaving, of the Israelites (Jews) from Egypt, where they had been held in slavery. It occurs on a night of the full moon, usually in April, but occasionally in late March, and lasts seven or eight days, depending on the branch of Judaism.

Note that Passover actually begins the evening before the calendar date because the Bible reference to the beginning of time starts with the evening followed by day.

A *seder*, the ritual dinner of Passover, is usually celebrated on the first and second days of the holiday. The ritual usually takes place in homes and focuses on retelling the story of the Exodus by reading from the Haggadah. A seder plate of symbolic foods is also part of the ritual meal, with each food representing aspects of slavery or freedom. Matzo, an unleavened bread, for example, represents the poverty of the slaves; bitter herbs (often horseradish) represent the bitterness of being enslaved; a sweet paste called *charoset* represents the mortar the Israelites used to build with bricks; and dipping vegetables (celery or potatoes) in salt water represents both freedom and the tears of sorrow during captivity. The seder also includes a ritual drinking of wine and a question-and-answer sequence used to teach children why this night is different from other nights.

beef brisket, bitter herbs, captivity, charoset, commemorate, deliverance, Egypt, Exodus, gefilte fish, Haggadah, hard-boiled egg, Israelites, kosher, lamb, leavened, matzo, matzo ball soup, Messiah, mortar, Passover, pharaoh, plagues, ritual, roasted, salt water, seder, seder plate, shank bone, slavery, unleavened



**Arbor Day** The word *arbor* comes from Latin and means “tree.” In the United States, Arbor Day was first celebrated in 1872 in Nebraska and resulted in the planting of nearly one million trees that year. The holiday, started by conservationist J. Sterling Morton, is dedicated to conservation and the preservation of forests and trees. Many Arbor Day celebrations involve the planting of trees to beautify and preserve healthful environments in cities and towns. Each state sets its own date for a statewide Arbor Day, on the basis of climate conditions. The national celebration has been observed on the last Friday in April since 1970.

arbor, bark, beautify, berries, birch, broadleaf, carbon dioxide, clusters, conifers, conservation, cypress, deciduous, deforestation, dogwood, elm, environment, Environmental Protection Agency, environmentalists, erosion, evergreens, fir, flowers, foliage, forests, fruit, green space, hemlock, leaves, life cycle, magnolia, maple, needles, nutrients, nuts, oak, open spaces, oxygen, palm, pine, pinecones, plant, poplar, preparation, preservation, redwood, replenish, shed, soil, spruce, tree, wash away

**May Day (May 1)** May Day has its roots in the pagan celebration of Beltane, which honored Bel, the Celtic god of the sun. The celebration was marked by feasting, dancing around a May pole with ribbons, singing, and drinking. It also marked the end of winter and the first planting of the fields.

In the United States, May Day has also been a national day of prayer since 1775, when the Continental Congress set it aside for this purpose during the process of establishing a new nation. Several presidents since then have also proclaimed days of nonsectarian prayer and reflection. In 1952, President Truman and the Congress passed a resolution for an annual day of prayer. In 1988, President Reagan signed a law making the first Thursday of May a National Day of Prayer.

*Note:* In some countries, May Day honors workers in much the same way as our Labor Day does.

ancient, antiwar, church, dancing, ecumenical, fertile, fertility, festive, interfaith, laborers, May pole, mosque, nonsectarian, pacifist, pagan, peace, prayer, reflection, self-determination, streamers, strike, synagogue, temple, workers

**Mother's Day** After Anna Jarvis's mother died in 1908, Anna wanted to establish a secular day for honoring mothers. She wrote letters to prominent people asking for their support. In response, two ministers, one in West Virginia and one in Philadelphia, dedicated Sunday, May 10, to mothers. Anna Jarvis provided carnations, her mother's favorite flower, to parishioners at one of the churches. The idea quickly caught on and by 1914 Congress passed a resolution making the second Sunday of May the official Mother's Day. It is now celebrated in countries throughout the world.

adopt, adoptive mother, biological mother, birth mother, birthstone jewelry, birthstone, bond, breakfast in bed, center of the family, flowers, godmother, grandmother, heritage, lineage, maternal, matriarch, mother, mother-in-law, nurture, pregnant, prenatal care, restaurant reservation, selfless, sentiment, single mother, stepmother, surrogate, tribute

**Memorial Day** Memorial Day, celebrated on the last Monday in May, is a national holiday that originally honored those who died in the American Civil War. It has become a day to

honor all women and men who died in wars in service to the United States. Memorial Day is celebrated with parades, tributes to war heroes, flags and flowers placed on military graves, and patriotic speeches.

The day is also considered an unofficial start of the summer season. Many parks and recreation facilities open on the holiday. Many towns and families have picnics, fireworks, and games. U.S. flags and red-white-and-blue bunting are visible in every town.

admiral, Air Force, antiwar demonstrations, armed forces, battalion, bunting, captain, combat, corporal, domestic, draft dodger, draft, enlisted, flags, fleet, garrison, general, gunnery sergeant, invasion, lieutenant, lottery, major, Marine, memorial, military, monument, overseas, platoon, private, rank, sailor, salute, sergeant, servicemen, stationed, tickertape parade, Tomb of the Unknowns, veteran

## List 7.5. Summer Holidays and Seasonal Words

*Months:* June, July, August

*Summer begins* with the summer solstice, that is, when the sun is in the highest part of the sky. Summer solstice occurs at a moment in time, not for an entire day. It usually occurs on June 20 or June 21.

|                      |                  |                  |
|----------------------|------------------|------------------|
| hot                  | commencement     | pick-it-yourself |
| humid                | farewells        | picnic           |
| hazy                 | farms            | pools            |
| thunderstorms        | Father's Day     | promotion        |
| dust storms          | festivals        | sailing          |
| drought              | fishing          | shells           |
| red, white, and blue | Fourth of July   | summer jobs      |
| yellow               | free time        | swimming         |
| orange               | graduation       | theme parks      |
| white                | graduation day   | vacations        |
| multicolored         | hammock          | waves            |
| air conditioners     | hot air balloons | weddings         |
| beach                | ocean            |                  |

**Father's Day** According to the U.S. Census Bureau, Mrs. Sonora Smart Dodd of Spokane, Washington, came up with the idea for a day to honor fathers in 1910 while listening in church to a sermon on Mother's Day. For Mrs. Dodd it was her father, William Smart, who had been the family's center and had sacrificed much to raise his daughter and five sons after his wife died in childbirth. She proposed a Father's Day to complement the establishment of Mother's Day two years earlier, and town leaders and newspapers picked up on the idea. A date in June was selected because Mr. Smart had been born in June and some time was needed to prepare for the first celebration. The commemorative date did not become official, however, until 1972, when President Richard Nixon signed a law that made the third Sunday in June the permanent commemorative date for Father's Day.

adopt, adoptive father, biological father, birth father, child support, collect call, father, father-in-law, godfather, good provider, grandfather, guidance, hardworking, sentiment, heritage, inheritance, lineage, paternal, patriarch, role model, sperm donor, stepfather, support

**Independence Day** Independence Day marks the date of the signing of the Declaration of Independence in 1776. It is celebrated on July 4, although the first Independence Day was celebrated in Philadelphia on July 8, 1776, when the declaration was read aloud publicly.

Fourth of July celebrations include family picnics and outings to beaches and parks; parades; the flying of flags; concerts; the wearing of red, white, and blue; political speeches; the singing of patriotic songs; and fireworks displays.

barbeque; beach blanket; beach chair; beverage; chili; concert; cooler; delight; firecrackers; fireworks; folding chair; gas grill; grill; hamburgers; hot dogs; iced tea; independence; liberty; patriotic; pickles; picnic; potato salad; red, white, and, blue; ribs; sparkle; Statue of Liberty; steak; street fair

## List 7.6. Month-by-Month Commemorative Dates

Holidays and other notable commemorative dates are wonderful opportunities to introduce bits of Americana into morning activities and classroom conversations. They are also great topics for small group research online or in the library because informative books and sites are available at all reading levels and most have significant visual icons to assist learning. Use the commemorative dates as themes for integrating art and writing, for dramatic reading of related poetry, and for service projects. An excellent online resource for information about what happened each day in America's history can be found at <http://memory.loc.gov/ammem/today/today.html>. For lists of events that happened on a particular day worldwide across time, visit [http://www.historynet.com/today\\_in\\_history](http://www.historynet.com/today_in_history).

The holidays in italics are considered national holidays; public and financial institutions and government services (courts, government offices, schools, banks, stock exchanges, and so on) are generally closed on these days.

### January

*January 1*

January 8

January 13

January 15

*January 15 or third Monday in January*

*January 20, following the election of a president*

*New Year's Day*

Elvis Presley's birthday (1935)

First radio broadcast

First Super Bowl game (1967)

*Martin Luther King Jr. Day*

*Inauguration Day*

### February

All month

February 2

February 12

February 14

February 22

*3rd Monday of February*

Black History Month

Groundhog Day

Abraham Lincoln's Birthday

Valentine's Day

George Washington's Birthday

*Presidents' Day*

### March

All month

March 2

March 14

Second Sunday in March

March 17

March 19

March 30

Women's History Month

Dr. Suess's birthday

Pi ( $\pi$ ) Day

Daylight savings time begins

St. Patrick's Day

Iraq War began (2003)

First pencil patented (1858)

### April

April 1

Varies by state; most in March or April

April 9

April 15

April 22

April Fools' Day

Arbor Day

U.S. Civil War ended (1865)

Income taxes due

Earth Day

**May**

First week of May

May 1

Second Sunday of May

May 14

Wednesday and Thursday of

Memorial Day week

*Last Monday of May*

PTA Teacher Appreciation Week

May Day

Mother's Day

Jamestown settled (1607)

National Spelling Bee finals

*Memorial Day***June**

June 4

June 5

June 10

June 14

June 17

Third Sunday of June

First Pulitzer Prizes awarded (1917)

Apple II computer debut (1977)

Ballpoint pen patented (1943)

Flag Day

Watergate Day (1972)

Father's Day

**July**

July 1

*July 4*

July 10

July 20

July 29

First TV broadcast (NBC, 1941)

*Independence Day*

Telstar first satellite TV (1962)

First moon landing (1969)

NASA established (1958)

**August**

August 1

August 6

August 7

August 26

August 29

Francis Scott Key's birthday

First atomic bomb dropped (1945)

First satellite picture of Earth (1959)

First televised baseball game (1939)

Hurricane Katrina hits United States (2005)

**September***First Monday of September*

First Sunday after Labor Day

September 11

*Labor Day*

National Grandparents Day

Terrorist attack on United States (2001)

September 14

Greenpeace Day

September 15–October 15

Hispanic Heritage Month

September 17

Citizenship Day

September 24

National Book Day

**October**

All month

Diversity Awareness Month

*October 12 or second Monday of October**Columbus Day*

October 23

Mole Day ( $6.02 \times 10^{23}$ )

October 24

United Nations Day

October 31

Halloween

**November**

All month

November 1

First Sunday in November

First Tuesday after first Monday of

November

*November 11*

Week before Thanksgiving

*Fourth Thursday of November*

Native American Heritage Month

National Family Literacy Day

Daylight savings time ends

Election Day

*Veteran's Day*

Children's Book Week

*Thanksgiving Day***December**

December 1

December 5

December 10

December 17

*December 25*

December 31

Basketball invented (1891)

Walt Disney's birthday

UN Human Rights Day

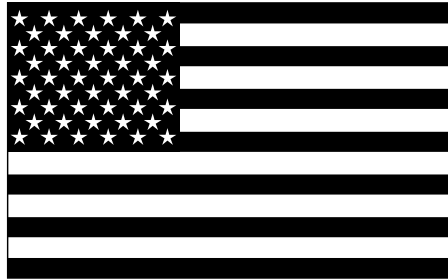
Wright Brothers' first flight (1903)

*Christmas Day*

New Year's Eve

## List 7.7. Flag Pledge and Patriotic Songs

Everyone recognizes the “Stars and Stripes” as the American flag and the symbol of our country. The American flag has thirteen alternating red and white stripes and, in the top left corner, fifty white stars on a field of blue. There is one star for each state in the Union.



The stars are a symbol of the heavens and the lofty goals to which human beings aspire. The stripes symbolize rays of light. Red is for bravery and valor, white is for purity and innocence, and blue is for justice and perseverance.

### The Pledge of Allegiance

According to the U.S. Printing Office, the Pledge of Allegiance was published in 1892 in celebration of the four hundredth anniversary of Columbus's discovery of the New World. It was first used in public schools and was officially adopted by Congress in 1942. The phrase *under God* was not part of the original pledge but was added by Congress in 1954. The U.S. Code states that when the Pledge is being made, all present should be standing and facing the flag with their right hand over their heart. Men should always remove their head covering, unless it is worn for religious reasons.

#### The Pledge of Allegiance

I pledge allegiance  
to the Flag  
of the United States of America,  
and to the Republic  
for which it stands,  
one Nation  
under God,  
indivisible,  
with liberty and justice  
for all.

### National Anthem

An anthem is a hymn of praise or loyalty. “The Star-Spangled Banner” is the United States national anthem. It was written by Francis Scott Key during the War of 1812. Two years into the war, on September 1814, Key was on a ship in the Chesapeake Bay during the shelling of Fort McHenry by the British. After a day and night of bombing, in the morning Key awoke

to see through the smoke that a large American flag was still flying. The sight of it moved him to write a poem to mark the bravery and perseverance of the American soldiers. The music that it was set to was originally a British tune. President Woodrow Wilson declared “The Star-Spangled Banner” our national anthem in 1916. This is the first stanza:

### **The Star-Spangled Banner**

O! say can you see by the dawn's early light  
What so proudly we hailed at the twilight's last gleaming,  
Whose broad stripes and bright stars, through the perilous fight,  
O'er the ramparts we watched, were so gallantly streaming.  
And the rockets' red glare, the bombs bursting in air,  
Gave proof through the night that our flag was still there.  
Oh, say does that star-spangled banner yet wave  
O'er the land of the free and the home of the brave?

### **America**

Another widely known and often sung patriotic hymn, “America”—which is also called “My Country, ‘Tis of Thee”—was written in 1832 by Samuel Smith. It is said that as he leafed through a German hymnal, he came across a patriotic song set to a melody he liked, so he wrote his own patriotic song for the same tune.

### **America**

My country, 'tis of thee,  
Sweet land of liberty,  
Of thee I sing;  
Land where my fathers died,  
Land of the pilgrims' pride,  
From every mountainside  
Let freedom ring!

### **America, the Beautiful**

In 1893, Katharine Lee Bates, a poet and college professor, traveled to Pike's Peak in Colorado. The view from the mountaintop inspired her to write “America the Beautiful.” This song has an unusual history. The words have been sung to a number of melodies, including “Auld Lang Syne.” There was once even a contest for music to be written for it, but none of the entries seemed just right. The music now used was written by Samuel Ward for a song called “Materna.”

### **America, the Beautiful**

O beautiful, for spacious skies,  
For amber waves of grain,  
For purple mountain majesties  
Above the fruited plain!  
America! America! God shed His grace on thee,  
And crown thy good with brotherhood,  
from sea to shining sea.



O beautiful, for pilgrim feet  
Whose stern impassioned stress  
A thoroughfare for freedom beat  
Across the wilderness!  
America! America! God mend thine ev'ry flaw;  
Confirm thy soul in self-control,  
thy liberty in law!

O beautiful, for heroes proved  
In liberating strife,  
Who more than self their country loved  
And mercy more than life!  
America! America! May God thy gold refine,  
'Til all success be nobleness,  
and ev'ry gain divine!

O beautiful, for patriot dream  
that sees beyond the years,  
Thine alabaster cities gleam  
Undimmed by human tears!  
America! America! God shed his grace on thee,  
And crown thy good with brotherhood,  
from sea to shining sea.

## List 7.8. Government

The United States is a singular world power. Cable television and the Internet have helped U.S. presidents, the Congress, and some governors become known throughout the world. ESL/ELL students need to know more about the U.S. government than the views presented by the media. This list presents some of the terms commonly used in government and civics instruction.

### U.S. Government

|                              |                                   |
|------------------------------|-----------------------------------|
| national government          | Congress                          |
| federal government           | House of Representatives          |
| country                      | lower house                       |
| nation                       | Peoples' House                    |
| Democratic Republic          | Senate                            |
| Capitol building             | upper house                       |
| Capital of the United States | representation                    |
| Washington, D.C.             | Speaker of the House              |
| District of Columbia         | minority leader                   |
| branches                     | President of the Senate           |
| checks and balances          | legislation                       |
| separation of powers         | bill                              |
| executive branch             | veto                              |
| president                    | advise and consent                |
| vice president               | treaty                            |
| inauguration                 | declaration of war                |
| oath of office               | taxation                          |
| "Hail to the Chief"          | impeach                           |
| head of state                | electoral college                 |
| commander in chief           | congressional district            |
| first lady                   | congressional committee           |
| first family                 | judicial branch                   |
| White House                  | Supreme Court                     |
| State of the Union           | associate justice                 |
| Air Force One                | chief justice                     |
| Oval Office                  | unconstitutional                  |
| line of succession           | opinion                           |
| cabinet                      | Supreme Court decision            |
| departments                  | Bill of Rights                    |
| legislative branch           | Constitution of the United States |
| bicameral                    | Library of Congress               |

### Constitutional Powers of Congress

- To levy and collect taxes
- To borrow money for the country
- To provide for the common defense

- To provide for the general welfare of the United States and its citizens
- To regulate commerce between states and with other nations
- To coin and mint money and regulate its value
- To establish rules for citizenship
- To establish a postal service
- To establish roadway systems
- To raise and support armed forces
- To declare war
- To promote progress
- To define felonies
- To make laws necessary to carry out the power of Congress

### **State Government**

|                               |                      |
|-------------------------------|----------------------|
| governor                      | state representative |
| lieutenant governor           | state senator        |
| state bill of rights          | statutes             |
| state constitution            | direct democracy     |
| state capitol                 | referendum           |
| statehood                     | recall               |
| state departments             | initiative           |
| state income tax              | licenses             |
| state sales tax               | contracts            |
| state department of education | health               |
| state teacher certification   | education            |
| state supreme court           | common good          |
| state legislature             | criminal law         |

### **County and Local Government**

|                             |                |                   |
|-----------------------------|----------------|-------------------|
| county                      | city           | municipal         |
| freeholder                  | mayor          | school districts  |
| county executive            | council        | wards             |
| Board of Chosen Freeholders | city executive | urban             |
| county manager              | town           | suburban          |
| commission                  | village        | rural             |
| township                    | borough        | metropolitan area |

## List 7.9. States

### The Thirteen Original Colonies and First States

|               |                |                |
|---------------|----------------|----------------|
| Connecticut   | New Hampshire  | Rhode Island   |
| Delaware      | New Jersey     | South Carolina |
| Georgia       | New York       | Virginia       |
| Maryland      | North Carolina |                |
| Massachusetts | Pennsylvania   |                |

| State          | Postal Abbreviation | Capital        |
|----------------|---------------------|----------------|
| Alaska         | AK                  | Juneau         |
| Alabama        | AL                  | Montgomery     |
| Arkansas       | AR                  | Little Rock    |
| Arizona        | AZ                  | Phoenix        |
| California     | CA                  | Sacramento     |
| Colorado       | CO                  | Denver         |
| Connecticut    | CT                  | Hartford       |
| Delaware       | DE                  | Dover          |
| Florida        | FL                  | Tallahassee    |
| Georgia        | GA                  | Atlanta        |
| Hawaii         | HI                  | Honolulu       |
| Iowa           | IA                  | Des Moines     |
| Idaho          | ID                  | Boise          |
| Illinois       | IL                  | Springfield    |
| Indiana        | IN                  | Indianapolis   |
| Kansas         | KS                  | Topeka         |
| Kentucky       | KY                  | Frankfort      |
| Louisiana      | LA                  | Baton Rouge    |
| Massachusetts  | MA                  | Boston         |
| Maine          | ME                  | Augusta        |
| Maryland       | MD                  | Annapolis      |
| Michigan       | MI                  | Lansing        |
| Minnesota      | MN                  | St. Paul       |
| Missouri       | MO                  | Jefferson City |
| Mississippi    | MS                  | Jackson        |
| Montana        | MT                  | Helena         |
| North Carolina | NC                  | Raleigh        |
| North Dakota   | ND                  | Bismarck       |
| Nebraska       | NE                  | Lincoln        |
| New Hampshire  | NH                  | Concord        |
| New Jersey     | NJ                  | Trenton        |
| New Mexico     | NM                  | Santa Fe       |
| Nevada         | NV                  | Carson City    |
| New York       | NY                  | Albany         |
| Ohio           | OH                  | Columbus       |
| Oklahoma       | OK                  | Oklahoma City  |

| State          | Postal Abbreviation | Capital        |
|----------------|---------------------|----------------|
| Oregon         | OR                  | Salem          |
| Pennsylvania   | PA                  | Harrisburg     |
| Rhode Island   | RI                  | Providence     |
| South Carolina | SC                  | Columbia       |
| South Dakota   | SD                  | Pierre         |
| Tennessee      | TN                  | Nashville      |
| Texas          | TX                  | Austin         |
| Utah           | UT                  | Salt Lake City |
| Vermont        | VT                  | Montpelier     |
| Virginia       | VA                  | Richmond       |
| Washington     | WA                  | Olympia        |
| Wisconsin      | WI                  | Madison        |
| West Virginia  | WV                  | Charleston     |
| Wyoming        | WY                  | Cheyenne       |

### States (and D.C.) by Region

|                           |   |
|---------------------------|---|
| Eastern                   | States east of the Mississippi River  |
| Western                   | States west of the Mississippi River  |
| Northern                  | Connecticut, North Dakota, Delaware, District of Columbia, Idaho, Illinois, Indiana, Iowa, Kansas, Maine, Maryland, Massachusetts, Michigan, Minnesota, Missouri, Montana, Nebraska, New Hampshire, New Jersey, New York, North Ohio, Oregon, Pennsylvania, Rhode Island, South Dakota, Vermont, Washington, Wisconsin, Wyoming |
| Southern                  | Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, West Virginia  |
| Continental United States | All states except Alaska and Hawaii   |
| East Coast                | Connecticut, Delaware, District of Columbia, Florida, Georgia, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, North Carolina, Pennsylvania, Rhode Island, South Carolina, Vermont, Virginia   |
| West Coast                | California, Oregon, Washington  |
| New England               | Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont   |
| Mid-Atlantic States       | Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania  |
| Midwest                   | Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, Wisconsin   |
| Northeast                 | Connecticut, Delaware, District of Columbia, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont   |
| Northwest                 | Idaho, Montana, Oregon, Washington, Wyoming   |
| Southwest                 | Arizona, California, Colorado, Nevada, New Mexico, and Utah   |

## List 7.10. Common Names

Names are very important in all cultures and often have interesting stories behind them. Some surnames or family names are *toponyms*—based on the place where the family originated—for example, *Hill*. Others originated as a way to identify a father's children, as in *Williamson*. Some tell us an ancestor's occupation, for example, *Wright*. First names also have interesting meanings and histories. *Cassandra* comes to us from mythology; *Abraham*, from the Bible. Others such as *Felicity* and *Charity* are descriptors. Of course parents sometimes invent a child's first name, giving the name a unique sound or individuality.

The most common name in the world, according to a 2006 study by Yuan Yida of the Chinese Academy of Sciences Institute of Genetics and Developmental Biology, is the Chinese surname *Li*. It is also the most common last name in China, where more than 100 million people are named Li. (Visit <http://www.chinapage.com/biography/lastname.html> for more information about Chinese last names, including the “list of Hundred Names.”) In the United States, according to census data, *Smith* is the most common family name. It is also one of the top-ranked names in other countries settled by persons of English ancestry, including the United Kingdom, Canada, Australia, and New Zealand. *Smith* references the occupation of a blacksmith and has variations in many countries and cultures worldwide, including *Szmidt* (Polish), *Schmid* and *Schmitt* (German), *Smit* and *Smid* (Dutch), *Schmieder* (Yiddish), and *Smid* (Slovak).

To find the rankings of more than a thousand names for the last one hundred years, go to <http://www.ssa.gov/OACT/babynames>. There are also many good sources for the meaning of names from around the world, including <http://www.behindthename.com> and <http://www.babynamesworld.com>

### Common U.S. Family Names

- |              |               |              |
|--------------|---------------|--------------|
| 1. Smith     | 21. Clark     | 41. Mitchell |
| 2. Johnson   | 22. Rodriguez | 42. Perez    |
| 3. Williams  | 23. Lewis     | 43. Roberts  |
| 4. Jones     | 24. Lee       | 44. Turner   |
| 5. Brown     | 25. Walker    | 45. Phillips |
| 6. Davis     | 26. Hall      | 46. Campbell |
| 7. Miller    | 27. Allen     | 47. Parker   |
| 8. Wilson    | 28. Young     | 48. Evans    |
| 9. Moore     | 29. Hernandez | 49. Edwards  |
| 10. Taylor   | 30. King      | 50. Collins  |
| 11. Anderson | 31. Wright    | 51. Stewart  |
| 12. Thomas   | 32. Lopez     | 52. Sanchez  |
| 13. Jackson  | 33. Hill      | 53. Morris   |
| 14. White    | 34. Scott     | 54. Rogers   |
| 15. Harris   | 35. Green     | 55. Reed     |
| 16. Martin   | 36. Adams     | 56. Cook     |
| 17. Thompson | 37. Baker     | 57. Morgan   |
| 18. Garcia   | 38. Gonzalez  | 58. Bell     |
| 19. Martinez | 39. Nelson    | 59. Murphy   |
| 20. Robinson | 40. Carter    | 60. Bailey   |

|                |               |                |
|----------------|---------------|----------------|
| 61. Rivera     | 75. Sanders   | 89. Flores     |
| 62. Cooper     | 76. Price     | 90. Washington |
| 63. Richardson | 77. Bennett   | 91. Butler     |
| 64. Cox        | 78. Wood      | 92. Simmons    |
| 65. Howard     | 79. Barnes    | 93. Foster     |
| 66. Ward       | 80. Ross      | 94. Gonzales   |
| 67. Torres     | 81. Henderson | 95. Bryant     |
| 68. Peterson   | 82. Coleman   | 96. Alexander  |
| 69. Gray       | 83. Jenkins   | 97. Russell    |
| 70. Ramirez    | 84. Perry     | 98. Griffin    |
| 71. James      | 85. Powell    | 99. Diaz       |
| 72. Watson     | 86. Long      | 100. Hayes     |
| 73. Brooks     | 87. Patterson |                |
| 74. Kelly      | 88. Hughes    |                |

### One Hundred Most Common Boys' Names as of 2006

|                |             |               |               |
|----------------|-------------|---------------|---------------|
| 1. Jacob       | 26. Dylan   | 51. Thomas    | 76. Sebastian |
| 2. Michael     | 27. Brandon | 52. Cameron   | 77. Eric      |
| 3. Joshua      | 28. Gabriel | 53. Connor    | 78. Xavier    |
| 4. Ethan       | 29. Elijah  | 54. Hunter    | 79. Brayden   |
| 5. Matthew     | 30. Aiden   | 55. Jason     | 80. Kyle      |
| 6. Daniel      | 31. Angel   | 56. Diego     | 81. Ian       |
| 7. Christopher | 32. Jose    | 57. Aaron     | 82. Wyatt     |
| 8. Andrew      | 33. Zachary | 58. Owen      | 83. Chase     |
| 9. Anthony     | 34. Caleb   | 59. Lucas     | 84. Cole      |
| 10. William    | 35. Jack    | 60. Charles   | 85. Dominic   |
| 11. Joseph     | 36. Jackson | 61. Juan      | 86. Tristan   |
| 12. Alexander  | 37. Kevin   | 62. Luis      | 87. Carson    |
| 13. David      | 38. Gavin   | 63. Adrian    | 88. Jaden     |
| 14. Ryan       | 39. Mason   | 64. Adam      | 89. Miguel    |
| 15. Noah       | 40. Isaiah  | 65. Julian    | 90. Steven    |
| 16. James      | 41. Austin  | 66. Bryan     | 91. Caden     |
| 17. Nicholas   | 42. Evan    | 67. Alex      | 92. Kaden     |
| 18. Tyler      | 43. Luke    | 68. Sean      | 93. Antonio   |
| 19. Logan      | 44. Aidan   | 69. Nathaniel | 94. Timothy   |
| 20. John       | 45. Justin  | 70. Carlos    | 95. Henry     |
| 21. Christian  | 46. Jordan  | 71. Jeremiah  | 96. Alejandro |
| 22. Jonathan   | 47. Robert  | 72. Brian     | 97. Blake     |
| 23. Nathan     | 48. Isaac   | 73. Hayden    | 98. Liam      |
| 24. Benjamin   | 49. Landon  | 74. Jesus     | 99. Richard   |
| 25. Samuel     | 50. Jayden  | 75. Carter    | 100. Devin    |

**One Hundred Most Common  
Girls' Names as of 2006**

- |               |               |               |              |
|---------------|---------------|---------------|--------------|
| 1. Emily      | 26. Kayla     | 51. Jennifer  | 76. Paige    |
| 2. Emma       | 27. Addison   | 52. Avery     | 77. Arianna  |
| 3. Madison    | 28. Victoria  | 53. Mackenzie | 78. Ariana   |
| 4. Isabella   | 29. Jasmine   | 54. Zoe       | 79. Vanessa  |
| 5. Ava        | 30. Savannah  | 55. Riley     | 80. Michelle |
| 6. Abigail    | 31. Julia     | 56. Sofia     | 81. Mariah   |
| 7. Olivia     | 32. Jessica   | 57. Maya      | 82. Amelia   |
| 8. Hannah     | 33. Lily      | 58. Kimberly  | 83. Melanie  |
| 9. Sophia     | 34. Sydney    | 59. Andrea    | 84. Mary     |
| 10. Samantha  | 35. Morgan    | 60. Megan     | 85. Isabelle |
| 11. Elizabeth | 36. Katherine | 61. Katelyn   | 86. Claire   |
| 12. Ashley    | 37. Destiny   | 62. Gabrielle | 87. Isabel   |
| 13. Mia       | 38. Lillian   | 63. Trinity   | 88. Jenna    |
| 14. Alexis    | 39. Alexa     | 64. Faith     | 89. Caroline |
| 15. Sarah     | 40. Alexandra | 65. Evelyn    | 90. Valeria  |
| 16. Natalie   | 41. Kaitlyn   | 66. Kylie     | 91. Aaliyah  |
| 17. Grace     | 42. Kaylee    | 67. Brooklyn  | 92. Aubrey   |
| 18. Chloe     | 43. Nevaeh    | 68. Audrey    | 93. Jada     |
| 19. Alyssa    | 44. Brooke    | 69. Leah      | 94. Natalia  |
| 20. Brianna   | 45. Makayla   | 70. Stephanie | 95. Autumn   |
| 21. Ella      | 46. Allison   | 71. Madeline  | 96. Rebecca  |
| 22. Taylor    | 47. Maria     | 72. Sara      | 97. Jordan   |
| 23. Anna      | 48. Angelina  | 73. Jocelyn   | 98. Gianna   |
| 24. Lauren    | 49. Rachel    | 74. Nicole    | 99. Jayla    |
| 25. Hailey    | 50. Gabriella | 75. Haley     | 100. Layla   |



## List 7.11. International Proverbs

Proverbs, simple popularly used sayings, express a common perception or truth. Some came about due to particular events or circumstances, others reflect a cultural view of life and the human condition. Many are not meant to be taken literally, and some do not translate well into other languages. *Paremiology*, the study of proverbs, is a hobby for many and dates back at least as far as Aristotle. Many proverbs have been around hundreds of years and have a form in several languages and cultures.

Studying proverbs is an effective way for ESL/ELL students to share their cultural backgrounds and find ideas that are common across cultures. International proverbs make interesting content for a class bulletin board, for essay writing, for panel discussions, and for student presentations. Here is a *paremiography*—collection of proverbs—from around the globe.

- A bird in the hand is worth two in a bush. (English)
- A book is like a garden carried in the pocket. (Arabian)
- A broken hand works, but not a broken heart. (Persian)
- A closed mouth catches no flies. (Italian)
- A courtyard common to all will be swept by none. (Chinese)
- A friend in need is a friend indeed. (English)
- A friend's eye is a good mirror. (Irish)
- A healthy man is a successful man. (French)
- A hedge between keeps friendship green. (French)
- A leaky house may fool the sun, but it can't fool the rain. (Haitian)
- A little too late is much too late. (German)
- A lock is better than suspicion. (Irish)
- A man does not seek his luck, luck seeks its man. (Turkish)
- A man is not honest simply because he never had a chance to steal. (Yiddish)
- A man should live if only to satisfy his curiosity. (Yiddish)
- A new broom sweeps clean, but the old brush knows all the corners. (Irish)
- A penny saved is a penny gained. (Scottish)
- A promise is a cloud; fulfillment is rain. (Saudi Arabian)
- A rumor goes in one ear and out many mouths. (Chinese)
- A silent mouth is melodious. (Irish)
- A son is a son till he gets him a wife, but a daughter's a daughter all of her life. (American)
- A throne is only a bench covered with velvet. (French)
- A trout in the pot is better than a salmon in the sea. (Irish)
- After all is said and done, more is said than done. (American)
- All is well that ends well. (American)
- An enemy will agree, but a friend will argue. (Russian)
- An hour of play discovers more than a year of conversation. (Portuguese)
- As we live, so we learn. (Yiddish)
- Begin to weave and God will give the thread. (German)
- Better a red face than a black heart. (Portuguese)
- Better late than never, but better never late. (American)
- Better the devil you know than the devil you don't know. (English)
- Better to light a candle than to curse the darkness. (Chinese)

Blood is thicker than water. (English)  
Do not use a hatchet to remove a fly from your friend's forehead. (Chinese)  
Don't bargain for fish that are still in the water. (Indian)  
Don't insult the alligator until you've crossed the river. (Haitian)  
Don't show me the palm tree, show me the dates. (Afghani)  
Every cloud has a silver lining. (English)  
Every garden may have some weeds. (English)  
Fall seven times, stand up eight. (Japanese)  
Flatterers, like cats, lick and then scratch. (German)  
Fool me once, shame on you; fool me twice, shame on me. (Italian)  
Friends are lost by calling often and calling seldom. (French)  
God grant me a good sword and no use for it. (Polish)  
Half a loaf is better than none. (American)  
Haste makes waste. (American)  
He that plants thorns must never expect to gather roses. (English)  
He who gets a name for early rising can stay in bed until midday. (Irish)  
He who has health has hope, and he who has hope has everything. (Arabian)  
Hygiene is two-thirds of health. (Lebanese)  
If a man be great, even his dog will wear a proud look. (Japanese)  
If someone sweats for you, you change his shirt. (Haitian)  
If you are planning for a year, sow rice; if you are planning for a decade, plant trees; if you are planning for a lifetime, educate people. (Chinese)  
If you do not sow in the spring you will not reap in the autumn. (Irish)  
If you make a habit of buying things you don't need, you will soon be selling things you do. (Filipino)  
It is better to conceal one's knowledge than to reveal one's ignorance. (Spanish)  
Keep a green tree in your heart and perhaps a singing bird will come. (Chinese)  
Lower your voice and strengthen your argument. (Lebanese)  
Many a friend was lost through a joke, but none was ever gained so. (Czech)  
Men count up the faults of those who keep them waiting. (French)  
Never ask God to give you anything; ask Him to put you where things are. (Mexico)  
Never cut what can be untied. (Portuguese)  
No matter how fast the poplar grows, it will never reach heaven. (Lebanese)  
No time like the present. (English)  
Nobody has ever bet enough on a winning horse. (American)  
Nothing is as burdensome as a secret. (French)  
Nothing is impossible to a willing heart. (American)  
One cannot shoe a running horse. (Dutch)  
One generation plants the trees, another gets the shade. (Chinese)  
One of these days is none of these days. (English)  
Only stretch your foot to the length of your blanket. (Afghani)  
Put silk on a goat and it's still a goat. (Irish)  
Success and rest don't sleep together. (Russian)  
Talk does not cook rice. (Chinese)  
The best armor is to keep out of range. (Italian)

The cobra will bite you whether you call it cobra or Mr. Cobra. (Indian)  
The pencil of God has no eraser. (Haitian)  
The rattan basket criticizes the palm leaf basket, but both are full of holes. (Filipino)  
The work praises the man. (Irish)  
There are twenty-five uncaught sparrows for a penny. (Afghani)  
There is no shame in not knowing; the shame lies in not finding out. (Russian)  
Time spent laughing is time spent with the gods. (Japanese)  
Under capitalism man exploits man; under socialism the reverse is true. (Polish)  
Vision without action is a daydream; action without vision is a nightmare. (Japanese)  
What you see in yourself is what you see in the world. (Afghani)  
When you drink the water, think of the well. (Finnish)  
You can bring a horse to water but you cannot make him drink. (American)  
You can't see the whole sky through a bamboo tube. (Japanese)  
You'll never plow a field by turning it over in your mind. (Irish)

## List 7.12. *Dichos*: Spanish Proverbs

Proverbs of all languages express a broad range of cultural ideas and wisdom. Most are not meant to be taken literally. Proverbs often have distinctive rhythms or rhymes that make them easy to remember. Many familiar English sayings have Spanish counterparts that are almost identical. Other Spanish *dichos* convey similar sentiments but use phrasing and words that express differences in culture as well.

The following *dichos* include some that are very similar to U.S. English proverbs and some that are unique to the Spanish language. Use them as part of your class discussion of how proverbs convey wisdom and culture.

### *Dichos*

Más vale tarde que nunca.  
 Quien mucho duerme, poco aprende.  
 No nació quien erró.  
 Los pájaros de la misma pluma  
 vuelan juntos.  
 En boca cerrada, no entran moscas.  
 El trabajo compartido es más llevadero.  
 Cuanto mas estudio, tanto más sabe.  
 Consejo no pedido, consejo mal oído.  
 Del dicho al hecho, hay mucho trecho.  
 Donde hay gana, hay maña.  
 El mal escribano le echa la culpa al la  
 pluma.  
 Comida hecha, compañía deshecha.  
 La salud es la mayor riqueza.  
 Con el tiempo y la paciencia se adquiere  
 al ciencia.  
 Donde hay humo, hay calor.  
 El que mucho habla, mucho yerra.  
 En las malas se conocen a los amigos.  
 La palabra es plata, el silencio oro.  
 El amor todo lo puede.  
 Por el árbol se conoce el fruto.  
 De sabio poeta y loco, todos tenemos un  
 poco.  
 La verdad a medias es mentira  
 verdadera.  
 El remedio puede ser peor que la  
 enfermedad.  
 Querer es poder.  
 Mejor solo que mal acompañado.  
 El dinero llama al dinero.

### Meaning

Better late than never.  
 If you sleep much, you learn little.  
 No one has been born who has not erred.  
 Birds of the same feather fly together.  
 In a closed mouth, no flies will enter.  
 Burdens shared are lighter.  
 The more you study, the more you know.  
 Unsolicited advice is poorly heard.  
 Between the word and the deed, there is a  
 great gulf.  
 Where there's the desire, there's the ability.  
 The poor writer blames the pen.  
 Food done, friends undone.  
 Health is better than wealth.  
 With time and patience comes knowledge.  
 Where there's smoke, there's fire.  
 He who speaks much errs much.  
 You can tell who your friends are in a time  
 of trouble.  
 The word is silver, silence gold.  
 Love will find a way.  
 By the tree the fruit is known.  
 We are all poets and fools sometime.  
 Half the truth is often a whole lie.  
 Sometimes the remedy is worse than the  
 disease.  
 To want to is to be able to.  
 Better alone than in poor company.  
 Money attracts money.

**Dichos**

Dime con quien andas, y te dire  
quien eres.  
El que algo quiere, algo le cuesta.  
Los genios pensamos igual.  
Las palabras se las lleva el viento.  
Excusa no pedida, la culpa manifiesta.  
Quien quiera saber, que compre un  
viejo.  
La ira es locura, el tiempo que dura.  
El tiempo lo cura todo.  
Amigo y vino, el mas antiguo.  
Hay mas felicidad en dar que en recibir.  
La risa es el major remedio.  
Quien compra ha de tener cien ojos; a  
quien vende le basta uno solo.  
Ha ropa tendida.  
A diario una manzana es cosa sana.  
A falta de pan, buenas son las tortas.  
A palabras necias, oidos sordos.  
Persevera y triunfaras.  
¡Que pequeno es el mundo!  
Lo major es ser franco.

**Meaning**

Tell me who you walk with and you tell me  
who you are.  
Everything has its cost.  
Great minds think alike.  
Words fly on the wind.  
He who excuses himself accuses himself.  
If you seek wisdom, ask an old man.  
  
Anger is a short-term madness.  
Time heals all things.  
Friends and wine improve with age.  
It is more blessed to give than to receive.  
Laughter is the best medicine.  
The buyer needs a hundred eyes, the seller  
only one.  
Walls have ears.  
An apple a day is the healthy way.  
If there's no bread, the cake will do.  
Let foolish words fall on deaf ears.  
Perseverance leads to triumph.  
It's a small world!  
Honesty is the best policy.

## List 7.13. Idioms Across Five Languages

Idioms with similar meanings can be found in many languages. Learning equivalent idioms in English helps students express themselves using familiar ideas and informal language. Here are some idioms that students may know in their first language.

| English       | Spanish          | French                   | German          | Chinese                  |
|---------------|------------------|--------------------------|-----------------|--------------------------|
| all right     | bien             | c'est bien               | zufreiden sein  | ānrán wúyàng             |
| at once       | enseguida        | tout de suit             | gleich          | likè                     |
| be in the way | estorbar         | être de trop             | im Wege sein    | fáng ài                  |
| big deal      | gran cosa        | grande chose             | grosse Sache    | míng-ren                 |
| call up       | llamar           | téléphoner               | anrufen         | dǎ diàn-huà              |
| catch on      | darse cuenta     | y être                   | berstehen       | lǐjiě                    |
| cross out     | tachar           | barrer                   | ausstreichen    | huà héngxiàn<br>chuānguò |
| do over       | rehacer          | refaire                  | wiederholen     | zuò zài                  |
| dream up      | soñar            | rêver                    | aufdenken       | píngkōng<br>xiǎngchū     |
| drop out      | dejar de asistir | quitter                  | verlassen       | tuìchū                   |
| figure out    | razonar          | calculer                 | herausfinden    | lǐjiě                    |
| fill out      | llenar           | remplir                  | ausfullen       | biàndà                   |
| fool around   | perder el tiempo | perdre son temps         | Unsinn machen   | yóudàng                  |
| get better    | mejorar          | aller mieux              | besser werden   | fùyuán                   |
| get off       | aparse           | descendre                | aussteigen      | xià                      |
| get on        | montarse         | monter                   | einsteigen      | zài chuán shàng          |
| get sick      | enfermarse       | tomber malade            | krank werden    | gǎn-mào                  |
| get up        | levantarse       | se lever                 | aufstehen       | qǐlai                    |
| hand in       | presentar        | remettre                 | einreichen      | yíjiāo                   |
| knock it off  | dejar de         | cessar<br>immédiatemente | aufhören        | tíngzhǐ                  |
| let go of     | soltar           | lâcher                   | freilassen      | shìfàng                  |
| lie down      | acostarse        | s'étendre                | sich hinlegen   | tǎng-xià                 |
| look at       | mirar            | regarder                 | ansehen         | kàn                      |
| look for      | buscar           | chercher                 | suchen          | zhǎo                     |
| make believe  | pretender        | prétendre                | vortauschen     | jiǎzhuāng                |
| make sense    | ser lógico       | être logique             | verstandig sein | yǒu yìyì                 |
| never mind    | no importa       | peu importe              | schon gut       | méiguānxi                |
| on purpose    | a proposito      | exprès                   | absichtlich     | gùyide                   |
| on the whole  | en general       | en somme                 | im Allgemeinen  | zǒngde lài kàn           |
| out of order  | descompuesto     | ne pas<br>fonctionner    | ausser Betrieb  | chū cùzhàng              |
| over and over | repetidamente    | sans cesse               | immer wieder    | fǎnfù                    |
| pick out      | seleccionar      | choiser                  | aussuchen       | tiāo                     |
| put away      | guardar          | ranger                   | weglegen        | fànghǎo                  |
| put off       | aplazar          | remettre                 | aufschieben     | tuīchí                   |

|             |                |               |                |               |
|-------------|----------------|---------------|----------------|---------------|
| put on      | ponerse        | mettre        | aufsetzen      | chuānshàng    |
| right away  | inmediatamente | immédiatement | sofort         | mǎ-shàng      |
| run errands | hacer          | faire des     | Besorgungen    | gàn chāshi    |
|             | mandados       | courses       | machen         |               |
| sit down    | sentarse       | s'asseoir     | sich hinsetzen | zuòxià        |
| stand up    | ponerse de pie | se mettre     | aufstehen      | zhàn-qi-lái   |
|             |                | debout        |                |               |
| take off    | quitarse       | enlever       | ausziehen      | qǐfēi         |
| take over   | encargarse de  | se charger de | übernehmen     | jiēren zhí wù |
| take turns  | alternar       | alterner      | absecheln      | lúnliú zuò    |
|             |                |               |                | mǒushì        |
| talk over   | discutir       | discuter      | besprechen     | shāng liàng   |
| think over  | pensar         | réfléchir     | überlegen      | zǐxì kǎolù    |
| throw away  | botar          | jeter         | wegwerfen      | làngfèidiào   |
| tired out   | exhausto       | n'en pouvoir  | ubermudet      | píjuàn        |
|             |                | plus          |                |               |
| try on      | probarse       | essayer       | anprobieren    | shì-chuān     |
| try out     | probar         | essayer       | jemanden       | shì-yan       |
|             |                |               | halten für     |               |
| wear out    | gastarse       | user          | abgetragen     | shǐ mǒurén    |
|             |                |               |                | jīnpí-lìjìn   |





# Section Eight

# Teaching

## List 8.1. ESL Standards

Standards for teaching English as a Second Language to pre-K through grade 12 students have been developed and disseminated by Teachers of English to Speakers of Other Languages (TESOL), a worldwide professional association with more than thirteen thousand members. TESOL sponsors a host of professional resources, including annual conferences, and has state affiliates. TESOL's three goals and nine standards are listed here. Visit the TESOL Web site at <http://www.tesol.org> to review the associated descriptors, progress indicators, and vignettes provided for grades pre-K to 3, 4 to 8, and 9 to 12.

- Goal 1: To use English to communicate in social settings
  - Standard 1: Students will use English to participate in social interactions.
  - Standard 2: Students will interact in, through, and with spoken and written English for personal expression and enjoyment.
  - Standard 3: Students will use learning strategies to extend their communicative competence.
- Goal 2: To use English to achieve academically in all content areas
  - Standard 1: Students will use English to interact in the classroom.
  - Standard 2: Students will use English to obtain, process, construct, and provide subject-matter information in spoken and written form.
  - Standard 3: Students will use appropriate learning strategies to construct and apply academic knowledge.
- Goal 3: To use English in socially and culturally appropriate ways
  - Standard 1: Students will use the appropriate language variety, register, and genre according to audience, purpose, and setting.
  - Standard 2: Students will use nonverbal communication appropriate to audience, purpose, and setting.
  - Standard 3: Students will use appropriate learning strategies to extend their sociolinguistic and sociocultural competence.

## List 8.2. Thematic Language Units

Language learning is facilitated when students are exposed to new vocabulary in context. Thematic language units, each focusing on its own discipline, provide a natural learning context and opportunities to integrate the same vocabulary and concepts into reading and language arts, social studies, math, science, and other subjects. The list of topics for units contains major content groups that contribute to core English vocabulary. The following example is based on *animals* and offers activities suitable for all grades and ages.

### Instructional Activities in an Animal Theme Unit

|                                  |   |   |
|----------------------------------|---|---|
| <b>Reading and Language Arts</b> | Read nonfiction books about baby animals of all species, including books focused on a single animal (horses, cats, dogs, spiders, dinosaurs, fish, snakes, butterflies, and so on). | Vocabulary and concepts                               |
|                                  | Read fiction about relationships between animals and their owners and about heroic animals.   | Vocabulary and concepts                               |
|                                  | View videos on both nonfiction and fiction topics.  | Vocabulary, pronunciation, concepts                   |
|                                  | Use key reading vocabulary for word study and structural analysis.  | Roots, affixes  |
|                                  | Use animal-related vocabulary in sentences for grammar instruction.   | Punctuation   |
|                                  | Use selections from reading-for-comprehension work.   | Inferences  |
|                                  | Use readings to practice note-taking skills.  | Study skills  |
|                                  | Work on Internet and library research skills to complete a Five-by-Five graphic organizer comparing five different mammals or five different species of fish.                       | Analysis  |
|                                  | Make podcasts or video spots on an animal of the student's choosing.  | Presentation  |
|                                  | Work on map-reading skills to plot where different animals are found.   | Social studies, mapping                               |
| <b>Social Studies</b>            | Study the role of specific animals in different cultural and belief systems.  | Social studies, world cultures                        |
|                                  | Study how humans use animals for food, shelter, and producing wealth.   | Social studies, economics                             |
|                                  | Research the impact of pets on lives, culture, and the economy.   | Social studies, psychology, world cultures, economics |

|                |  |   |
|----------------|--|---|
| <b>Science</b> | Study life cycles using the life cycle of a mammal from the readings.                                | Science, life cycle   |
|                | Study the habitat needs of different mammals and consider the effects of changes in the environment. | Science ecology, climates, data analysis                                  |
|                | Write poems about animals and their characteristics.   | Language arts, poetry forms, poetry characteristics, concepts, vocabulary |
| <b>Math</b>    | Write rap or chant about animals and their characteristics.  | Language arts, rhythm and rhyme vocabulary, concepts                      |
|                | Use animal-related vocabulary as the basis for word problems.  | Math, application of computation trends                                   |
|                | Use research on animals and pets to develop data tables.   | Math, data arrays, presentation, analysis                                 |
| <b>Art</b>     | Use animal data to develop charts showing frequency and change over time.                            | Math, data arrays, statistics trends                                      |
|                | Make animal masks, drawings, papier-mâché or clay figures, or other art projects.                    | Art: drawing, sculpture, painting, pottery                                |

### **Ideas for Other Thematic Language Units**

|                   |                              |                                       |
|-------------------|------------------------------|---------------------------------------|
| <b>Civics</b>     | Divisions of government      | Law and safety                        |
|                   | Elections and voting         | Police, fire, and other services      |
|                   | Municipal buildings          | Officials in our city and state       |
| <b>Education</b>  | Levels of education          | Types of schools                      |
|                   | Classrooms                   | School workers                        |
|                   | Subjects                     | Education and career links            |
| <b>Employment</b> | Types of careers and jobs    | Want ads—paper and online             |
|                   | Resumes                      | Interviews                            |
|                   | Office life                  | Work routines                         |
| <b>Family</b>     | Business correspondence      | Applications and other forms          |
|                   | Relationships                | Names for family members              |
|                   | Roles in the family          | Ancestry and family trees             |
| <b>Food</b>       | Names of food                | Names of meals                        |
|                   | Food preparation             | Recipes                               |
|                   | Kitchen and table            | Grocery shopping                      |
| <b>Grooming</b>   | Nutrition                    | Eating out                            |
|                   | Getting a haircut            | Cosmetics and grooming aids           |
|                   | Impact of appearance         | Taking care of your appearance        |
| <b>Health</b>     | Body parts                   | Illnesses, medical terms              |
|                   | Medicines, pharmacy terms    | Doctors, dentists, and health workers |
|                   | Medical tests and procedures | Making a doctor's appointment         |
| <b>Housing</b>    | Hospitals and care centers   | Dealing with health emergencies       |
|                   | Types of housing             | Reading housing ads                   |
|                   | Terms of lease or purchase   | Understanding contracts               |
|                   | Background checks            | Security at home                      |
|                   | Addresses and mail delivery  | Utilities                             |

|                           |  |   |
|---------------------------|--|---|
| <b>Measurement</b>        | Sizes  | Quantities                                |
|                           | Distances                                    | Measurement tools                         |
| <b>Money</b>              | Denominations and equivalents                | Banks and services                        |
|                           | Opening accounts                             | Using ATMs, debit cards, credit cards     |
|                           | Applying for credit cards                    | Applying for loans                        |
| <b>Numbers</b>            | Ordinal                                      | Cardinal                                  |
|                           | Formats: decimals, fractions, and so on      | Numbers we use: phone, ID, SSN, and so on |
| <b>Time</b>               | Measuring time                               | Days of the week                          |
|                           | Months of the year                           | Seasons                                   |
|                           | Holidays                                     | Time idioms and formula dialogues         |
| <b>Repairs</b>            | Tradespeople (plumber, carpenter, and so on) | Common household problems                 |
|                           | Tools and supplies                           | Shop vocabulary                           |
|                           | Contracts                                    | Do-it-yourself instructions               |
|                           | Electrical systems                           | Plumbing systems                          |
|                           | Heating systems                              | Air conditioning systems                  |
| <b>Clothing</b>           | Places to shop                               | Clothing and accessories                  |
|                           | Caring for clothing                          | Fabrics and styles                        |
|                           | Seasonal clothing                            | Shopping idioms                           |
| <b>Social</b>             | Greetings                                    | Making introductions                      |
|                           | Terms of respect                             | Etiquette                                 |
|                           | Hospitality and visiting                     | Gestures                                  |
|                           | Entertainment and leisure                    | Music, MP3s, recording artists, radio     |
|                           | Video, movies, TV                            | Libraries, museums, galleries             |
|                           | Newspapers, magazines, books                 | Games                                     |
|                           | Friendship and dating                        | Using the phone                           |
|                           | Giving and receiving gifts                   | Social letter writing, sending cards      |
| <b>Sports and Hobbies</b> | Names of sports                              | Sports equipment and uniforms             |
|                           | Where sports are played                      | Sporting events                           |
|                           | Sports teams and activities                  | Names of hobbies                          |
|                           | Hobby equipment and supplies                 | Hobby associations, events                |
|                           | Specialized sports vocabulary                | Sport-related idioms and dialogues        |
|                           | Hobby-related vocabulary                     | Hobby-related idioms and dialogues        |
| <b>Transportation</b>     | Modes of travel                              | Asking for directions                     |
|                           | Reading a map, directions                    | Hotels and other places to stay           |
|                           | States and capitals, place names             | Driving a car                             |
|                           | Highway signs and safety                     | Getting a driver's license                |
|                           | Train and bus vocabulary                     | Reading train and bus schedules           |
|                           | Buying train and bus tickets                 | Plane and ship vocabulary                 |
|                           | Reading plane and ship timetables            | Buying plane and ship tickets             |
|                           | Passports, visas, customs                    | Consulates and other government offices   |
|                           | Subways                                      | Bicycles and other transportation         |
| <b>Weather</b>            | Weather conditions                           | Seasonal weather                          |
|                           | Weather-related activities                   | Seasonal clothing, shelter issues         |
|                           | Weather idioms and dialogues                 | Weather reports                           |

## List 8.3. Word Walls

Word walls (WWs)—lists of words or other information organized and displayed in the classroom—are mainstay teaching and learning tools for ESL/ELLs as well as general education teachers. They are indispensable aids for building vocabulary. They are also gentle, omnipresent memory boosters for students learning many new words and concepts at the same time. Develop WWs with your class over the school year and teach students how to use them to gain independence in speaking, reading, and writing English. WWs can be used in any grade and at any level.

Word walls support learning by

1. Showing the alphabetic principle
2. Providing exemplars for letter-sound relationships
3. Providing visual scaffolding for new words
4. Supporting students' independent writing efforts
5. Adding visual memory elements to word study and recall
6. Enabling analogy strategies for word recognition
7. Involving students in selecting words for study
8. Recording progress in word mastery through the year

### To Construct a Word Wall

Post the letters of the alphabet on a large wall, leaving space beneath each letter. As students learn key vocabulary, write the words with bold black marker and cut them out to highlight their unique visual outlines. Back the words with colored paper to make them easier to view and distinguish. Post each word under the alphabet letter with which it begins. Once students are familiar with the WW, ask them which words from their lessons should be part of the WW; and after preparing the word for posting, ask them where the new word should be placed.

Other ways to arrange words on a WW include posting them alphabetically under a key word or using a content-related organizational scheme—for example, listing quantity words in size order.

### Types of Word Walls

There are three types of word walls. The first type supports *speaking, reading, and writing* instruction; the second type helps build *content vocabulary*; and the third type provides *structure and process reminders*. Each type should be displayed separately. As you develop each type with your class, explain their different purposes and how they are used.

#### ***Speaking, Reading, and Writing Instruction***

Begin a WW with students' first names or the words for items in the classroom. Use these familiar words to teach sound-letter relationships as well as to review the words as sight vocabulary. Add about five or more words each week that students have encountered in other subjects and that can be used as examples for the direct teaching of pronunciation, decoding, and spelling skills. Work with the list daily and include choral reading of the list to build automaticity and fluency. As you teach categories of words, create a separate WW for each.

Following are suggested WWs for speaking, reading, and writing:

- The most frequently used English words
- Phonograms
- Irregularly spelled words
- Cognates
- Sight words from reading texts
- Words learned on field trips
- Language experience chart vocabulary
- Adjectives
- Colors
- Family relationships
- School-related words
- Social interactions
- Polite phrases
- Compound words
- Suffixes and prefixes and their meanings
- Root words and meanings
- Words taken from student writing

### ***Content Area Vocabulary***

WWs for content area vocabulary reinforce key words in themed units and help students enrich their schema for the topic. Include words from introductory activities such as viewing a video or listening to a story, or words introduced during a lesson. Add drawings or digital photos to provide visual cues. Repeated work with the words during content area lessons, in supplemental independent reading materials, and in daily or weekly writing builds fluency as well as conceptual knowledge.

Content area vocabulary WWs are often set up on bulletin boards or three-panel display boards at learning centers around the room. Add words from any math, science, social studies, health, music, career, technology, art, or other subject content studied or encountered. Remember to start with the subject, then together with students select the key words for your WW.

### ***Structure and Process Reminders***

Structure WWs help students self-check grammar, writing, punctuation, and spelling. Process WWs are reminders of steps that need to be completed. Consider structure WWs on irregularly spelled words, spelling rules, capitalization rules, punctuation examples, irregular plurals, conjugation of *be*, comparison of adjectives, phrasal verbs, noun-verb agreement, and pronouns. Consider process WWs on decoding a word, writing a letter, solving a problem, and using an online dictionary.

## List 8.4. Conversation Starters

Making a statement or asking a question in a second language is not easy, but carrying on a conversation is more difficult because it requires listening, understanding, thinking, and production of words in the second language—all within seconds. An individual can control the processing and production time for reading and writing responses and can also look up unknown words in a dictionary and edit responses before making them public. Not so in conversations and discussions: these more difficult tasks require daily practice to develop needed skills and strengthen students' confidence and willingness to participate.

Plan daily conversation time around recently acquired vocabulary, school or holiday events, current affairs, or other natural topics. ESL/ELLs need to express themselves and practice newly acquired vocabulary. Opportunities to talk to one another about ordinary things and shared experiences meets this need. Avoid single-question assignments and those without goals. Such assignments fizzle out quickly.

Pair students rather than ask them to find a partner. Students selected last feel less confident; if you assign partners, everyone starts on an equal footing. Change pairs frequently to broaden linguistic experiences. There are several ways to pair students for conversation:

Have them pick an A or B card from a box, then partner the first A with the first B, and so forth.

Have them pick numbers from a box and then partner the two ones, the two twos, and so forth.

Call one name from the back-left side of the room, the other from the front-right side.

Have students in row one partner with students in row three, and so forth.

Assign partners from a list you read or post.

Devise other ways to pair students appropriately in terms of their age and language levels.

The following conversation starters introduce a topic and assign conversation goals for speakers A and B. If more than two persons are part of the group, double up on A or B goals.

### ***Getting to School***

A and B have the same goals. They tell each other how they get to school and ESL class—whether they walk, someone drives them in a car, they take a bus, and so on. They tell the names of the streets, what time they leave home, how long it takes, whether there is much traffic. They should be ready to tell the class whether their trips to school are similar or different and why they think so. They should also be ready to figure out who has the longest trip.

### ***Classroom***

A and B have different goals. A looks around the room and picks something out, then gives clues to B. A gives up to five clues. If B does not get it after five clues, then A wins. The winner picks an object and gives clues. Continue until one partner has six wins.

### ***Family***

A and B have different goals. A draws a picture with stick figures about B's family. To do this activity, A and B must discuss the number of people in the family, their ages, their relationships, and so on. If time permits, the partners may reverse roles and have B draw A's family according to A's description and answers to B's questions.

***Pets***

A and B have the same goals. A asks B questions to find out about the “best” pet that belongs to someone B knows. What kind of animal is it? Who has it? What does it look like? Why is it “best?” Where is it kept? What needs to be done to take care of it? At the end, each partner tells a little about the pet they chose as “best” and the class votes on the most interesting of the “best” pets presented by the pairs.

***Birthday Cards***

The teacher explains the use of birthday cards in the United States, then organizes the class into partners. A and B have the same goals: to talk about birthday cards and how their American use is the same or different from birthday greetings in their native countries. Would they like to give and receive birthday cards? Why or why not? What other ways do they celebrate friends' birthdays? At the end they should be ready to contribute to a brainstorm session on ways to celebrate class birthdays.

***Sports***

A and B have the same goals. They begin by picking a sport together and identifying ten things everyone should know about it. Next they practice reporting the list by taking turns adding and explaining one idea each. Finally they share the ten things with the class. If others picked the same sport, students must be ready to add from their list to the others' any of the information that is not reported.

***Review***

A takes the role of teacher, B takes the role of student. The “teacher” poses questions about a recently studied topic (weather, colors, numbers, money, safety, and so on) and the “student” answers. If the “student” doesn't know the answer, the “teacher” gives clues. After three clues, if the student-partner doesn't know the answer, the teacher-partner provides it. After seven minutes the pair switches roles and starts a new topic. Topics can be written on cards from which the “student” or “teacher” picks.

***How Was Your Weekend?***

A and B have the same goal. On Monday morning, students interview one another about what they did over the weekend. After seven minutes they report on what their partner did. The teacher makes notes about the activities and asks follow-up questions, including additional theme-related vocabulary.

***Picture That!***

A and B are competing. Each pair receives a picture with lots of details, for example, a giraffe at a zoo and part of its habitat. A and B take turns telling one another about the picture. They get one point for each sentence they say about a different aspect of the picture. For example, if A says, “It is at the zoo. This is a giraffe. It has spots. The grass is green. His neck is long,” A earns five points. Ten to twelve minutes are allowed for the exercise.

***Lost and Found***

A and B have the same goal. The students discuss what to do if they lose their book, their wallet, their dog. After ten minutes the class discusses steps to take in each case. These steps are then written on newsprint and posted. One “lost” scenario is used for young students or beginners. High schoolers and adults can compare options.



***Favorite TV Show***

A and B have the same goal. The pairs discuss their favorite and least favorite TV shows and list the reasons they like or dislike them. At the end of the conversation, the students report on the data they have collected (tallied).

***I Really Like That!***

A and B have the same goal. The pairs discuss their favorite (or best) of a suggested topic, giving several reasons. Each partner questions the other about their choice to find out what attributes make it a favorite. At the end of the conversation, the class discusses which characteristics students felt were most important in picking a favorite (or best) from among many. This exercise can be done every week using topics as diverse as TV stars, backpacks, music, beverages, vegetables, zoo animals, dinosaurs, beaches, radio stations, malls, cars, and terrain.

## List 8.5. Discussion Starters

Discussions, like conversation, are verbal interactions among two or more individuals. Common synonyms for *conversation*—*chat*, *talk*, and *exchange*—convey informality, personal, and viewpoint perspectives, while synonyms for *discussion*—*debate*, *deliberation*, and *considerations*—refer to more formal, thoughtful, and fact-based content. The art of discussion involves sharing facts, drawing conclusions, evaluating ideas, arguing a point, persuading others, choosing solutions, ranking options, and developing consensus. Academic and job success require effective discussion skills.

Once ESL/ELL students show some comfort with conversation and speaking in class, plan frequent paired, small-group, and whole-class discussions that deal with content area material. Use supported strategies for most of the content learning, but be sure that the answers to questions or the graphic organizers cannot be found simply by matching text or without discussion. Discussions should give students opportunities to work together to achieve a single goal, to work in opposition and contrast their answers, and to work to influence one another.

### **How Happy?**

Introduce the idea of connotations for synonyms and give examples of the “strength”—a little to a lot—of a characteristic conveyed (for example: *giggle*, *laugh*, *guffaw*). Divide students into pairs or small groups. Give each group a key word and have them brainstorm three or more synonyms for their word. Next, have students cut out pictures (or download them from graphics files) that show the differences among the synonyms, and mount them on posters with labels. Have each team present their work to the class and explain the reasons they picked each graphic or photo. Note: it is helpful to review the list informally and provide guidance, if needed, about connotations so that the student presentations assist peers in gaining accurate knowledge of American usage.

### **Chapter Review**

Assign pairs of students to work cooperatively on answers to end-of-chapter review questions. Have one student write out the answers to the even-numbered questions while the other student answers the odd-numbered questions. On the following day, using their completed lists, have the students quiz each other and provide copies of their answers to each other for independent study before a test.

### **Flow Chart**

Have students work in pairs to design a flowchart showing the steps in a process they have studied. Examples of topics include getting a driver's license, cell division, how plants get water, making paper, the water cycle, making a peanut butter and jelly sandwich, getting dressed, making a mask, and making a salad.

### **Party Planning**

As part of a unit on money and shopping, have small groups of students plan a budget for a sports or holiday-related party. Use grocery store circulars (paper or online) for prices, and give groups a budget limit. Have them include food, decorations, prizes, and entertainment in their plans and budgets. Then have the groups present their themed plans to the whole class to vote on which party they'd most like to attend.

### **Adding Up Ads**

As part of a career awareness unit, have students working in pairs read newspaper or online help-wanted ads to identify five jobs that require mathematical knowledge and skills. Have them list the kinds of jobs, the tasks that are likely part of the jobs, and the type of math knowledge they would need. Look up average salaries for the jobs online. Have students present their findings to the whole class and discuss the range of jobs and tasks that are math related as well as the range of compensation for those who work in these jobs.

### ***Story Map***

Have pairs of students read the same short story and work together to create a story map using a drawing or visual concept application or markers and poster board. Then have the pairs present their work to the class, identifying the problem or central issue and describing how it is resolved.

### ***Rubrics***

Plan a whole-class discussion on rubrics and facilitate the brainstorming and discussion of criteria that will be used to evaluate the next assignment. Use questions to guide students both to explain and to persuade others, as well as to state beliefs and values.

### ***Scruples***

Provide a short scenario that demonstrates an ethical or legal problem. It can be presented either orally or in written form. Have small groups or pairs discuss the issue and propose one or more solutions and their rationale. For example:

- Two boys are fighting and an adult driving by sees them. Should the adult “interfere” and stop the fighting?
- A woman with three young children is leaving a food store. The woman’s purse is open and a \$20 bill falls out. You notice it on the ground. Is it okay to pick it up and keep it if she doesn’t?
- You are playing a game with a friend when his phone rings. As he gets up to answer the phone, his game piece accidentally moves backward on the board, giving you an advantage. What should you do when he returns?
- Three people are in a car crash. They are in separate cars and are unrelated. One is a child, one is a middle-aged single person, and one is an old person. The ambulance arrives at the scene. Who should the paramedics check first?

### ***News at Five***

Have students write scripts for TV-style talk shows with three brief segments planned per week and alternating roles. Take the topics from online news outlets and include an international, national, and local story. Videotape the shows and, after airing them for the class, archive them on the class Web site.

### ***Comic Strips***

As part of a unit on the wisdom of proverbs, have pairs of students write and illustrate a comic strip that shows the wisdom of the proverb. The projects can be mounted and displayed in public spaces such as the hallway outside the classroom, or they can be included on the class Web site.

### ***Campaign Press***

Using any issue for which there are two or more well-defined positions, have students take a side and create campaign slogans, posters, and logos to persuade the rest of the class or school to their viewpoint. This activity can also be used to mount a one-sided campaign, such as to urge fuel conservation, healthy eating habits, exercise, savings accounts, seatbelt

use, and so on. Have the students research the topic to pick key ideas and suitable design elements. The projects can be displayed around the school.

**Word Problems**

Have students in pairs develop word problems that fit a set of math equations. The students can be instructed to tailor their problems to different interest groups in order to focus on related vocabulary sets. The use of a set of equations and focused vocabulary requires more interaction than leaving the math and vocabulary up to the students. This activity can review both language and math at the same time.

**Homework Helpers**

Assign students to be study buddies. Have each buddy read and summarize the key ideas of a section of a chapter. Then have the students take turns presenting mini-lessons on their sections and give handouts to their classmates. Upload the written work to a shared workspace (or e-mail it to a single contact) and incorporate it into a study guide. For each section, have students also propose one or more quiz questions.

**Debate**

Brainstorm or assign students a debate topic. Place cards marked *affirmative* or *negative* in a box and have each student select a card to determine which side they will present during the debate. To be successful, students will also need to be familiar with the key arguments of the other side so they can refute them. After individual research is well under way (a few days or a week in most cases), have students on the same side form teams of two, three, or four to prepare the best arguments and a strategy for winning the debate. On the day of the debate, have each side alternate its presentation of the following: an introduction to the issue, key points in general, data from external sources (published, surveys, testimonials solicited, and so on), refutation of opponents' key points and data, and concluding remarks. Large teams can have each team member take one section; small teams can alternate roles. Another class or teacher can judge the debate. If more than one topic is assigned, the teams not involved in the first debate topic can judge the debate.

**Legacy Newsletter**

Have the whole class participate in planning a newsletter, including what articles should be included, the name of the newsletter, and who should write, edit, and lay out the newsletter. If this exercise is used near the end of the school year, the newsletter can be directed to students coming into the course and shared at the midpoint of the year. This timing allows current students to get advice from previous students, to see an exemplar of a newsletter as a prototype to the one they will produce, and to develop sufficient English skills to read and understand the newsletter. Some topics in legacy newsletters have included information about where to shop, favorite restaurants, online sites of interest, local places of interest to visit, and how to contact helpful community agencies.

**Soap Opera**

Have students write an episode of a soap opera about a current event, keeping the dialogue and action true to the characters from week to week. Each segment should take not more than six minutes for a dramatic reading.

***Historical Times***

As part of a history program, assign students to identify important ideas, influential people, and key events as they read each chapter. Discuss and vote on the most essential ideas, people, and events for each period and add them to a timeline posted across a wall of the classroom.

***Characters Welcome***

As a review of literature or reading, have students work in pairs to complete a five-by-five data organizer with information related to issues of interest. For example, have students work together to identify setting, theme, plot, characters, and turning point for five stories. The groups then compare entries for each element and defend their choices.

***Video Director***

Have students work in pairs with a video camera (a digital camera works if camcorders are not available) to capture images that represent ideas and make a video or photo dictionary. For example, students can identify different kinds of trees and capture images, including close-ups, of tree bark and leaves, and then do a voice-over identifying each variety.

## List 8.6. Helping Students with Audience Recognition

Communication takes two—a speaker and a listener, or a writer and a reader. Effective communication, whether spoken or written, means that the audience—the listeners or readers—understands the message. To help listeners and readers get the message, we speak and write with the audience in mind, changing the level of formality, explicitness, and vocabulary to suit the audience and the circumstances. When we adapt the message to different audiences, we are changing the *register* of the language. Before speaking or writing, consider the following:

- The age of the audience
- Your social relationship
- Their knowledge of the subject
- The subject itself
- The purpose of the communication

### ***Age of Audience***

Children's knowledge of language and of the world is limited, and their ability to deal with complicated information is not well developed. When speaking or writing to children, use a narrative style with common words and basic sentence structures. Keep the message simple and brief.

An older, more mature audience has a full command of language and a broad understanding of the world. Adults can understand complex information if it is clearly presented. When communicating with adults, use explicit vocabulary. Vary sentence structure, including both simple and complex sentences. The message may draw on commonly known or experienced phenomena; it may be detailed. Lengthy messages must be organized in order to be easily understood.

### ***Social Relationship***

There are many types of social relationships, including those between parents and children, among family members, between teachers and students, between an employer and employees, between individuals and those in authority, between individuals and those in religious or other respected positions, among friends, between spouses, between strangers, and between older and younger persons.

The relationship between the speaker and listener, or writer and reader, affects several aspects of the communication. It determines the level of respect that needs to be conveyed, and the degree of familiarity and shared experiences that can be relied on. These factors determine the greeting, tone, structure, vocabulary, level of detail or completeness, appropriateness of slang or jargon, and suitability of personal referents.

### ***Knowledge of Subject***

Estimate how much the audience knows about the subject by considering their age and education, their employment, and their social status. Sometimes personal background, such as where they grew up or their ethnicity, will help the speaker estimate the audience's level of knowledge of a subject. That knowledge will determine the level of detail and explanation that are necessary, as well as the type of vocabulary that is suitable.

***Subject Matter***

Subject matter covers a range from common to uncommon, serious to humorous, technical to general, scientific to affective, and so on. Subject factors will help determine what vocabulary, tone, and level of detail to use.

***Purpose of Communication***

Communication has a purpose: to tell a story, to ask a question, to give directions, to share a joke, to make a request, to exhort, to show affection, and so on. The purpose affects the tone, vocabulary, and structures.

**Audience Errors**

The audience errors of nonnative speakers of English are often the result of cultural transfer or language instruction. When students transfer the rules for registers from their native language and culture to American English, the results may be inappropriate. For example, what might be perfectly acceptable for a target audience in Spain may be too formal, too flowery, and too indirect in the United States.

Language instruction also plays a part in some students' audience errors. For example, when ESL instruction focuses heavily on conversational elements, students are left without knowledge of more formal and academic vocabulary and grammar structures. When language instruction is focused on "book" work—grammar, academic vocabulary, and reading—students are left with little knowledge of colloquial expressions, idiomatic usage, and informal grammatical constructions.

Some activities that help students develop a proper audience sense include role-playing, rewriting dialogue or other material to suit different audiences, and comparing written and spoken samples addressed to different groups.

## List 8.7. Activities for Developing Auditory Skills

### **Sound Flash**

Ask students to listen carefully to the beginning sound of the word you are about to say, then to listen to the beginning sounds of other words. Have students hold up either a *yes* or *no* response flashcard after each word to show whether it has the same beginning sound as the target word—for example: *dig, dad, bed, dark, dinner*. After students can recognize the target sound in the initial position, repeat the activity for the sound in the final and medial positions.

### **Sound Switch**

Ask students to pay attention to the beginning sounds of a series of words that you will read to them. Direct them to raise their hands when they notice that you have switched to a word that begins with a different sound. Read at least four words with the same sound before introducing one with a different initial sound.

### **Same or Different?**

Ask students to listen as you read pairs of words and to indicate whether the two words are the same or different. Students may respond orally or by holding up *same* or *different* flashcards. Train students' auditory discrimination by beginning with gross differences and working down to minimal pairs. For example: *house/hat, pin/bin*.

### **Imposter**

Have students listen as you say groups of three words, two of which are the same, one of which differs by only one sound. Ask the students to show which word was different by holding up a flashcard with the number 1, 2, or 3 on it. For example: *pat, pit, pit* (1).

### **Repeat After Me**

Present a target sound in isolation, then as the initial sound in a word. Have students listen and repeat the sequence. Continue the exercise with several words for each target sound. For example: /p/ *Pete*, /p/ *pet*, /p/ *pack*, /p/ *pitch*.

### **Rhyme Time**

First, have students listen to and repeat pairs of rhyming words, then have them suggest additional words that rhyme with the pairs.

### **Speed Recognition Game**

The object of the game is to hear the target initial sound each time it is used. Scores represent the number of times students miss the word. Zero is a perfect score. To play, announce the target sound, then read a list of twenty-five words with the target-sound words randomly interspersed. Read at a moderately fast pace. Students may make hatch marks on paper to keep track. Keep students' scores and challenge them to improve when the game is played again.

### **Hide and Seek**

Present a target sound and groups of three words, one of which contains the target sound in the initial, medial, or final position. Ask students to indicate which word has the target sound by circling the number 1, 2, or 3 on an answer sheet. For example: /t/ *by, tie, lie* (2); /t/ *wait, wade, wake* (1).



**Close Calls**

Give students a worksheet of word pairs for problem contrasts. Read one of the paired words and have them circle it on the worksheet. For example: *they/day (day)*; *then/den (then)*.

**Starts with**

In a rapidly paced exchange, say a word aloud and have students respond with the letter used to spell the initial sound of the word. Repeat the activity for the final sounds.

**Flash Spell**

Give students sets of flashcards on which are printed the spellings of sounds. Direct students to hold up the card that spells the sound they hear at the beginning, end, or middle of the words you will read.

**Spell/Write Bee**

Read a list of words aloud and have students write them down. In each exercise, give up to thirty words to review five sound/spelling correspondences. Repeat the exercise by having individual students spell the words orally.

## List 8.8. Activities for Developing Aural Skills

### **Pick a Pic**

Direct students to listen to the word that you will say and to mark the picture on the answer sheet that shows the item named. Use words that target sounds learned and require auditory discrimination of contrasts. For example: *man/pan, hat/bat, sun/run*.

### **Class Keys**

Direct students to listen to the directions you will give and to follow them on the answer sheet. Introduce school-related vocabulary by demonstrating each action on the chalkboard or an overhead projector screen. For example:

Put an X. . . .  
Underline the. . . .  
Draw a line. . . .  
Connect. . . .  
Circle the. . . .  
Fill in the space below. . . .

### **Show Me a Pen**

Give students sets of twelve concept cards that show pictures of words with problem contrasts—for example, *a lamp/a ramp, a lake/a rake*. Direct students to arrange the concept cards face up on the desk and ask them to point to or pick up the picture of the objects you say. Tell students to “show me a \_\_\_\_\_,” filling in the names of the pictured objects.

### **Simon Sez**

Play the children's game Simon Sez, eliminating children from the game as they make errors following the directions. Use the game to teach parts of the body, items of clothing, position words, action verbs, gesture words, and expression words.

### **Captions**

Ask students to listen as you read a sentence, then to mark the picture on their answer sheets that matches the sentence. For example, the pictures may depict a girl petting a dog and a girl feeding a dog, and the sentences could be *Mary pet the dog* and *Mary fed the dog*.

### **Happy Endings**

Direct students to listen as you read the beginning part of a sentence and possible endings. Tell students to indicate on their answer sheets which of the endings best completes the sentence. Provide four choices. Begin with simple sentences and one-word completers, then go to more complex sentences. Sample sentence: *Tom hit the \_\_\_\_\_*. Sample words: *chair, book, ball, key*.

### **What's It All About?**

Direct students to listen as you read them a story. Read a brief passage of five sentences, then ask students to listen to and pick from four choices the word that best tells the topic of the passage. Have students mark the corresponding number on their answer sheets.

**Van Gogh?**

Tell students to follow your directions and complete a drawing. Give simple directions to focus on lines, spaces, shapes, dimensions, and position words. For example:

Draw a triangle. Draw a long line over the top of the triangle. Be sure the line and the triangle touch. What did you draw? (A see-saw.)

Draw a rectangle with a four-inch top and bottom and two-inch sides. On top of the rectangle, at the left corner, draw a one-inch-high triangle. On top of the rectangle, at the right corner, draw a line up at an angle. Under the rectangle, at the right and left corners, draw one-inch circles. What did you draw? (A baby carriage.)

**What Do You Think?**

Direct students to listen as you read them sentences and to mark on their answer sheets whether the sentences are true or false. Intersperse the correct sentences with sentences that are logically inconsistent. For example: *The young lettuce asked for some milk. The student drove his book home to study.*

**Dictation**

Use the dictation format to practice sound and symbol associations, auditory discrimination, juncture sensitivity, and aural comprehension of words and sentences.

*For sounds and words:* Tell students to listen as you say a sound and a word that begins with that sound, such as /p/ *pet* (listen to the word). Then have them listen a second time and write the spelling for the sound (word). Finally, have them listen a third time to check their answers.

*For sentences and passages:* Direct students to listen to the sentence or passage and write it verbatim. Read it three times: first, read the passage through at a moderate, conversational pace; next, read it slowly, breaking it into meaningful phrases of no more than five words each; finally, read the passage through at a moderate pace. Students should write the passage during the first two readings and check their work during the final reading.

**Getting the Facts**

Have students listen as you read a passage, then ask them questions about details in the passage. Answers can be multiple choice, yes/no, or short statements.

**Information, Please**

Read a passage aloud to the class and have the students ask you questions about the action or information in the passage. As an alternative, students can write questions about the passage.

**News Report**

Select a narrative passage that describes an event. Direct students to listen and fill in their answer sheets with the *who*, *what*, *where*, *when*, *why*, and *how* of the story.

## List 8.9. Activities for Developing Oral Skills

### ***Pretty Perfect Pronunciation***

Present a group of words with the target phoneme in the initial position and have students repeat the words after you. Read them clearly but without exaggeration or distortion. Use of a rhythmic choral response will aid students in learning new sounds and allophones within words. Tape-record the lists of words so that students can practice them independently. Repeat the exercise with the phoneme presented in the final position, then in the medial position.

### ***A Big Pig***

Practice the pronunciation of problem phonemes using contrast pairs. Direct students to listen carefully and repeat after you as you read the pairs. For example: b/p *bade/paid, bin/pin, big/pig, bet/pet*.

### ***Give Yourself a Hand***

Teach students to recognize differences in stress by having them clap out the rhythm of their English names. Use a loud clap for the accented or stressed syllable or syllables, and a soft clap for the unaccented or unstressed syllable or syllables. For example: MA-ry, ma-RIE, ED-ward, THOM-as, JENN-i-fer, JOHN-ny.

### ***Cadence Drills***

Give students lists of words that have the same stress patterns. Model the correct stress pattern for sample words, then direct students to read them aloud in unison. Have the students repeat the list until they develop a natural cadence for reading the various stress patterns. Use single-syllable words, two-syllable words with the accent on the first syllable, two-syllable words with the accent on the second syllable, and so on.

### ***Sentence Tunes***

Model the correct stress patterns for a series of similar sentences—statements, open questions, tag questions, yes/no questions, and so forth—then have students read them aloud. Repeat the exercise until students develop a natural cadence.

### ***Mother Goose and Company***

Use limericks, nursery rhymes, and short poems to teach and provide practice in American English intonation patterns. Recite them in choral groups and individually. Use proverbs and popular song lyrics for older students.

### ***Stressed Cloze***

Give students ten written sentences, each with a blank space where a word has been deleted. Above the blank, show the stress pattern of the missing word. Use markings the students are familiar with from their texts, such as dots in descending size, or dashes and accent marks. Give three answer choices, each syntactically and semantically correct but only one matching the stress pattern. Have students choose the one that matches the pattern. For example: Put the jar in the - ' - - - .

cabinet   refrigerator   closet

### ***Charades***

Prepare a set of charades cards with active verb phrases. Ask a student to pick a card and act out the verb phrase. Have members of the class guess what the student is doing. Set a three-

minute time limit per charade. Guesses should be stated in complete interrogative sentences, such as, *Are you making a bed? Are you kneading dough?* This activity can be done as a team game, with points for correct answers within the time allowed.

### ***Puppet Theater***

Have students use masks, puppets, and props to practice dialogues related to social and other situations.

### ***Role Life***

Have teacher and student or student and student take on roles and act out various scenarios from everyday situations. For example, the teacher can be a bank teller and the student a customer who wants to cash a check; or the student can be injured and ask a passerby (another student) for directions to a hospital or help finding a doctor.

### ***Show and Tell***

Ask students to bring something into class and give a brief (three-minute) oral presentation about it. Suggest that students select items related to hobbies or culture. Preparation should include the learning of appropriate vocabulary, and consideration of how to present new material to the class. Visual aids (charts, demonstrations, pantomimes, and so on) may be helpful.

### ***Ms. Manners***

Have pairs of students pick a card at random from a set of concept cards that show people engaged in situations that normally require standard dialogue. Then have them act out the scenes in front of the class. Give the students a few minutes to organize and rehearse. Use this exercise to review vocabulary, develop fluency, and practice social skills.

### ***Simon Sez***

Use this children's game to review vocabulary, gestures, imperative structures, and many active verbs. Select a student to be Simon. The rest of the students are to follow Simon's directions only when they are preceded by the statement "Simon sez." Direct them to use words from a specific category, such as body parts, emotion words, or actions.

### ***Take a Hike***

Use this word game to develop fluency. The game requires students to chain nouns alphabetically. To begin, say, "I'm going to take a hike and I'm taking an [A word]. The next person says, "I'm going to take a hike and I'm taking a [B word]," and so on, until someone is unable to think of an appropriate word in alphabetical sequence. To help keep things going while students' vocabularies are still limited, supply a word when they cannot. The pace of the game should be brisk.

### ***Tie One On***

Use this word game to review and reinforce vocabulary in a specific category, such as food or sports. Using the food category, begin by having one student say a food word (such as *cake*), then have a second student say another word from the same category (such as *hot dogs*), followed by a third student saying another food word (such as *cheese*), and so on, until a student cannot think of a food word or makes a mistake. The next student begins the cycle again by announcing the new category and first word. The game should be played at a fast pace.

**Tennis-Elbow-Foot**

This word game practices fluency and association. To begin, have one student say a word, a second student say a related word, a third student say a word related to the second word, and so on until the student next in turn cannot think of a related word or makes a mistake. The words in a cycle must be related but do not have to be from the same category. For example: *knit, weave, basket, ball, bat, cave, mountain, Alps, Europe*. The game should be played briskly.

**Telephone Chain**

Use this children's game to encourage students to improve their pronunciation skills. To play, a message is whispered from one person to the next through a chain of ten persons. The tenth person repeats the message aloud. Teams can compete to see which one gets the message through with the least "interference."

**Take Two**

Divide the class into small groups. Select one person in each group to be the director. The director directs groups of two to four students in acting out written skits using stage directions and directions for movement, gesture, tone, attitude, characterization, and so on. Have the groups put on the skits for one another.

**Twenty Questions**

Select photographs or drawings of nouns that are in the students' vocabulary. Have a student pick one of the photographs without showing it to the class. Then have members of the class take turns asking questions about the item—for example: *Is it bigger than a book? Is there one in this room? Is it expensive?* The student must answer yes or no. The questioning continues until someone can guess the item or the class has reached twenty questions. This exercise develops fluency, vocabulary, grammar, and listening comprehension.

**Salesmanship**

Have students select a product or service and "sell" it to the class. Have them create poster ads, charts comparing their product with the competition, and a sales pitch. Have them make their sales presentations to the rest of the class.

**Headline News**

Divide the class into three-person reporting teams. Have one team each week (more often if your schedule permits) prepare a five- to seven-minute news feature on an approved topic. Focus on issues in independent living such as employment, banking, insurance, health issues, or social services. Have the team members meet and work out an outline of the topic, decide on the distribution of research work, research and write assigned parts, and edit one another's work. Have the team present its report orally. The use of graphs and other visual aids should be encouraged.

**Talk Show**

Have students prepare background information on a given current events topic. Have one student act as the talk show host and lead a panel discussion and question-and-answer period. Select four students for the panel and have each give a brief prepared presentation. Have the rest of the class participate in the question-and-answer session as the audience. If possible, videotape the show and share it with other classes. To prepare for the activity, show the class a taped TV talk show and focus students' attention on format, personal interactions, and vocabulary used.

**Ask Me Again**

Do a rapid oral drill in which each student is asked a different question but using the same structure. For each question type, give one or two model questions and answers before asking students to respond. Ask questions that have these types of responses: yes or no, yes or no with a restatement, yes or no with a counterstatement, yes or no with a partial statement, yes or no with a synonymous statement, a short answer (one word or phrase), or a complete sentence.

**Backing Up**

Practice intonation patterns by using a backward buildup drill. A backward buildup begins with the last word in a sentence; then, in each repetition, the preceding word is added. This method maintains the correct intonation pattern throughout the multiple repetitions. For example: *John got an A on the test today.*

today.

test today.

on the test today.

an A on the test today.

got an A on the test today.

John got an A on the test today.

**Changing Your Tune**

Divide the class into groups of three and present a situation. Have the first group role-play the situation as originally stated. For the second group, change the context and have them alter their register, manner, and so on while preserving the storyline. Change the context for each group. Example situations: asking one's brother for a loan, asking a banker for a loan, asking one's father for a loan, asking a stranger on the street for a loan.

**TV Times**

Send for the transcript of one of the class's favorite television sitcoms and rehearse the lines of the show with a cast selected from the class. Present a reading of the show to the class.

**Exhausting Your Options**

This exercise should be done as a game. Have all of the students stand. Then ask the first student a question, such as, *Where did you go yesterday?* After the student answers, repeat the question for the next student, and so on, continuing until a student cannot respond with a new answer and sits down. Then change the question and continue to play until only one student remains and is declared the winner.

**Between the Lines**

Have students listen to a taped dialogue. Ask the students questions that go beyond the literal meaning of the conversation. For example: *Why did Mary react the way she did when Tom told her what happened? How do you think Mary felt? What was Tom trying to do? Did Tom do the right thing? How would you have handled the problem?*

**Career Plans**

Have students, one at a time, tell the class what they want to do on their first (or next) job. They should identify the type of work, say something about what it entails, and explain why they want to do it. They should also tell what skills are needed to do the job and how they plan to prepare for it if they don't already have the skills.

## List 8.10. Activities for Grammar Instruction

### Sentence Flips

Select two sets of concept cards—nouns and active verbs. Place the two sets face up and side-by-side. Ask students to look at the noun-verb pair and tell, in a complete sentence, what the two cards show. Go through the card sets using three substitution patterns. First, flip through the verb set and create sentences with the first noun and each of the verbs, then the second noun and each of the verbs, and so on. Second, reverse the pattern and flip through the noun set. Third, flip the cards from both sets, creating a totally new sentence each time. Use singular and plural nouns to give practice for number agreement.

### Markers

Present noun phrases that show the correct use of *a/an* and explain the rule. Present one of the noun phrases in a model sentence and direct students to replace the target word, in brackets, with a new word. This can be done as a written or an oral exercise. For example:

I bought [a book] on Tuesday.

vase

orange

purse

umbrella

### Yes It Is/No It's Not

Present model pairs of positive and negative statements. For example:

It is snowing.

It is not snowing.

It is raining.

It is not raining.

Then read a positive sentence (such as, *It is foggy*) and ask students to respond with its negative form (*It is not foggy*). Responses may be made by the whole class or by individual students. Repeat the exercise using alternate forms of the negative:

It is raining.

It isn't raining.

It is raining.

It's not raining.

Repeat the exercise presenting the negative form and having students respond with the positive. For example:

She doesn't have a pen.

She has a pen.

### Question

Present model pairs of a statement and its question form. For example:

It is snowing.

Is it snowing?

It is raining.

Is it raining?

Then read a statement and have students give the question form. Responses can be made by the whole class or by individuals.

### Time-Lapse Pictures

Show students sets of three related pictures depicting an action about to happen, in progress, and obviously already occurred. Describe the pictures as you show them. For example, if the first picture in the set shows a boy on a diving board about to dive into a pool, say, "The boy will dive into the pool." For the second picture, with the boy in the air, say, "The boy is diving into the pool." For the last picture, showing the boy descending into the



depths of the pool, say, “The boy dove into the pool.” After presenting an example, have students supply the sentences as you show them other sets of action in time sequence.

### ***Timeline***

Create a timeline marked in hours, days, or years and show when several events occurred. Include a mark for the present and marks for events that will occur in the future. Ask the students questions about the relative time of the events and direct them to respond in complete sentences. Examples based on a timeline of John’s day:

|  |                                  |
|--|----------------------------------|
| Did John leave home before or after breakfast? | John left after breakfast.       |
| When will John meet Jim?                       | John will meet Jim after school. |

### ***Learning One’s Place***

Using word cards and a pocket board, arrange the cards to show proper sentence word order, including the placement of adjectives and adverbs, negatives, and question words. Have students practice the structures by replacing word cards to make new sentences in proper order.

### ***Condensed Thoughts***

Give students a pair of sentences and have them condense the ideas of both into one, taking care to make all correlative changes for number, subject-verb agreement, and so on. For example:

|   |  |
|---|--|
| Are they in the library? Are they studying? | Are they studying in the library?      |
| The dress is too big. Jean cannot wear it.  | The dress is too big for Jean to wear. |

### ***Meaningful Mates***

Give students two columns of basic sentences and a list of conjunctions. Have students make as many meaningful sentences as possible by joining a sentence from column A with one from column B using the contractions.

### ***Compare and Contrast***

Present two items that share some characteristics, such as a chair and a table. Have students write statements using *and* or *but* to compare and contrast the items. For example:

The chair has a seat but the table has a top.  
 The chair has a back but the table has no back.  
 The chair has four legs and the table has four legs.

### ***Sub Drill***

Give the students sentences with proper or common nouns and direct them to replace the nouns with pronouns. In the beginning of the drill, cue the response; later, do not cue the response. For example:

|                           |    |                      |    |             |
|---------------------------|----|----------------------|----|-------------|
| Billy has the notebook.   | he | He has the notebook. | it | He has it.  |
| The teacher has the book. |    | She has the book.    |    | She has it. |

### ***Keeping It Straight***

Select a passage of 200 to 250 words that includes pronouns and other anaphora. Direct students to circle all the words that refer to the same person or thing. For example:

John Wills was on a new job. The detective always had interesting work to do. When he met his client at the office, something told John it would be more interesting than usual.

**Reflexives**

Present the reflexive pronouns in pairs with the personal pronouns: *I/myself, you/yourself*, and so on. Have students repeat each pair. Present a model sentence—*I painted the desk by myself*—then a cue—*she*. Direct students to make the replacements needed by the cue: *She painted the desk by herself*. Continue with each reflexive pronoun and several model sentences.

**More or Less**

Present a graph or pictograph comparing six things, such as the numbers of people who like six different candies. Ask students questions using vocabulary for inequalities, equality, and comparisons. For example: *Which candy is liked by the most people? The least? Which candies were liked more than X? Which candy was liked more than X but less than Y?*

**Do You Agree?**

Have students select a topic and conduct an opinion survey on an issue, then create simple graphs or pie charts comparing responses. Have students write a report of the results using the vocabulary for inequalities, equality, and comparisons.

**Wishful Thinking**

Provide practice for the conditional tense by having students complete the following sentences:

- If I had an X. . . .
- If I were to win the lottery. . . .
- If I had only known. . . .
- If I hadn't seen the car. . . .
- If I hadn't been late. . . .

**When I Was a Child. . . .**

Have students write their autobiographies paying careful attention to the proper use of past tenses, sequence, and transition words.

**Crystal Ball**

Ask students to “look into the crystal ball” and write about the lives they will have in the next five years. Direct their attention to the use of the future tense, sequence, cause and effect, and transition words.

**It's the Law**

Direct students to compose a set of rules for one of the following: the kitchen, the classroom, good citizenship, being a good neighbor, or being a good friend. Attention should be given to imperative structures and modals.

**Gotcha**

Prepare a text of 200 to 250 words, embedding errors of one grammatical type, such as improper pronoun use or tense shifts. Have students read the text and then edit it to correct the errors. Tell them the number but not the type of errors that are in the passage.

***Ripple Effects***

Use a moving slot substitution to practice correlative changes required by a replacement word. Present a sentence and cue the word that will be used as the substitute. Vary the slot in the sentence for the substitution. For example:

|       |                         |
|-------|-------------------------|
|       | Carol has a white cat.  |
| dog   | Carol has a white dog.  |
| we    | We have a white dog.    |
| brown | We have a brown dog.    |
| two   | We have two brown dogs. |

***Expansion***

Present a basic sentence and cue students to make additions. Have students repeat the complete expanded sentence after each cue. For example:

|             |  |
|-------------|--|
|             | The girl swims.                              |
| young       | The young girl swims.                        |
| gracefully  | The young girl swims gracefully.             |
| in the pool | The young girl swims gracefully in the pool. |

## List 8.11. Activities for Vocabulary Development

### Introducing

Introduce vocabulary by presenting the object and the spoken word together. Use the actual object, pantomimes, demonstrations, gestures, series pictures, photographs, or other means to show the meaning of the target word. After saying the word three times, ask the students to repeat it after you. Then use the word in a sentence or meaningful phrase. Choral repetition should precede individual response.

### Not So Basic

When introducing basic vocabulary, show students several examples of the target concept. For example, if the target word is *dog*, show pictures of several different sizes, colors, and breeds of dogs. This step eliminates inappropriate associations. After students learn the target word, review the examples and, for each one, add a word for the differentiating characteristic. For example: *black dog*, *tan dog*, *black and white dog*, *small dog*, *large dog*.

### All Sorts

Select twenty vocabulary words from a single lexical group and four appropriate descriptive categories. Create a chart using the categories for column headings and the vocabulary words for the rows. Direct students to put an X in each category that describes the vocabulary words. For example:

| Vocabulary  | Categories<br>Male | Female | Old | Young |
|-------------|--------------------|--------|-----|-------|
| father      | X                  |        |     | X     |
| girl        |                    | X      |     | X     |
| child       |                    |        |     | X     |
| grandmother |                    | X      | X   |       |

### Word Maps

Introduce sets of related vocabulary, defining each word as you present it. Engage students in a discussion of the relationships among the words. Create semantic maps by writing the words on the chalkboard and showing, by placement and connecting lines, the relationships among the words presented. Common descriptors, such as category names, may be added to the map for detail.

### Mix-Up

Give students several pairs of mixed-up sentences and have them repair and rewrite them. The errors should be lexical. For example: I was so hungry I went to sleep. I was so tired I had dinner.

### Cognate Review

Give students lists of words that are cognates in English and their native language. Select cognate concepts and terms that are already understood by the students in their native language. Read the English word of the pair and have the students repeat it after you. Help them recognize spelling conversion patterns such as: *tion/cion* and *ly/mente*.

**Content Cognates**

Prepare a grammar review or other structure-centered class around a content area and use cognates to make the lesson a natural presentation of language in context. The use of cognates results in a more mature level of language than what usually occurs with the limited high-frequency vocabulary of prepared lessons, particularly in the early stages of language learning. This activity will help students make the transition to English-only content area instruction.

**Want Ads**

Teach job-related vocabulary by presenting job titles along with job descriptions and lists of qualifications as they would appear in a newspaper advertisement. For example:

Wanted: Auto mechanic to tune engines, change oil, change filters, and fix flat tires.  
Must know how to use a jack, socket wrench, gauges, and other tools.

**Crossword Puzzles**

Have students complete crossword puzzles to review the definitions and spelling of new vocabulary words. Weekly crosswords can be habit forming and a painless way to continue to review vocabulary and spelling.

**Descriptors**

Have students cut out several newspaper and magazine ads for target items such as vacations, banks, stereo equipment, and cars. Have students make a chart and for each item list the adjectives or other descriptive language used in the ads. Discuss the similarities and appeal of descriptors for each item. This activity helps students with connotation and with categorizing words (for example, *scientific*, *glamorous*, *safety*, *lighthearted*).

**Synonyms and Antonyms**

Give students a list of word pairs and have them indicate whether they are synonyms or antonyms. An alternative activity is to present two columns of words—in column A, the target words; in column B, the synonyms or antonyms. Have students match the two columns.

**Word Search Puzzles**

Have students do word search puzzles that contain the target vocabulary words for a current lesson or words from prior vocabulary lessons. This activity helps reinforce students' visual memory of the words and their spellings.

**Survey**

Develop a survey of students' hobbies and extracurricular activities. For each item, have students indicate how often they participate: always, often, sometimes, rarely, never. Have students tabulate the results. Distribute the results and direct individual students to report on the participation rate for a particular hobby or activity. For example, five out of eight people watch TV often, two out of eight people watch TV sometimes, and one out of eight never watches TV.

**Subject Pictionaries**

Create a specialized "pictionary" for a content area by mounting titled drawings or pictures on three-by-five or five-by-eight prepunched index cards and arranging them alphabetically

in a card binder. Have students use the pictictionaries to learn the vocabulary and to look up a word and its spelling.

***Really?***

Give students a list of sentences, many having embedded lexical errors, and direct them to indicate whether the sentence is true or false. For example:

The cat studied for a geometry test. T/F

The fisherman caught a tuna. T/F

The sunny weather was annoying. T/F

***Flash***

Pair students—an advanced student with a beginner—for word-recognition flashcard drills. Have the advanced student show the beginner the picture of the object and say the word, which the beginner repeats. Flashcards with the written form of the word can be used for word-recognition drills if the concept is already known. The pace should be brisk. As an alternative, students at the same level of skill can be paired and take turns drilling each other. When both students are stumped by a word, they should put the card aside for teacher assistance.

***Mirror, Mirror***

Pantomime new vocabulary words and say them. Have students mirror your actions and repeat the words. After you have introduced and repeated a few words and feel that the students are fairly comfortable with them, speed up the pantomimes and repeat them in random order.

***Object-Article Card Drills***

Review vocabulary and appropriate articles using concept cards. Deal a set of concept cards face down to all players. Begin by turning over the top card on your pile (for example, a cat) and saying, “I have a cat.” The student to the right then turns over his or her card and says, “I have a/an [object].” Students should continue in turn until all cards have been used. Correct for articles and partitives. Points can be added to a score for correct responses and subtracted for errors.

***Charades***

To review vocabulary, have students pick a card with a vocabulary word written on it and gesture, pantomime, or otherwise dramatize the word. Have members of the class guess the word. This is a good team game.

***Mix and Match***

Teach basic Latin and Greek prefixes, suffixes, and root words. On a worksheet, have students match words in column A that are based on these elements with the definitions provided in column B.

**Content Quick**

Begin as early as possible to introduce groups of related vocabulary words in regular drills. Use pictures, concept cards, and so on.

Examples at the word level: *map, ocean, Christopher Columbus, ships, Indians, America.*

Examples at the sentence level:

Christopher Columbus had a map.  
 Christopher Columbus had three ships.  
 Christopher Columbus saw the ocean.  
 Christopher Columbus saw the Indians.  
 Christopher Columbus saw America.

Use of content words throughout the language learning experience helps students make the transition to appropriate grade-level texts.

**Cloze in the Gaps**

Have students practice recognizing and spelling new vocabulary words by completing cloze passages. In the beginning, give students the list of vocabulary words for the exercise to ensure correct spelling.

**Clued in**

Give students a list of related words that have connotative information on an event or circumstance and direct the students to group the words that go together best. For example:

For store and school scenarios: cashier, desk, chalk, hangers, dressing room, dictionary.

For restaurant scenarios: waitress, musicians, chef, coat hook, tablecloths, plastic-covered menu, candles, paper napkins, a counter, a takeout sign.

**Close Relatives**

Develop a chart on the chalkboard or overhead that shows the adjective, noun, adverb, and verb forms of the same root word. Help students form generalizations about the forms. For example:

| Adjective | Noun      | Adverb  | Verb        |
|-----------|-----------|---------|-------------|
| sad       | sadness   | sadly   | to sadden   |
| happy     | happiness | happily | to be happy |
| sick      | sickness  | sickly  | to sicken   |

**Very Punny**

Use puns or jokes to help students learn multiple meanings and connotations of words. There are many pun books available commercially. Humor should be a regular part of the instructional plan. It makes classwork fun, and it motivates students to attend carefully to word meaning.

**Shades of Meaning**

Give students lists of words dealing with the same trait, characteristic, and so on and help them arrange the words on a continuum from least to most. For example:

smirk, chuckle, giggle, laugh, belly laugh  
 mist, drizzle, rain, downpour, deluge

**Five-by-Fives**

Make copies of the five-by-five grid (see List 8.22) and prepare a set of category cards (for example, animals, parts of the body, places, school subjects, people) and a set of alphabet letters (not including Q, U, X, Y, or Z). Ask a student to pick five category cards and read them to the class. Have students write the category names in the five spaces across the top of the grid. Ask another student to select five alphabet cards and read them aloud. Have students write the letters in the five blocks in the left column of the grid. Allow the class three to five minutes to fill in the grid with appropriate words. For example, if one of the categories was animals and the letters were B, M, L, C, and G, the column under the heading *animal* might be filled in with the words *bear*, *mouse*, *lion*, *cat*, and *giraffe*.

**'Tis the Season**

Pick a season and have students compete to see who can write down the most words that have some relationship to the season. The students must be able to state a relationship if challenged. For example:

*Spring*: rain, crocuses, baseball, jelly beans, mud, buds, warm, sweaters

As an alternative, give the students a list of fifty words and the name of a season and have them circle the words that relate to the season.



## List 8.12. Activities for Improving Writing Skills

### ***Pen Pals***

Have students write letters to one another without knowing their pen pal's identity. Randomly assign each student a number, then have students draw numbers out of a hat to pick a pen pal. Suggest that first letters be autobiographical and include information about the students' hobbies and other activities.

### ***May I?***

Collect the addresses of government agencies, businesses, and other groups that offer free information booklets and samples. Many addresses, including those for institutions, businesses, and agencies providing curriculum-related giveaways, are available online. Have students write letters asking for an item they would like to receive. Stress letter format and address components.

### ***Class News***

Help students launch a class newspaper. Include standard news features dealing with current events, a school events feature, a cultural feature, study advice, and so on. In the beginning it may be necessary to provide substantial support for the newspaper, but as students' skills develop they can take on writing assignments, editing, formatting, and so forth.

### ***Favorite People***

Have students write fan letters to their favorite television or movie stars or athletes. In the letters, students may express their opinions, compliment the individual, ask for a photograph, and so on.

### ***Picture This Competition***

Give students a basic two-word sentence such as, *Boys play*. Then have students add modifiers, including adjectives, adverbs, and adjectival and adverbial phrases, to the basic sentence. Students can compete individually or in small groups to see who can create the greatest number of sentences in ten minutes. For example:

Boys play.  
The older boys play tubas.  
The tall boys play basketball.  
The young boys play with blocks.

### ***News Flash***

To keep students abreast of the news, have them write a news flash when a special or unusual event occurs. A news flash is similar to a language experience chart. The students contribute information and dictate the story. The teacher writes the story out on newsprint or, if possible, types it into a word processor. Copies are made and distributed. When the story is completed, read each sentence to the group and have them repeat the reading as you point to the words. After two or more repetitions, distribute individual copies of the news flash. This activity introduces topical vocabulary in high-interest areas and helps link students to important events around them.

**No Telegraph Today**

Give students several pages from a major newspaper and ask them to rewrite the headlines into complete, correct sentences.

**You're in the Headlines**

Have the students write headlines for ten important events in their own lives.

**House Party**

Have students write directions from school to their homes or to their favorite restaurants or parks. Attention should be given to direction vocabulary, sequence, and proper names (streets, place names).

**Gist**

After students have practiced an oral dialogue, have them write a paragraph that tells the gist of the dialogue.

**What's Going On?**

Give students concept cards that depict people engaged in activities or situations. Ask the students to write as much about the picture as they can.

**Travel Agent**

Provide timetables for buses, trains, and taxis, and a chart of the time it takes to travel between destinations by each mode of transportation. Have students plan an itinerary for a trip from one city to another. Give conditions, such as *can't leave before 8 A.M. or arrive after midnight*, or *shouldn't have more than a one-hour stopover in any single place*. Students should work in pairs to practice travel vocabulary. The itinerary should be written out in a specified format. Attention should be given to abbreviations, logical connections, sequence, proper nouns, and punctuation.

**Reporter**

Have students conduct oral interviews, take notes, and write an article on the person they interviewed. Students should not report on the person who interviewed them.

**Graduation Party**

Have the students work in small groups to write a proposal for a graduation party. Have the students decide on a theme for decorations, a price per person, the type of site, the dinner menu, and the type of entertainment. Provide a how-to-plan-a-party brochure from a caterer, a phone book, travel and dining books, and newspaper ads for caterers and restaurants. Have students prepare a proposal with options, giving a brief narrative description of the affair including suitable sites with names, addresses, costs per person, benefits, and so on. The research for the proposal should be done using the materials supplied; however, advanced classes may be required to make one or two phone calls for price-per-person estimates. The proposals should follow a specified format. Provide a worksheet or short sample.

***There Ought to Be a Law***

Have students write essays on a pet peeve or a matter of serious concern. The essay should focus on problem and solutions or cause and effect. Topics might include alternative energy sources, pollution of the oceans and rivers, seatbelts on school buses, drug sales, street crime, homelessness, and unemployment.

***Outlines***

Select well-constructed passages of 200 to 250 words from a content area text at an appropriate reading level. Give students copies. Working with the whole group, teach students to select the key ideas for an outline by crossing out information that is not important or by underlining or highlighting the important information. Once students can identify the key ideas, they can develop the outline with minimal assistance.

***Scenes from a School***

Distribute photographs of activities that take place at school. The scenes should cover the ordinary (such as cafeteria lines) and the special (such as graduation). Have students select a picture and write a story about the event.

***Advice Column***

Have each student write a letter to “Dear Gabby” for advice and sign the letter with a pseudonym. After the letters are put into a box, have each student pick one out and answer it. Then put the answers back in the box and distribute them in a “mail call.” Have students read the replies aloud. This can be done as a humorous exercise or with some seriousness.

***Diamante***

Have students write *diamantes*, or diamond-shaped poems. In this poetic form the writer goes from one idea to its opposite in a very organized way. The first line is a noun. Line two has two adjectives that describe the noun. Line three has three verbs that end in *-ing* and are related to the noun. Line four is the transition line. It has four nouns. The first two relate to the original noun. The second two relate to an opposite noun that will be named in line seven. Line five has three *-ing* verbs related to the noun in line seven. Line six has two adjectives related to line seven, and line seven is the noun that is the opposite of line one. For example:

summer  
hot, sunny  
swimming, playing, sailing  
picnics, vacation; school, holidays  
sledding, skiing, studying  
cold, snowy  
winter

***What Characters!***

Distribute cartoons or several frames of a comic strip that have empty dialogue balloons. Have students write in the dialogue or captions.

*Note:* there are several commercially available sets that are great fun.

***One, Two, Three***

Give students sets of directions for common activities, such as making a sandwich or washing dishes. The directions should be out of order and mixed up. For example, one direction in making the sandwich might be to spread mayonnaise on the lid instead of on the bread. Give no more than eight steps for each activity. Have students rewrite the directions in proper order and with logical connections. Note: the mix-ups add interest to the activity and require students to do more than simply recopy sentences. Fixing the inconsistencies will require making correlative changes.

***Stolen Property***

Have students fill in an insurance form for a claim based on a hypothetical break-in at their home. Attention should be given to the special terms of the report, the narrative about the incident, and the need for accuracy.

***Fender Bender***

Have students fill in a police report about a hypothetical car accident. Give attention to special vocabulary, the narrative about the accident (sequence, cause and effect, who did what, and so on), and the need for accuracy.

## List 8.13. Taste and Touch Lessons

Taste and touch words are difficult to describe but easy to experience. Assemble a selection of common foods (no peanuts or other foods known to cause allergic reactions, please!) that have different characteristics and divide them into very small portions. Prepare a graphic organizer for students to complete as they engage in taste tests. Provide an exemplar for each category. For example, using a salt shaker, shake a bit of salt into each student's hand and have them taste *salty*. Then, spooning from a sugar bowl, give each student a taste of *sweet*. Next, have the students work in pairs to taste test a number of foods and complete the graphic organizer.

Redo the exercise adding texture words, for example, *sweet* and *smooth* or *sweet* and *crispy*. Engage students in conversation about likes and dislikes, and have them name other foods that fit into each category. On a word wall, identify an exemplar for each characteristic on the basis of students' suggestions and experiences during the taste tests.

### Taste and Texture Words

|        |         |         |         |
|--------|---------|---------|---------|
| sweet  | salty   | sour    | bitter  |
| smooth | crunchy | mushy   | hard    |
| chewy  | juicy   | crispy  | dry     |
| sticky | flakey  | brittle | soft    |
| light  | dense   | lumpy   | jellied |

Plan a touch test for students to experience various textures in nonfood items. Gather a variety of items with different textures and enclose each in a numbered cloth pouch. Provide students with a "guess list" graphic organizer that they fill in to identify the texture and the item. Give points for each correct answer. Use common household items.

### Touch Words

|       |          |          |        |
|-------|----------|----------|--------|
| hard  | soft     | spongy   | smooth |
| rough | dented   | bumpy    | gritty |
| sharp | feathery | hairy    | furry  |
| rocky | textured | bristled | tacky  |
| silky | nappy    | polished | glassy |

## List 8.14. Journaling

Self-expression through writing is a goal of all language arts instruction. Many teachers find that journaling helps ELLs to develop confidence and competence in expressing their views in English. Journal writing differs from other writing experiences in key ways: It is personal, not public, writing. There are no right or wrong answers. Journals are not graded or corrected. They can be embellished with drawings and doodles, photos and scrapbook findings. Each one is different.

There are two types of journals. The most common type is like a diary. Students make entries daily or weekly and record their thoughts and ideas about their experiences. The second type is a dialogue journal, in which the student and teacher write notes back and forth. Either one may ask a question, make a comment, or share a thought.

The process is simple. All that is needed is a ruled blank book for writing in and time set aside for making entries. Begin journaling by asking students to respond to the question or theme of the day. Entries may be tied into recent vocabulary lessons or shared experiences. Here are some topics to get you started:

|                             |                             |
|-----------------------------|-----------------------------|
| Favorite colors             | Best friend                 |
| What I like about school    | What I like about winter    |
| Where I live now            | A game I enjoy              |
| Things that are big         | Things that are small       |
| Things that are yellow      | A place I want to visit     |
| Favorite food               | Something I want to learn   |
| My family                   | Favorite actor              |
| Dogs or cats                | Today's weather             |
| Songs I like                | Things that grow            |
| Things that make me happy   | Favorite subject at school  |
| Favorite TV show            | Something I do well         |
| Things that are funny       | Favorite sport              |
| Car I would like to own     | My brother or sister        |
| Things to do on the weekend | Ways I help at home         |
| Things I am thankful for    | Do I like school?           |
| Things I do after school    | What I would buy with \$100 |
| Why be nice to others?      | Things I don't like         |
| My grandparents             | Best snack in the world     |
| Why I like summer           | The best holiday            |
| A poem I like               | What I had for lunch        |
| What I learned today        | Things that are scary       |
| Good things for breakfast   | What I look like            |
| Things that are cold        | Good bugs and bad bugs      |

## List 8.15. Interviewing

Interviewing is a great way to develop ELLs confidence in speaking English to others, because students can plan the questions they will ask and have some control over the conversation. In addition, if the interviews are on topics related to areas they have already studied, they are likely to have listening and writing knowledge of the core vocabulary. Armed with an audio recorder, any information that is missed can be captured later by replaying the interview and, if necessary, getting some help from another student or a teacher. In addition to providing students with listening and note-taking experience, interviewing helps them to hone their writing skills, including their use of subject-related idioms. Their work can be gathered and shared in a class report, newsletter, Web site posting, or “book.”

Here are some guidelines to give to your budding journalists:

- Make an appointment with the person you are going to interview, determining starting and ending times and location.
- Let the interviewee know what you will discuss so that he or she will have time to consider the questions. Provide either a written list or a verbal summary. Knowing the questions in advance reduces anxiety.
- Ask the interviewee whether it will be okay to record the interview. If you would like to take the person’s photo, ask for permission first.
- Prepare an interview form that provides space for note taking under each of the questions and that is organized in a logical order. Be sure to leave space for additional comments.
- Formulate questions that get at the five *Ws* and *H* (*who, what, where, when, why, and how*); these are the basics for any article or report. Also plan to ask if there is anything else the interviewee wants to add; this often elicits some excellent details that “make” the story.
- Be on time for your interview appointment and be prepared. Make sure your audio recorder is working (check the batteries!) and bring your own pen and interview forms.
- Start by introducing yourself and thanking the person for agreeing to be interviewed, then get down to business.
- Ask one question at a time and allow the person to respond. Don’t rush the speaker.
- If you need more information, ask the person to “tell me more about that.”
- If you want to check a fact, ask a yes/no question, for example, *Were you born in Taiwan?*
- Practice asking the questions with a friend so you are comfortable saying the words.
- Think about the topic before the interview and about what kinds of answers you might hear. This will help you relax and recognize key ideas and write them quickly.
- Enjoy the time you are spending getting to know what someone else thinks or what they have experienced. Smile and make eye contact with your subject to let them know they are doing a good job and to help them feel comfortable too.
- At the end of the interview, thank the interviewee for his or her time and for sharing ideas and information. Tell the person you appreciate his or her help with your project.

Here’s a list of interview topics to get you started:

What is different about the food you have here compared to the food you had in your old country?

How is shopping for food different here?

What new foods have you tried in the United States?

What foods are prepared when you celebrate a special occasion or holiday?

When did you begin school?  
What was your first teacher like?  
Tell me about your first school.  
What was your favorite subject in school?  
What kind of work do you do?  
How did you decide to do this?  
Who taught you how to do your job?  
What do you like about the work you do?  
How many brothers and sisters do you have?  
Where are they now?  
What kinds of work do they do?  
How does your family stay connected to one another?  
How did you feel the first time you were in an airplane?  
How do you feel about flying now?  
If you could fly anywhere tomorrow, where would you go?  
Why did you choose there?  
What do you think about the shows on TV?  
How have they changed in the last ten years?  
Which show do you think is the best for children?  
How can parents use TV to help their children understand the world?  
Where do you get information about your town?  
Who do you contact when you have a question or problem in your town?  
How are law enforcement officers viewed by people in your community?  
What can local officials do to promote positive community feelings?  
What positive effects has technology had on your family?  
What concerns do you have about technology?  
How do you use the Internet in your personal life?  
Where did you learn to use the Internet?  
How did you choose your career?  
Who was an important influence on your choice?  
What do you like about your career?  
What advice would you give to someone just starting in the same job?  
What sport do you like to play?  
What makes it fun or exciting to play this sport?  
When did you learn to play?  
Tell me about the most exciting time you had playing this sport.  
What do you think is the most amazing invention of the last one hundred years?  
Why is it amazing?  
How does it make a difference?  
What are your concerns about its use?  
Who do you think is a real modern-day hero?  
What did this person do that made him or her a hero?  
What are some of the characteristics that make someone a hero?  
How can we encourage young people to be heroes?



## List 8.16. Surveys

Surveys gather information from a group of people about topics of interest in order to learn something about the group. To survey members of a group, a set of questions are asked and their answers are organized into categories. The organized information is referred to as *data*. It helps the surveyors to understand the group and the topic. Using surveys in ESL/ELL classes achieves three goals: it helps students learn about the topic and the group, it gives them experience working with data to make decisions, and it familiarizes them with this very popular data-gathering process so they can be good consumers of survey data published in the media and other places.

As a getting-to-know-you exercise and to introduce key vocabulary, start with simple in-class surveys and post the results on a bulletin board. If you are working with very young children, use squares of paper with students' names written on them to indicate their response in the appropriate column. The tally number can then be written at the bottom of each column of responses to show students that each person's response, or "vote," counted toward the total.

Here are some suggested survey topics to try:

Our eyes: brown, blue, green, hazel  
 Favorite ice cream flavor: chocolate, vanilla, strawberry, rocky road, butter pecan  
 Favorite color: yellow, green, blue, red, orange, purple, brown, white, black  
 Favorite season: fall, winter, spring, summer  
 Pets we have: dog, cat, fish, bird, guinea pig, hamster, none  
 Animals we like: lion, elephant, tiger, horse, monkey, deer  
 Things we like to do: swim, play ball, ride a bike, read a book, draw pictures  
 Our brothers and sisters: none, one, two, three, four, five, more than five  
 Sports we like: soccer, baseball, football, hockey  
 Lunch food we like: hamburgers, macaroni and cheese, sandwiches, chili  
 Things we like to drink: water, milk, tea, coffee, soda, lemonade, iced tea  
 Favorite subject: math, English, science, social studies, physical education, music, art  
 Musical instruments we like: drums, guitar, piano, flute, trumpet, violin, organ  
 Where we were born: North America, South America, Central America, Africa, Europe, Asia, Australia, Middle East  
 Seeing clearly: no glasses, eyeglasses, contact lenses  
 Distance from home to school: one block, two blocks, three blocks, four blocks, five or more blocks  
 Breakfast today: cereal, rice, eggs, toast or bread, donut or cake, no breakfast, other breakfast

## **List 8.17. Strategies for Inclusive ESL/ELL Classrooms**

Many instructional activities can be modified to meet the needs of students with disabilities. According to the U.S. Department of Education's Nineteenth Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act (IDEA), 95 percent of all children with disabilities are served in regular schools. This number includes ESL/ELL students who have been identified as having a disability. While students' individualized education plans (IEPs) provide academic goals, appropriate teaching strategies help children meet them. The following strategies have been shown to be effective when teaching English language arts to a wide range of special needs students in inclusive classrooms. Use them in conjunction with the instructional activities provided throughout this book.

- Match the modality of instruction to the student (for example, large print, Braille, or audiotaped versions for low-vision students).
- Observe students in individual, paired, small-group, and whole-class activities and note which environment maximizes their engagement and success.
- Help students track their success using different strategies to accomplish a frequent task or assignment (such as learning new spelling words) and discuss which strategy worked best.
- Review students' IEPs to identify areas of strength, and develop instructional activities that use them to advantage.
- Use error analysis as a basis for planning instruction and practice activities.
- Maximize time on task by simplifying and creating standardized procedures so that time is spent on the learning activity, not on giving and interpreting directions.
- Make connections explicit or ask leading questions to help students make links and transfer learning to similar but new situations.
- Provide ample response time and let students know it's okay to take time to think in order to decide on an answer; discourage guessing as a way to "get it over with."
- Focus first on accuracy, then on speed and fluency.
- Practice reading high-frequency words, key words, and other target words until students reach automaticity. This will enable them to use their energy on comprehension and not allow time lag and decoding struggles to interfere with meaning.
- Use direct instruction and modeling to demonstrate desired learning behavior.
- Provide immediate and clear feedback with an informing, neutral tone.
- Pace instruction so that learning is achieved and skills are practiced, and move on before students become bored.
- Use task analysis with students to show how to break down complex tasks into smaller components that allow students to focus their attention, recognize important sequences, learn subskills, and then reconstitute the tasks.
- Use structured, guided practice, gradually moving students from fully supported to fully independent work.
- Use echo or choral reading to help students pace reading and use inflection to support understanding.
- Use group response methods (such as having students hold up a response card marked yes or no to answer questions) to keep the active learning level high for all students and to enable scanning of the responses to track individual students' learning.
- Give both oral and written directions. Post the directions on the board or in another prominent location. Keep the language simple, number the steps, and use rebuses or flowcharts to show steps graphically.

- Use cues or prompts to guide students' work. For example, underline or color code the key element or elements, or provide a template for organizing the task.
- Use a visual thesaurus to show how words' meanings are related.
- Use concept mapping to help students organize what they know about a concept.
- Use tables and other graphic organizers to show similarities and differences.
- Use K-W-L charts to help students plan and evaluate their learning. Before reading, have students identify what they already know about the topic and list this information under the *K* heading. Next, have students identify what they want to learn from the reading selection and list this information as questions or topics under the *W* heading. Later, after reading, have students list what they learned under the *L* heading and compare their learning to their want-to-learn goals.
- Extend the amount of time provided, reduce the amount of work (number of pages, examples, items, words), or both to reduce stress and focus attention on positive outcomes.
- Provide informative feedback for correct answers to reinforce the use of an effective strategy, as well as for incorrect answers to show how the answer could have been found.
- Permit students to draw and tape a narrative, instead of writing a response, if spelling and writing are challenges.
- Provide advanced organizers, including questions for students to "read and find out."
- Teach decoding skills, high-frequency words, and frequently used word parts (prefixes, suffixes, and root words) directly. Research shows that a code and skill approach is more successful than literature or whole language approaches with students who have learning difficulties.
- Provide word walls to remind students of key words and their spellings.
- Teach related words and their spellings after the key word is learned. For example, *cat*, *cats* or *make*, *made*. Once children learn a word and want to use it, they should not be limited to the singular or present forms. Showing the changes that occur for number and time in relation to spoken language helps students recognize spelling and grammar patterns.
- Use computer-based programs for individualized practice and reinforcement.
- Use interest inventories and book circles to encourage independent reading.
- Provide texts at different readability levels on the same subject so all students can study and contribute to a themed interdisciplinary unit.
- Use different types of art to respond to a piece of literature or word study. For example, have students create colorful mobiles of words based on the same root word, or use finger painting to show how a poem made them feel.
- Engage students in word play daily. There is no limit to the number of puns, jokes, puzzles, games, odd phrases, and interesting words and idioms that can be used.
- Read to the class every day, if possible. Not only is it enjoyable but you can model fluent reading and interest.
- Incorporate research into each week's lessons. Introduce and teach related skills (key words, indexing, alphabetical order, types of resources, evaluating sources, note taking, and so on) as part of the process.
- Create a language-rich classroom where books, magazines, newspapers, the Internet, craft directions, journals, word walls, favorite authors, and other language artifacts engage students' interests and imaginations as well as help them become proficient readers and independent learners.
- Pair older students with younger ones (sixth graders and second graders, for example) for reading enrichment and reinforcement activities.

## List 8.18. New Literacies

What are new literacies? They are reading and writing activities that are different from traditional uses of reading and writing. Traditional uses of literacy are books, letters (correspondence by mail), reports, and so forth. New literacies include such things as reading and writing e-mail, instant messaging, posting in chat rooms, working collaboratively using a wiki, and manga (words and cartoons).

New literacies are important because traditional literacies are in steep decline. A U.S. Census Bureau survey for the National Endowment for the Arts found that literature reading in the United States went from 57 percent of the population in 1982 down to 47 percent in 2002, with no end in sight as younger adults read far less than older adults. However, many adults and students spend hours each day reading and writing at their computer. In addition, the number and sales of specialized magazines are up. As the general population moves toward these new literacies, so also will the ESL/ELL population. The new forms require less extended reading and provide visual clues, making them appealing to English language learners. They are also part of the emerging culture, and they bridge gaps of time, distance, and fluency. The following list will help you become familiar with these forms. Because these new literacies are developing rapidly, the Internet is the best source for up-to-date information on them.

### ***Blogs or Weblogs***

Open commentary and reviews written and posted on the Internet by users of items, Web sites, or just about anything. Blogs can contain annotated links (to other Web sites), are generally journal-like, and may reference hybrids of products, sites, and services.

### ***E-mail***

Written communications to an individual or a group on the Internet, often with a very informal writing style. E-mail may use emoticons such as :- ) (a happy face turned sideways) to show pleasure, or acronyms such as IMHO (in my humble opinion).

### ***Gaming***

Terminology used in video console games, computer games, and Internet-mediated games.

### ***Manga***

Written communications that rely either heavily or partly on pictures. The Sunday comics are manga, but so are more sophisticated adult cartoons, such as pages that contain real or imaginary pictures with written text placed in various parts of the illustration. Some manga can be read in a nonlinear fashion, whereby the reader decides which part to read first. Manga can be fictional or storylike, or realistic, as in maps and mechanical illustrations.

### ***Wiki sites***

Collaborative online environments that allow visitors to the Web site to add and edit information. *Wiki* is an acronym for *what I know is*.

### ***Metazines***

Zines about zines.

### ***Web pages***

A Web site's information is displayed on Web pages. Most Web sites provide more information than can be viewed on one page, so the information is divided into linked Web pages. Schools, companies, and many individuals and organizations have Web sites.

### ***Zines***

Online magazines for children and adults, both professionally and volunteer written, fiction and nonfiction, illustrated and unillustrated.

## List 8.19. Test-Taking Strategies

All students benefit from direct instruction on strategies to help them perform their best in different types of testing situations. State and national assessment requirements may create additional pressure for ESL/ELL students to perform well on standardized tests. The following strategies have been found to be helpful in reducing stress and maximizing scores. Many are also appropriate for chapter, unit, midterm, and final exams.

### General

- Recognize that testing is a normal part of schooling. While you are learning, take notes, highlight your texts, complete homework, and read and discuss the new information with the intention of understanding and remembering it. These activities are all part of studying. If you do them regularly, you will need less preparation for a test.
- Ask your teacher what will be on the test and review that information, paying more attention to areas that you did not remember as easily as others.
- Don't wait until the last minute to study. Try to finish studying in time to go to sleep at your regular time. Being overtired will make it difficult to do your best.
- Eat breakfast on the day of the test. Being hungry can be very distracting. Avoid sugary foods.
- Plan to arrive early. You need time to compose yourself, get your pen or pencils out, and prepare mentally for the test. Rushing in, or arriving late, will raise your stress level and it will take time for your body to relax enough to focus your attention.
- Be sure you have everything you need with you, including your test registration materials, your photo ID (a school ID, driver's license, or passport may be required), pencils and erasers, pens, and approved calculator (if appropriate), and tissues.
- If you have a choice of seats, sit where you will not be distracted. For example, don't sit near the door, or right in front of the proctor's desk. Don't sit under the heating or air conditioner vent; it may be noisy or create an uncomfortable climate—too warm or too cool—for doing your best.
- When you receive the test, look it over if you are permitted and find out what kinds of questions (true-false, matching, multiple choice, essay, short answer) it contains. Knowing what to expect and deciding which part to do first gives you some feeling of control.
- Ask the teacher or proctor how many points each question is worth and how much of the score is determined by each section's results. For example, there may be only two short essay questions at the end, but they may be worth 25 points each, or half the points for the test, while fifty true-false questions may be worth only one point each. This information helps you plan how much time to spend on each section of the test.
- If possible, do the easiest section or type of question first. This will give you more time to spend on the harder parts, and help you relax.
- Notice that as you answer questions you begin to remember many other things. This additional information may be helpful for later sections of the test.
- Budget your time. Allow sufficient time for questions worth the most points. If the test has several timed sections, consider how much time you have for each section. How many questions do you need to complete by the midpoint of each period? Check your progress and adjust your speed if you are behind.
- Listen carefully to the directions. Standardized tests have very specific and strict rules. If you do not follow the directions, you may encounter problems. For example, in some testing situations you will not be able to ask any questions, leave the room, or sharpen a

pencil once the test has begun. If you do not follow the directions, the proctor may take your test booklet and ask you to leave.

- Don't worry if you don't remember something immediately; move on. Your memory may be helped by information in another question.
- Do not talk to anyone or look at others' test papers or booklets. This may be considered cheating.
- Do not engage in any form of cheating. Cheating on tests can have serious consequences.

### **Objective Tests (Multiple Choice, Matching, Fill-in-the-Blank, Short Answer)**

- Ask the teacher or proctor if there is a penalty for guessing. If there is no penalty and you don't know the answer, you may be able to eliminate some of the choices and guess the correct answer.
- Read the test directions and questions carefully. Underline important directions, such as *choose one*, *briefly*, or *all that apply*. Watch for qualifiers like *sometimes*, *always*, *all*, *none*, *never*, *all of the above*, and *none of the above*.
- Answer the questions you are sure about first. If you don't know an answer, put a mark in the margin so you can find the question easily when you go back to it. If you know that one or more of the answers are definitely wrong, cross them out. This will save time when you go back to think about the remaining choices.
- If you are using a machine-scored bubble sheet, check to be sure you are filling in the correct line for each question, especially if you skip one or more.
- If you are having difficulty with a question, look for grammar (number, gender, tense) or context clues. If all the answers seem OK, pick the one that seems more generally correct. Read the question with each alternative answer. The correct answer may seem to make more sense, even if you can't explain why.
- If the test has a matching section, read all the choices before you begin to complete the section. Match the items you are sure of first. Avoid changing an answer. One change may require several others. Ask your teacher if you can use the same answer more than once.
- If the test has a fill-in-the-blank or short answer section, look for clues in the question and use a word or words with appropriate tense, gender, and number. Read the completed statements to make sure they sound correct. Sometimes the teacher will provide clues by making the blank lines fit the length of or number of letters in the answer.
- If you have time left, check over the exam. Change an answer only if you can think of a good reason to do so. Generally your first answer is correct.

### **Essays**

- Read the directions before you begin. Do you have to answer all of the questions? Are there required and student-selected questions?
- Mark the key direction words that tell you what you are to do in the essay:

|               |               |                  |
|---------------|---------------|------------------|
| analyze       | create        | distinguish      |
| apply         | criticize     | draw conclusions |
| assess        | define        | enumerate        |
| categorize    | demonstrate   | evaluate         |
| cite evidence | describe      | explain          |
| classify      | develop       | express          |
| compare       | diagram       | formulate        |
| construct     | differentiate | generalize       |
| contrast      | discuss       | identify         |

|            |           |           |
|------------|-----------|-----------|
| illustrate | provide   | state     |
| interpret  | rank      | subdivide |
| judge      | rate      | suggest   |
| justify    | react     | summarize |
| label      | rearrange | support   |
| list       | reason    | tell      |
| organize   | recommend | trace     |
| outline    | relate    | transform |
| paraphrase | restate   | translate |
| predict    | review    | utilize   |
| propose    | solve     | weigh     |
| prove      | specify   | why       |


- Many essay questions have multiple parts. Number the parts so you don't forget to answer all of them.
- If you do not understand the question, ask your teacher before you begin. Sometimes your question will be helpful to other students who also do not understand the question.
- Briefly outline your answer before you begin to write. Refer back to the question to be sure your answer is focused on it.
- Transforming the question into the introduction is often a good way to start. For example, if the question is, *Discuss the three forms of matter*, you might begin with *The three forms of matter are. . .* Then, after listing them, write about each one.
- Essays should have an introduction, development, and a conclusion. They should include relevant details. Most essays require factual information rather than your personal opinion.
- Short essays usually present an idea and support it with examples and factual details.
- Allow some time at the end to proofread your essay for spelling and grammar, to make sure you answered all the parts of the question, and to check that you used the appropriate vocabulary.
- If you are running out of time, quickly outline the answers to the remaining questions. List the information you would normally put in paragraph form. Many teachers will give some credit for the information, even if the essay is not well developed.

### Quantitative Tests

- Read the questions or examples carefully to be sure you know what is being asked.
- Show all of your work, not just the answers. You may receive partial credit for how you worked out the answer even if you make a careless calculation error and end up with the wrong answer.
- For multiple-choice questions, estimate the answer and see which choice is closest to your estimate.
- Check to see that your choice has the correct unit of measure, not just the correct numbers.
- Prove your work by working the problem backward.
- If you are missing information, you may have to add another step and compute the missing information. Reread the question first.
- Sometimes information you do not need is included in the problem. Writing an equation will often help determine what is needed and what is not.

## List 8.20. Bingo Blank

The bingo game is used with all ages and abilities and for many instruction and review purposes. Select at least thirty words or symbols and have students randomly pick twenty-four to use to fill in their card. Put the cards with the words or symbols on them into a box. Pick one card at a time and call it out. Have students cover the space on their card that contains the word selected. The first student who covers all words in a straight line across, down, or diagonally calls out “bingo” and wins if their words are verified.

|   |   |   |   |   |
|---|---|---|---|---|
| B | I | N   | G | O |
|   |   |   |   |   |
|   |   |   |   |   |
|   |   | <br>FREE |   |   |
|   |   |   |   |   |
|   |   |   |   |   |



**List 8.21. Fill-in Event Calendar**

Events, to-do lists, holidays, numbers 1 to 31, days of the week, and months of the year can be practiced by filling in group and personal calendars. ESL/ELL students can use this blank calendar to track important dates in school, sports, and their personal lives.

| Month of |        |         |           |          |        |          |
|----------|--------|---------|-----------|----------|--------|----------|
| Sunday   | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
|          |        |         |           |          |        |          |
|          |        |         |           |          |        |          |
|          |        |         |           |          |        |          |
|          |        |         |           |          |        |          |
|          |        |         |           |          |        |          |

## List 8.22. Five-by-Five Data Organizer

Human understanding is based on the characteristics that something both has and does not have. Children, for example, notice that there are many similarities between small dogs and cats—both are animals with fur and pointed ears and can be playful pets. But dogs bark and cats meow. The distinguishing feature—what makes them different—is as important as all the shared characteristics. When learning new concepts, linking the new to what is already known through trait comparison, or learning about several things at once by contrasting features, helps ESL/ELL students. In a five-by-five data organizer, write features or traits you are looking for in the first column and the name of five objects at the head of the remaining five columns. As information is gathered from books, lectures, online research, videos, interviews, and other sources, fill in the cells. A completed five-by-five is a great study guide and serves as notes without requiring students to write full sentences. Five-by-fives are also excellent scaffolds for note taking. For younger students, use only the first three columns and first three rows.

|       |   | Object |   |   |   |   |
|-------|---|--------|---|---|---|---|
|       |   | A      | B | C | D | E |
| Trait | 1 |        |   |   |   |   |
|       | 2 |        |   |   |   |   |
|       | 3 |        |   |   |   |   |
|       | 4 |        |   |   |   |   |
|       | 5 |        |   |   |   |   |

# Section Nine

# Assessment

## List 9.1. Language Assessment Guidelines

A variety of assessments are used to make decisions about English language learners and programs for English language learning. Recent changes in federal and state regulations have placed increasing emphasis on nationally normed standardized assessments. School district testing and evaluation plans are evolving to meet these new requirements for placement, progress, and performance data, and to provide better information about the effectiveness of programs.

In addition to the standardized measures, which provide information about students' language performance in relation to a sample population, less formal instruments, including portfolios and assessment materials linked to texts, are helping teachers make decisions about students' competencies, instructional needs, and progress. The following list shows the types of assessments used for each purpose. See List 9.7: Tests for Assessing English Language Learners, for descriptions of commercial tests that are commonly used for many of these purposes.

### Assessment Purpose

Student eligibility for program

Student instructional needs

Student learning progress

### Assessment Type

Standardized placement tests

Standardized oral interviews

Standardized language competency tests

Standardized academic achievement tests

Diagnostic tests

Criterion-referenced tests

Textbook pretests or level tests

Oral interviews

Observation checklists

Student work samples (audiotaped, written)

Academic achievement tests

Diagnostic pretests and posttests

Textbook pre- and posttests or level tests

Oral interviews

|                                     |  |
|-------------------------------------|--|
|                                     | Criterion-reference tests                  |
|                                     | Observation checklists                     |
|                                     | Student portfolio of work samples          |
| Student eligibility to exit program | Standardized placement tests               |
|                                     | Standardized oral interviews               |
|                                     | Standardized language competency tests     |
|                                     | Standardized academic achievement tests    |
| Program effectiveness               | Standardized language competency tests     |
|                                     | Standardized academic achievement tests    |
|                                     | Textbook pre- and posttests or level tests |
| Program pacing                      | Oral interviews                            |
|                                     | Observation checklists                     |
|                                     | Student portfolio of work samples          |
|                                     | Textbook pre- and posttests or level tests |
| Instructional materials selection   | Diagnostic tests                           |
|                                     | Standardized language competency tests     |
|                                     | Observation checklists                     |
|                                     | Criterion-referenced tests                 |
| Instructional time allocation       | Diagnostic tests                           |
|                                     | Standardized language competency tests     |
|                                     | Observation checklists                     |
|                                     | Criterion-referenced tests                 |

## List 9.2. Assessing Language Proficiency

Language proficiency is the ability to communicate effectively in a target language using context-appropriate structures and content, including accurate vocabulary. To be proficient in English, the speaker must integrate many aspects of English sound and symbol relationships, grammar and syntax, knowledge of idioms and vocabulary, cultural expectations, and more. Methods used to assess students' language proficiency provide opportunities to demonstrate this integration in addition to demonstrating basic abilities to communicate. The following list provides a variety of options.

### ***Cloze procedure for written passages***

Select a written passage of approximately 250 words. It may deal with functional, sociocultural, or curriculum content. Delete every fifth or seventh word. Direct students to read the passage silently and write in the missing words. To make this task less difficult, provide a list of words from which to choose. To make the task more difficult, provide a longer list of words including less accurate synonyms so that students have to make more nuanced choices to complete the passage correctly.

### ***Cloze procedures for aural passages***

Select a passage of approximately 150 words. It may deal with functional, sociocultural, or curriculum content. Delete every fifth or seventh word. Present the passage to the students, either by reading it aloud or by having them listen to an audio recording of it. Ask the students to select and mark the words that best complete the passage from choices provided on an answer sheet. As an alternative, provide a numbered answer sheet that corresponds to the number of deleted words. Ask students to supply appropriate words to complete the passage.

### ***Dictations***

Select a thematic passage of 100 to 150 words. Direct students to listen to the passage and then write it verbatim. Read the passage three times: first, at a conversational pace; next, slowly, breaking the passage into meaningful phrases of no more than three to five words each; and finally, at a moderate pace.

### ***Dramatizations by individuals or groups***

Select a topic for dramatization (see List 8.2: Thematic Language Units for suggestions). Prepare a script incorporating related vocabulary, gestures, movements, actions, and props. Have the students learn the script and perform the dramatization for the class. Intermediate or advanced students may also be asked to develop the script or to do an extemporaneous dramatization on a given topic.

### ***Formula dialogues***

Create a set of cue cards that present different social or functional language situations, for example, asking for directions to the supermarket or introducing a friend, Tom, to Uncle Chuck. Have pairs of students pick a card from the set, prepare for two minutes, and then engage in the cued formula dialogue.

### ***Listen and respond***

Select a passage of 200 to 250 words and audiotape it or read it aloud to the students. Direct the students to listen to the passage and then answer open-ended questions about the content or meaning of the text. As an alternative, direct the students to write the answers to the questions or to write a summary of the passage.

***Read or listen and respond***

Select a passage of 200 to 250 words. Direct the students either to read the passage or to listen to it as it is read aloud or presented on an audio recording. Then have them respond to multiple-choice questions. Use all combinations of presentation and response modes: written text and aural or oral questions and answers, aural text and aural or oral questions and answers, written text and written questions and answers, aural text and written questions and answers.

***Prepared narrative***

Ask students to research a self-selected or assigned topic and prepare an oral presentation of between three to seven minutes. Encourage the use of visual aids, including charts and graphs.

***Paraphrase recognition***

Select passages of between 100 and 150 words each and develop paraphrased versions of varying quality for each passage. Ask students to select the best paraphrase for the material from the choices given. Use all combinations of presentation and response modes: aural material and aural choices, aural material and written choices, written material and aural choices, written material and written choices.

***Story retelling***

Ask students to read or listen to a story of between 200 and 250 words and then retell the story. The stories should have functional, sociocultural, or curricular content. Gist recall, not verbatim, is required.

***Storytelling***

Ask students to prepare and then tell a story, either factual or fictional.

***Structured interview***

Interview the students using a prepared set of questions on target topics. Develop a checklist of language features to note in the students' responses.

***Translations***

Direct students to translate written passages of varying lengths from their native language into English. The passages may deal with functional, sociocultural, or curriculum content.

## List 9.3. Assessing Auditory and Aural Skills

Auditory skills are related to the ability of the ear to hear meaningful sounds. In language learning, auditory skills include the trained or culturally acquired ability to recognize the sounds that belong to a particular language, and the ability to discriminate among similar sounds within the language. Aural skills are related to the ability of the student to listen to and understand spoken messages. The following activities provide many options for assessing both auditory and aural skills.

### Methods for Assessing Students' Auditory Skills

#### ***Sound-contrast recognition in words***

Ask students to listen carefully as you read aloud groups of two or three words. Tell them to indicate whether the words in the groups are the same or different by circling *same* or *different* (S or D) on their answer sheets. Use minimal contrasts. Examples: *sit/set*, *sit/sit/sit*, *set/sit/sit*.

#### ***Sound-contrast recognition in sentences***

Ask students to listen carefully as you read pairs of sentences aloud. Tell them to indicate whether the pairs are the same or different by writing or circling *same* or *different* (S or D) on their answer sheets. Use minimal contrasts. Example: *Did she get it?/Did she pet it?*

#### ***Target-sound discrimination in word pairs***

Tell students to listen carefully to the initial sound of the word you are about to say, then to listen to pairs of words. Ask them to write or circle *yes* or *no* (Y or N) on their answer sheets to indicate whether the pairs of words have the same initial sound as the target word. Use the same method for medial and final sounds.

#### ***Target-sound discrimination in word groups***

Tell students to listen carefully to the initial sound of the word you are about to say, then to listen to the initial sound in each of the next four words. Ask them to indicate whether the other words have the same initial sound as the target word. Example: *bit*—*Ben*, *bug*, *pit*, *bat*. Students may respond: by writing or circling *yes* or *no* (Y or N), by raising their hand when the initial sounds are the same, or by holding up a card that says *same* or *different*. Use this method also to assess sound recognition in the final and medial positions.

#### ***Rhyming word recognition***

Ask students to listen carefully to the ending sounds as you read pairs of words and to write or circle *yes* or *no* (Y or N) on their answer sheet to indicate whether the pairs rhyme.

#### ***Sound and spelling association and recognition***

Direct students to listen to word parts, words, word pairs, or word groups as you read them aloud. Tell them to circle the matching items on their answer sheets. Prepare multiple-choice answer sheets with four choices.

#### ***Sound and spelling association and production***

Direct students to listen to the words you read aloud, then to write the words. Begin by using words with target sounds presented first in the initial position, then in the medial and final positions.

**Sound and spelling discrimination**

Ask students to listen as you read a series of three words aloud, then to cross out on an answer sheet with four words per item the word they did not hear. The exercise can also be done using word parts, word pairs, or phrases.

**Methods for Assessing Students' Aural Skills****Vocabulary**

Direct students to listen as you read a word and then to mark the matching picture on their answer sheet.

**Aural understanding and pictorial match**

Direct students first to listen as you read a short passage and then to mark the picture on the answer sheet that matches the passage just read. Begin with simple noun phrases (*the happy baby*) and verb phrases (*hit the ball*). Repeat the exercise with simple sentences followed by brief passages of up to five sentences.

**Aural comprehension and sentence completion**

Direct students to listen as you read the beginning of a sentence and a set of possible endings. Ask the students to indicate on their answer sheet which of the endings best completes the sentence. Provide four choices.

**Aural understanding of main idea or gist**

Select a passage of between one hundred and two hundred words. Direct students to listen to a passage, then to select the best title for the passage from choices you read to them. As an alternative, ask students to select the main idea or gist statement from the choices presented either orally or visually on an answer sheet.

**Aural comprehension to complete a task**

Direct students to listen carefully and then follow your directions. Begin with a single but specific task (*raise your right hand*), then move on to a sequence of steps for the completion of a task.

**Simon Sez**

Play Simon Sez and incorporate key direction vocabulary (*first, second, left, right, up, down, in, on, close, open*, and so on) into Simon's orders. Winners may serve as Simon for subsequent rounds of play.

**Logical predictions**

Select a passage of between 150 and 250 words. Ask students to listen to the passage and to three additional statements, then to select the statement that best tells what is most likely to happen next in the story.

**Paraphrase recognition**

Select brief passages of up to 150 words and construct three single-sentence paraphrases for each. Direct students to listen as you read each passage and the three statements. Ask them to select the statement that is closest in meaning to the passage.

**Factual understanding**

Ask students to listen as you read a set of brief statements. Tell them to indicate on their answer sheets whether each statement is true or false (*T* or *F*).

**Logical understanding.**

Direct students to listen carefully as you read a statement containing an error. Tell them to state or write the correction for the statement. Example: *Eli slept in his book [bed]*.



## List 9.4. Assessing Oral Language Skills

Oral language includes both one-way and interactive speech. In one-way speech, the speaker addresses an audience, as in a formal presentation or lecture, and little, if any, reply is expected. During interactive speech, each speaker reacts to the other and is guided by the other's cues. The partner, in turn, is responsive to what is said and tailors the reply accordingly. Interactive speech is the most common type of oral communication. The following methods will help you evaluate both kinds of oral language.

### **Audio recordings**

At the beginning of an instructional program, course, or semester, record all students individually as they state their names and the date of the recording, read a prepared target-level passage, and tell a story on an assigned topic. At intervals during the instructional program, follow the same procedure, using the same passage and assigned topic. Compare progress over time. Permit students to review their recordings and make self-assessments of their improvement.

### **Five-by-Five**

Use a five-by-five graphic organizer to arrange information and compare and contrast five ideas, events, characters, or objects. Have different students explain the relationships, similarities, and differences.

### **Self-assessment by interview or questionnaire**

Depending on students' competency, develop and use a structured interview or questionnaire to find out what they feel are their language strengths and needs. A K-W-L format indicating what students feel they *know*, *want* to learn, and have *learned* can also be used. With less competent language users, pointing to smiley or frowning faces in response to questions and using pictures to show context can be helpful. For example:

|                      |                                       |   |   |
|----------------------|---------------------------------------|---|---|
| I can speak English  | With friends                          | ☺ | ☹ |
|                      | At home                               | ☺ | ☹ |
|                      | At school                             | ☺ | ☹ |
|                      | At the bank                           | ☺ | ☹ |
|                      | At my job                             | ☺ | ☹ |
|                      | In math class                         | ☺ | ☹ |
| I understand English | At soccer practice                    | ☺ | ☹ |
|                      | In school                             | ☺ | ☹ |
|                      | At the grocery store                  | ☺ | ☹ |
|                      | On the radio                          | ☺ | ☹ |
|                      | On TV                                 | ☺ | ☹ |
|                      | On the phone                          | ☺ | ☹ |
|                      | At the airport                        | ☺ | ☹ |
|                      | When one person talks                 | ☺ | ☹ |
|                      | When people are talking to each other | ☺ | ☹ |

### **Giving directions**

Have a student give directions orally to another student for the completion of a simple assigned task, such as making a sandwich. Intermediate or advanced students may give directions for

tasks requiring the use of technical or advanced vocabulary and multiple steps, such as mixing a solution for a science class.

***Extemporaneous narrative***

Direct the student to select from a set of topic cards and prepare a brief oral presentation. Allow five minutes of preparation for a three-minute narrative; ten minutes of preparation for a five- to seven-minute narrative. Students may make and use an outline or brief notes.

***Twenty Questions***

Prepare sets of twenty questions on single topics and ask individual students to respond to each. Use a moderate pace for the question-and-answer protocol, and vary the types of questions asked (yes/no, tag, open-ended, negative, opinion, comparison, and so on).

***Paired discussion***

Direct pairs of students to discuss an event or situation. A photo may be provided as a stimulus. No preparation time is permitted.

***Paired decision making***

Direct pairs of students to engage in a discussion that leads to making a decision. For example, provide the pair with newspaper ads for three stereo systems and ask them to discuss the features and prices of each and determine the best buy.

***Impromptu storytelling***

Direct students to prepare and then tell a story. The story should be original and creative. Encourage the use of gestures, movement, and props.

***Cued storytelling***

Have students select a story cue card showing an event in progress. Tell them to describe what is happening in the picture and then make up and relate a suitable ending for the story.

***Oral report***

Direct students to research a self-selected or assigned topic and prepare a presentation of between three and seven minutes. Encourage the use of visual aids, including charts and graphs. Advanced students should speak on a complex situation or idea.

***Travelog***

Have students collect information, photos, and travel materials about their native country or a country of interest to them; assemble the information and graphics using presentation software; then present the travelog orally or by incorporating a voiceover into the electronic presentation.

***Open-ended interview***

Interview each student individually for ten to twenty minutes. Ask leading questions and provide continuation prompts so that the conversation is extended and permits at least some topics to be exhausted before moving on to new ones.

***Story mapping***

Using an appropriate software application, have students first create a story map for a story they have read, then present the story electronically, explaining the elements and how they flowed in the story.

***Structured interview***

Interview each student individually using a prepared set of questions on target subjects. This approach is especially useful for assessing vocabulary related to specific subjects or situations.

***Role-play***

Direct pairs of students to role-play on assigned topics. For example, have one student ask the other for advice on selecting an affordable restaurant.

***Dramatization***

Select a topic for dramatization and direct a small group of students to prepare a script incorporating dialogue, gestures, movement, and props. Have the students practice and perform the dramatization.

***Reading aloud***

Select passages of various types (narrative, instructive, poetry, technical) and have individual students read them aloud.

***Poetry***

Have students prepare poetry, rhymes, or riddles and recite them aloud to the class.

***Story retelling***

Direct individual students to listen to a tape-recorded story of between 200 and 250 words and then retell the story in their own words. Gist recall, not verbatim recall, is required.

## List 9.5. Assessing Reading Comprehension

When assessing the reading comprehension skills of ELLs, consider methods that highlight vocabulary, idiomatic expression, register, and connotation. These elements may pose more difficulty to ELLs than to native speakers of English. Keep in mind students' frustration and their instructional and independent reading levels when constructing assessments and using the results.

*Cloze procedure for comprehension.* Select a written passage of approximately 250 words that deals with functional, sociocultural, or curriculum content. Delete every fifth or seventh word. Ask students to read the passage and fill in the missing words. As an easier alternative, direct students to fill in the missing words from choices presented on the answer sheet. For a more difficult task, include synonyms in the list of suggested words so that students have to pick the most appropriate one for the context.

*Coherence recognition.* Create written passages in which you embed words, phrases, or sentences that do not fit the meaning of the whole. Direct students to read the passages and circle the misfit words, phrases, or sentences.

*Gist recognition.* Select a passage of between one hundred and two hundred words. Ask students to read the passage and then select the best title, main idea statement, or summary statement for the passage. Provide four choices for each item.

*Logical predictions from reading.* Select written passages of between 150 and 250 words. Direct students to read each passage and its four additional statements and then select a statement that best represents the most likely next occurrence for each passage.

*Paraphrase recognition.* Select a passage of up to two hundred words and create four related statements, one of which is a paraphrase of the passage. Direct students to read the passage and statements and select the statement that best paraphrases the passage.

*Factual comprehension.* Select a written passage of between 200 and 250 words. Prepare a set of detail or factual questions related to the passage. Direct students to read the passage and questions and then select answers from the choices provided.

*Inferential comprehension.* Select a written passage of between 200 and 250 words. Prepare a set of inference or analytical questions related to the passage. Direct students to read the passage and questions and then select answers from the choices provided.

## List 9.6. Assessing Written Language Skills

Written language proficiency has two components: vocabulary and structure. The more extensive the students' vocabulary, the better able they will be to express their ideas. Structure refers to grammar, punctuation, and other rules. When assessing vocabulary, be alert for students who have not progressed beyond literal meanings of words; they will have difficulty with idioms, synonyms, register, and tone. When assessing structural knowledge, look for students who overgeneralize an English language element (for example, using *childrens* as a plural) or apply a grammatical structure from their native language to English.

### Methods for Assessing Vocabulary Knowledge

#### **Definition**

Show students pictures from a set of target objects or concepts and have them write the name and a definition for each picture. This exercise can be used with advanced subject-area vocabulary as well for as the most basic concepts. As examples, create a set of pictures that shows lab equipment, cell-division sequences, or molecular structure; or create a set of pictures showing basic items of clothing.

#### **Vocabulary matching**

Give students a set of pictures of objects or concepts and a set of words that name each picture. Direct students to match the pictures with the correct words.

#### **Naming**

Direct students to write the appropriate vocabulary word when shown pictures or visual representations of the words.

#### **Classifying concepts**

Ask students to arrange into meaningful categories words presented on flash cards, then to copy the words onto paper and label each category. Use twenty to thirty flash cards at a time. For example:

|                |        |         |             |        |            |
|----------------|--------|---------|-------------|--------|------------|
| transportation | car    | bus     | train       | bike   | skateboard |
| people         | happy  | angry   | tired       | old    | thin       |
| job titles     | waiter | teacher | baker       | teller | priest     |
| buildings      | school | theater | post office | deli   | factory    |

#### **Distinguishing meaningful categories**

Give students a worksheet on which words are presented in groups of five, including one word that does not share the relationship of the other four. Have students cross out the words that do not belong and replace them with appropriate words.

#### **Matching definitions**

Prepare a worksheet with target words listed in the left column and their definitions listed in a different order in the right column. Have students match the words to their correct definitions.

#### **Multiple-choice definitions**

Prepare a worksheet that presents target words with four possible definitions. Have students select and circle the correct definitions.

**Recognizing antonyms and synonyms**

Prepare a worksheet on which the target words are presented and paired with another word, either an antonym or a synonym. Have students indicate, by writing A or S on the worksheet, whether the pairs are antonyms or synonyms.

**Supplying antonyms and synonyms**

Have students write either antonyms or synonyms for a set of target words listed on a worksheet.

**Analogies**

Direct students to fill in the missing word in a series of analogies. Vary the difficulty of the analogy format. Test knowledge of part and whole, antonyms, synonyms, cause and effect, size, use, and so on.

**Cloze procedure for vocabulary**

Select a passage of 200 to 250 words and delete target words, either specific vocabulary words or word types. Direct students to fill in the missing words in the passage.

**Interpreting idioms**

Provide students with a list of idioms and idiomatic expressions and ask them to provide paraphrases of the meaning.

**Vocabulary editing**

Provide a worksheet of sentences containing target vocabulary words used either correctly or incorrectly with respect to the meaning of the words. Have students edit the incorrect usage by changing either the word or the context.

**Multiple-meaning words**

Provide students with a list of multiple-meaning words (homonyms). Direct them to write sets of sentences that show the correct use of each word in its various contexts.

**Using context clues**

Select a passage of 200 to 250 words and replace key words with nonsense syllables. Direct students to read the passage and replace the nonsense words with appropriate words.

**Semantic mapping**

Provide students with sets of related words and have them create semantic maps showing the relationships among the words.

## **Methods for Assessing Knowledge of Language Structure**

**Sentence order**

Select ten sentences of appropriate difficulty for the students. Take the words of each sentence and rewrite them in a randomly ordered list, removing punctuation and capitalization. Give students the lists and have them re-create the sentences with proper word order, punctuation, and capitalization.

**Cloze procedure for grammar**

Select a passage of 150 words and delete those that fit a grammatical type, such as possessive pronouns. Have students complete the passage by writing in the missing words. Example: *Arthur, Jill, and John gave the girl \_\_\_\_\_ coats.*

**Editing**

Develop a written passage of 150 to 200 words that includes embedded errors in grammar, spelling, punctuation, word order, and capitalization. Direct students to edit the passage correcting all errors.

**Embedded choice**

Develop a written passage of 200 to 250 words that includes several embedded choices focused on grammar or mechanics. Have students cross out the incorrect words so that the final version of the passage is coherent and correct. Example: *Jack and John took (his/their) books to the library. (They/We) gave (it/them) to the librarian.*

**Expansion**

Develop a written passage of 200 to 250 words that includes several embedded word cues. Direct students to insert suitable words into the passage according to the cues. Example: *The (adjective, adjective) man walked (adverb) (preposition) the barn.*

**Variations on a theme**

Select a passage of approximately one hundred words. Direct students to rewrite the passage to change the voice from active to passive, the tense from past to future, the subject from third person to first person plural, and so on. Some basic passages can be used to test all standard transformations.

**Literal translations**

Give students passages in their native languages and ask them to translate them into standard American English. Select brief passages on a variety of topics so that different grammatical patterns and vocabulary are required.

**Registers**

Direct students to rewrite a passage to change the register to suit a specific audience. For example, have students rewrite a compliment so that it is suitable for a four-year-old sister; a priest, rabbi, or other clergyman; a policeman; a best friend.

**Essays**

Have each student select a topic and develop a thesis statement for it. Then have the students draft, edit, and produce final versions of their essays.

## **List 9.7. Tests for Assessing English Language Learners**

Selecting tests for use in your classroom, school, or school district is an important professional decision. To make appropriate choices, be clear about how you plan to use the test (placement, language dominance, ability, progress, and so on), then look for a test constructed for that use. Be sure that the test matches your population (age, grade, L1/L2) and check its published statements of validity and reliability. Ask whether the results correlate to other standardized tests you already use in your district. Most of these answers are available online at the publishers' Web sites and listed under technical information. The following tests are commonly used for identification, diagnosis, placement, and progress measurement of ELL students in K–12 settings. Some, as noted, are also appropriate for use with adults.

### ***Bilingual Oral Language Test (BOLT), 1977***

Bilingual Media Productions, Inc., P.O. Box 9337, North Berkeley Station, Berkeley, CA 94709. Formerly called the Bahia Oral Language Test, BOLT has independent English and Spanish measures in the same instrument. It measures syntax use in simple to complex oral sentence patterns and classifies students as non-English speaking, limited English speaking, and English speaking. Administration takes under ten minutes. Use in grades intermediate and above.

### ***Basic English Skills Test (BEST), 1984***

Center for Applied Linguistics, 4646 40th Street NW, Washington, DC 20016-1859. <http://www.cal.org>. The BEST is a criterion-referenced test for adults who have studied English. It tests elementary English language proficiency in listening comprehension, speaking, reading, and writing. The test takes about ninety minutes and is used for placement and to assess proficiency.

### ***Basic Elementary Skills Test—Spanish (BEST-Spanish), 1984***

Los Amigos Research Associates, 7035 Galewood Street, San Diego, CA 92120. The BEST-Spanish is a multiple-choice achievement test of reading, writing, spelling, and math in Spanish. It can be used in grades K to 9 for placement, progress, and program assessment. It is untimed, and approximate grade-level scores are derived from the number of correct answers. The test is also available in other languages, including Arabic, Chinese, Farsi, and Vietnamese.

### ***Bilingual Syntax Measure I (BSM I), 1980***

The Psychological Corporation, Harcourt Assessment, Inc., 19500 Bulverde Road, San Antonio, TX 78259. <http://www.harcourtassessment.com>. The BSM I assesses speaking and listening proficiency in English and Spanish in children in grades K to 2. It is untimed and discriminates proficiency at five levels. It is used for identifying language dominance, for placement, for assessing proficiency, and for program assessment.

### ***Bilingual Syntax Measure II (BSM II), 1980***

The Psychological Corporation, Harcourt Assessment, Inc., 19500 Bulverde Road, San Antonio, TX 78259. <http://www.harcourtassessment.com>. The BSM II is similar to BSM I and assesses speaking and listening proficiency in English and Spanish. It is appropriate for students in grades 3 to 12. In addition to the five elementary proficiency levels of BSM I,



there is a sixth level representing intermediate language skills. It is untimed and is used for identifying language dominance, for placement, for assessing proficiency, and for program assessment.

***Boehm Test of Basic Concepts, Third Edition (Boehm-3), 2000***

Harcourt Assessment, Inc., P.O. Box 599700, San Antonio, TX 78259. <http://www.harcourtassessment.com>. Boehm-3 is a group-administered test of fifty spatial and other concepts considered necessary for school achievement in grades K to 2. There are provisions for administration in Spanish and English, and two forms are available if you are planning for pre- and posttest comparison. Test administration takes between thirty and thirty-five minutes.

***Brigrance Assessment of Basic Skills—Revised, Spanish Edition, 2007***

Curriculum Associates, Inc., 153 Rangeway Road, North Billerica, MA 01862. <http://www.curriculumassociates.com>. The Brigrance Assessment of Basic Skills is an individual test used to assess academic performance in K to 6 students for whom Spanish is their native language. The test has ten sections on readiness, speech, functional word recognition, oral reading, reading comprehension, word analysis, listening, writing and alphabetizing, numbers and computation, and measurement. The test is begun at a level believed to be one year below the student's actual performance level, so not all sections of the test are used for each student. The test is criterion-referenced, untimed, and scored while the testing is in progress. Scores can be used for placement, performance, progress, and program assessment.

***Degrees of Reading Power (DRP), 1989***

Questar Assessment, Inc., 4 Hardscrabble Heights, Brewster, NY 10509-0382. <http://www.questarai.com>. The DRP tests are standardized group-administered cloze tests of prose reading comprehension for students in grades 4 to 12. Scores reported as DRP units are converted to percentile ranks and stanine scores, and can be used to identify readability levels of materials that students would be likely to read and understand at the independent, instructional, and frustration levels. DRP tests are usually scored by the publisher rather than locally.

***IDEA Language Proficiency Test—English (IPT), 1994***

Ballard & Tighe, Publishers, 480 Atlas Street, Brea, CA 92821. <http://www.ballard-tighe.com>. The three levels of the IDEA proficiency tests measure the language proficiency of students in preschool through secondary school. Oral and written tests are used to assess overall language ability, although the oral proficiency test may be used for the placement of ELLs in ESL programs. The tests are administered to individuals and progress through levels until examinees reach their proficiency ceiling. Test results place students in one of three categories: non-English speaking, limited English speaking, or fluent English speaking. The reading and written tests consist of multiple-choice items for vocabulary, comprehension, syntax, verbal expression, and writing. The three levels of oral proficiency tests are pre-ITP (for ages 3 to 5), ITP I (for grades K to 6), and ITP II (for grades 7 to 12).

***IDEA Oral Language Proficiency Test—Spanish (IPT I—Spanish), 1987***

Ballard & Tighe, Publishers, 480 Atlas Street, Brea, CA 92821. <http://www.ballard-tighe.com>. The IPT I—Spanish provides information on native Spanish-speakers' use of syntax, morphological structure, lexical items, phonological structure, comprehension, and oral

production. Results categorize students as non-, limited, or fluent Spanish speakers. It is used for placement of Spanish-speaking students in grades K to 6. It is an individual test in which examinees move through levels of difficulty until they reach their proficiency ceiling. It takes about fifteen minutes.

***Language Assessment Scales (LAS R/W), 1990***

CTB/McGraw Hill, 20 Ryan Ranch Road, Monterey, CA 93940. <http://www.ctb.com>. The LAS R/W has three levels. Level 1 is used for grades 2 to 3, level 2 is used for grades 4 to 6, and level 3 is used for grades 7 to 9. The LAS R/W has subtests in vocabulary, fluency, reading for information, mechanics and usage, comprehension, oral production, and writing. It is used to assess reading and writing competency and has two forms to facilitate use for pre- and postinstruction. It is used in conjunction with the Language Assessment Scales Oral for a complete language assessment. Scoring can be done locally or by the publisher. Results categorize students as nonreaders, limited readers, or competent readers. *Competent* is considered at or above the 40th percentile on a nationally normed test for mainstream students.

***Language Assessment Scales Oral (LAS-O)—English, 1990***

CTB/McGraw Hill, 20 Ryan Ranch Road, Monterey, CA 93940. <http://www.ctb.com>. LAS-O has two levels and categorizes students as non-English speakers, limited English speakers, or fluent English speakers. Level 1 is used in grades 1 to 6 and level 2 is used in grades 7 to 12. As with LAS R/W, the test has two forms that can be used for pre- and posttesting. LAS-O has an oral language subtest of vocabulary, listening comprehension, and story retelling, and a pronunciation subtest of minimal sound pairs and phonemes.

***Language Proficiency Test (LPT), 1981***

Academic Therapy Publications, 20 Commercial Boulevard, Novato, CA 94947. <http://www.academictherapy.com>. The LPT measures the aural and oral language, reading, and writing ability of ELLs in grades 7 to 12 and adults. It is a criterion-referenced test and seven of the nine subtests can be administered in a group setting. In the aural/oral component, students respond to commands, questions about home and school, and questions about a paragraph that is read to them. The reading component has students choose words to complete sentences and answer comprehension questions about text samples from the first grade to sixth grade level of difficulty. The writing component has a grammar subtest, an open-ended short-answer writing test, and a paragraph-writing subtest. Results categorize students as having no proficiency or elementary, intermediate, or advanced proficiency.

***The Maculaitis Assessment of Competencies (MAC), 2001***

Touchstone Applied Science Associates, Inc., 4 Hardscrabble Heights, Brewster, NY 10509. <http://www.questarai.com>. The MAC has five levels and is used in grades K to 12 to identify students for placement, progress, and proficiency as ELLs and for ESL program evaluation. The graded test levels are K–1, 2–3, 4–5, 6–8, and 9–12. MAC addresses five areas: oral expression, listening comprehension, vocabulary knowledge, reading comprehension, and writing ability. A readiness level for K–3 is also available. There are two forms that can be used as pre- and posttests. Scoring is reported in percentiles, stanines, and normal curve equivalents. Although some parts can be administered to groups, others require individual administration.

***Test of English as a Foreign Language (TOEFL), 2005***

Educational Testing Service (ETS), P.O. Box 6155, Princeton, NJ 08541. <http://www.ets.org>. The TOEFL has been a mainstay of college and adult English proficiency and is commonly required for entrance to a U.S. college or university or for employment with a government agency. Since 2005, ETS has been phasing in its Internet-based (iBT) version of the test and phasing out the paper-based version. TOEFL assesses reading, listening, speaking, and writing skills for success in academic settings. It is based on a vocabulary database of nearly three million words collected from classes, labs, office interactions, study groups, and campus service interactions at U.S. educational institutions. Scores are reported for each of the four components and as a total score. Additional information about the examinee's strengths and weaknesses as identified by test-item responses are also reported.

***Woodcock Munoz Language Survey—Revised (WMLS-R), 2006***

Riverside Publishing, 3800 Golf Road, Suite 100, Rolling Meadows, IL 60008. <http://www.riverpub.com>. The WMLS-R is a standardized assessment of reading, writing, listening, and comprehension with grade norms from kindergarten to graduate school. It focuses on cognitive-academic language proficiency and includes seven individually administered tests on picture vocabulary, verbal analogies, letter-word identification, dictation, understanding directions, story recall, and passage comprehension. It has an English and a Spanish form, and when both are administered a comparative score can be calculated. Scores are derived for the individual tests, and results for the seven tests are combined into eleven clusters (oral expression; listening; oral language; reading; writing; reading-writing; language comprehension; applied language proficiency; broad English ability; broad English ability, total; and oral language, total) using the WMLS-R scoring and reporting program. The program also generates a narrative report of the student's language competence, including the identification of the student's cognitive-academic language proficiency at one of six levels from negligible to advanced.

***Universal Nonverbal Intelligence Test (UNIT), 1996***

Riverside Publishing, 3800 Golf Road, Suite 100, Rolling Meadows, IL 60008. <http://www.riverpub.com>. The UNIT can be used with students between the ages of five and seventeen years, eleven months. There are three test options—abbreviated, standard, and extended, and administration takes between fifteen and forty-five minutes, depending on the option selected. It uses hand and body gestures, paper and pencil activities, pointing, and manipulatives for stimulus-response and is entirely nonverbal. Scores include age equivalents, intelligence quotients, and other derived scales. The nonverbal format is considered to reduce sources of test bias.



# Section Ten

# Helpful Resources and References

## List 10.1. ESL/ELL Virtual Reference Library

Every ESL/ELL classroom (and every ESL/ELL teacher) is just a click or two away from a world-class reference library. The following sites and their links provide information and answers for just about every question. Create a hotlist, or bookmark individual sites to make browsing and using them easy.

### Dictionaries

|                                     |   |
|-------------------------------------|---|
| Little Explorers Picture Dictionary | <a href="http://www.LittleExplorers.com/dictionary.html">http://www.LittleExplorers.com/dictionary.html</a>                     |
| Multilingual Picture Dictionary     | <a href="http://www.EnchantedLearning.com/Dictionary.html">http://www.EnchantedLearning.com/Dictionary.html</a>                 |
| The Internet Picture Dictionary     | <a href="http://www.pdictionary.com">http://www.pdictionary.com</a>   |
| One Look Dictionary                 | <a href="http://www.onelook.com">http://www.onelook.com</a>   |
| A Web of On-Line Dictionaries       | <a href="http://ling.kgw.tu-berlin.de/call/webofdic/diction4.html">http://ling.kgw.tu-berlin.de/call/webofdic/diction4.html</a> |
| Spanish-English Dictionary          | <a href="http://www.spanishdict.com">http://www.spanishdict.com</a>   |
| Spanish-English Dictionary          | <a href="http://www.wordreference.com">http://www.wordreference.com</a>   |
| Chinese-English Dictionary          | <a href="http://www.chinese-tools.com/tools/dictionary.html">http://www.chinese-tools.com/tools/dictionary.html</a>             |
| Chinese-English Dictionary          | <a href="http://www.lexiconer.com">http://www.lexiconer.com</a>   |
| French-English Dictionary           | <a href="http://www.wordreference.com">http://www.wordreference.com</a>   |

|  |   |
|--|---|
| French-English Dictionary                        | <a href="http://machaut.uchicago.edu/?resource=frengdict">http://machaut.uchicago.edu/?resource=frengdict</a>                                       |
| French-English Dictionary                        | <a href="http://www.french-linguistics.co.uk/dictionary">http://www.french-linguistics.co.uk/dictionary</a>   |
| Portuguese-English Dictionary                    | <a href="http://www.freedict.com/onldict/por.html">http://www.freedict.com/onldict/por.html</a>   |
| Portuguese-English Dictionary                    | <a href="http://www.wordreference.com">http://www.wordreference.com</a>   |
| Italian-English Dictionary                       | <a href="http://www.freedict.com/onldict/ita.html">http://www.freedict.com/onldict/ita.html</a>   |
| Italian-English Dictionary                       | <a href="http://www.wordreference.com/enit">http://www.wordreference.com/enit</a>   |
| Vietnamese-English Dictionary                    | <a href="http://vdict.com">http://vdict.com</a>   |
| German-English Dictionary                        | <a href="http://dict.tu-chemnitz.de">http://dict.tu-chemnitz.de</a>   |
| German-English Dictionary                        | <a href="http://www.ieee.et.tu-dresden.de/cgi-bin/cgiwrap/warnerr/search.sh">http://www.ieee.et.tu-dresden.de/cgi-bin/cgiwrap/warnerr/search.sh</a> |
| Hmong-English Dictionary                         | <a href="http://ww2.saturn.stpaul.k12.mn.us/hmong.sathmong.html">http://ww2.saturn.stpaul.k12.mn.us/hmong.sathmong.html</a>                         |
| Pashto-English Dictionary                        | <a href="http://www.yorku.ca/twainweb/troberts/pashto/pashlex1.html">http://www.yorku.ca/twainweb/troberts/pashto/pashlex1.html</a>                 |
| Swahili-English Dictionary                       | <a href="http://www.freedict.com/onldict/swa.html">http://www.freedict.com/onldict/swa.html</a>   |
| English Homophone Dictionary                     | <a href="http://www.earlham.edu/~peters/writing/homophone.htm">http://www.earlham.edu/~peters/writing/homophone.htm</a>                             |
| Merriam-Webster Dictionary                       | <a href="http://www.m-w.com">http://www.m-w.com</a>   |
| refdesk.com Dictionaries and Language Resources  | <a href="http://www.refdesk.com/factdict.html">http://www.refdesk.com/factdict.html</a>   |
| Cambridge Dictionaries                           | <a href="http://dictionary.cambridge.org">http://dictionary.cambridge.org</a>   |
| Online Dictionaries                              | <a href="http://www.dict.org">http://www.dict.org</a>   |
| Online Dictionaries                              | <a href="http://www.dictionary.com">http://www.dictionary.com</a>   |
| I Love Languages (formerly Human Languages Page) | <a href="http://www.ilovelanguages.com">http://www.ilovelanguages.com</a>   |

### **Multilingual Language Tools**

|   |   |
|---|---|
| Multilingual language tools for searching the Web across languages, translating text, and translating Web pages | <a href="http://www.google.com/language_tools?hl=en">http://www.google.com/language_tools?hl=en</a> |
|---|---|

### **Almanacs, Encyclopedias, and Specialized References**

|                            |   |
|----------------------------|---|
| Fact Monster               | <a href="http://www.factmonster.com">http://www.factmonster.com</a>                           |
| Information Please Almanac | <a href="http://www.infoplease.com/almanacs.html">http://www.infoplease.com/almanacs.html</a> |
| My Virtual Reference Desk  | <a href="http://www.refdesk.com">http://www.refdesk.com</a>                                   |

|   |   |
|---|---|
| The Old Farmers Almanac                 | <a href="http://www.almanac.com">http://www.almanac.com</a>   |
| Roget's New Millennium Thesaurus        | <a href="http://www.thesaurus.com">http://www.thesaurus.com</a>   |
| Wikipedia                               | <a href="http://en.wikipedia.org/wiki/Main_Page">http://en.wikipedia.org/wiki/Main_Page</a>             |
| Events and Calendars of the Day         | <a href="http://www.sldirectory.com/cal.html">http://www.sldirectory.com/cal.html</a>                   |
| Encyclopedia Smithsonian                | <a href="http://www.si.edu/resource/faq/start.htm">http://www.si.edu/resource/faq/start.htm</a>         |
| KidSpace @ the Internet Public Library  | <a href="http://www.ipl.org/youth">http://www.ipl.org/youth</a>   |
| Bartleby.com Great Books Online         | <a href="http://www.bartleby.com">http://www.bartleby.com</a>   |
| Franklin Institute Educational Hotlists | <a href="http://sln.fi.edu/tfi/hotlists/hotlists.html">http://sln.fi.edu/tfi/hotlists/hotlists.html</a> |

### **Countries, Maps, and Culture**

|  |   |
|--|---|
| CIA World Factbook   | <a href="http://www.odci.gov/cia/publications/factbook">http://www.odci.gov/cia/publications/factbook</a>               |
| Google Maps  | <a href="http://maps.google.com">http://maps.google.com</a>   |
| Google Earth   | <a href="http://www.earth.google.com">http://www.earth.google.com</a>   |
| MapQuest   | <a href="http://www.mapquest.com">http://www.mapquest.com</a>   |
| United Nations Cyberschoolbus  | <a href="http://cyberschoolbus.un.org/index.asp">http://cyberschoolbus.un.org/index.asp</a>                             |
| NASA Earth Images  | <a href="http://modis.gsfc.nasa.gov/gallery/index.php">http://modis.gsfc.nasa.gov/gallery/index.php</a>                 |
| National Geographic Homework Help  | <a href="http://www.nationalgeographic.com/education/homework">http://www.nationalgeographic.com/education/homework</a> |
| United Nations Education, Scientific, and Cultural Organization (UNESCO) | <a href="http://portal.unesco.org/culture">http://portal.unesco.org/culture</a>   |
| Perry-Castañeda Library Map Collection                                   | <a href="http://www.lib.utexas.edu/maps/index.html">http://www.lib.utexas.edu/maps/index.html</a>                       |
| World Cultures   | <a href="http://members.aol.com/bowermanb/culture.html">http://members.aol.com/bowermanb/culture.html</a>               |
| Internet Public Library Culture Quest World Tour                         | <a href="http://www.ipl.org/div/cquest">http://www.ipl.org/div/cquest</a>   |
| Library of Congress Global Gateway                                       | <a href="http://international.loc.gov/intldl/intldlhome.html">http://international.loc.gov/intldl/intldlhome.html</a>   |
| U.S. and Worldwide Newspapers  | <a href="http://www.refdesk.com/paper.html">http://www.refdesk.com/paper.html</a>                                       |
| World Clock  | <a href="http://eslus.com/Gizmos/worldclock.html">http://eslus.com/Gizmos/worldclock.html</a>                           |

### **Graphics, Photos, Clip Art, and Video Sources**

|                          |   |
|--------------------------|---|
| AOL Photo of the Day     | <a href="http://reference.aol.com/photooftheday">http://reference.aol.com/photooftheday</a> |
| Kodak Picture of the Day | <a href="http://www.kodak.com">http://www.kodak.com</a>                                     |
| Google Images            | <a href="http://images.google.com">http://images.google.com</a>                             |
| YouTube videos           | <a href="http://www.youtube.com">http://www.youtube.com</a>                                 |

|                              |   |
|------------------------------|---|
| Google Video                 | <a href="http://video.google.com">http://video.google.com</a>   |
| Classroom Clip Art           | <a href="http://classroomclipart.com">http://classroomclipart.com</a>   |
| Clip Art                     | <a href="http://www.clip-art.com/index.php">http://www.clip-art.com/index.php</a>   |
| Microsoft Clip Art           | <a href="http://office.microsoft.com/en-us/clipart/default.aspx">http://office.microsoft.com/en-us/clipart/default.aspx</a> |
| Dover Clip Art               | <a href="http://www.doverpublications.com/dspa023">http://www.doverpublications.com/dspa023</a>                             |
| Discovery Education Clip Art | <a href="http://school.discoveryeducation.com/clipart">http://school.discoveryeducation.com/clipart</a>                     |



## List 10.2. Web Sites for ESL/ELL Teachers

Looking for professional information? Language research? Lesson plan ideas? Teaching resources? Language games? Puzzle makers? Worksheets? Everything you need for teaching ESL/ELL can be found on the following Web sites. Be sure to bookmark your personal favorites. Note: only *free* resources are listed.

### Associations and Resource Centers

|   |   |
|---|---|
| Teachers of English to Speakers of Other Languages (TESOL)  | <a href="http://www.tesol.org">http://www.tesol.org</a>                   |
| National Association for Bilingual Education  | <a href="http://www.nabe.org">http://www.nabe.org</a>                     |
| National Clearinghouse for English Language Acquisition and Language Instruction Educational Programs | <a href="http://www.ncela.gwu.edu">http://www.ncela.gwu.edu</a>           |
| Institute of Education Sciences Regional Education Laboratories                                       | <a href="http://ies.ed.gov/ncee/edlabs">http://ies.ed.gov/ncee/edlabs</a> |
| National Council of Teachers of English   | <a href="http://www.ncte.org">http://www.ncte.org</a>                     |
| Center for Applied Linguistics  | <a href="http://www.cal.org">http://www.cal.org</a>                       |

### Journals and Magazines

|   |   |
|---|---|
| <i>ESL Magazine</i>                                     | <a href="http://www.eslmag.com">http://www.eslmag.com</a>                       |
| <i>English Teaching Forum</i>                           | <a href="http://exchanges.state.gov/forum">http://exchanges.state.gov/forum</a> |
| <i>Bilingual Research Journal</i>                       | <a href="http://brj.asu.edu">http://brj.asu.edu</a>                             |
| <i>Language Magazine</i>                                | <a href="http://www.languagemagazine.com">http://www.languagemagazine.com</a>   |
| <i>The Internet TESL Journal</i>                        | <a href="http://iteslj.org">http://iteslj.org</a>                               |
| <i>Teaching English as a Second or Foreign Language</i> | <a href="http://tesl-ej.org/ej42/toc.html">http://tesl-ej.org/ej42/toc.html</a> |
| <i>Language Learning and Technology</i>                 | <a href="http://llt.msu.edu">http://llt.msu.edu</a>                             |
| <i>Reading in a Foreign Language</i>                    | <a href="http://nflrc.hawaii.edu/rfl">http://nflrc.hawaii.edu/rfl</a>           |

### Teaching Resources

|   |   |
|---|---|
| <b>1-Language:</b> alphabet practice, games   | <a href="http://www.1-language.com">http://www.1-language.com</a>   |
| <b>Activities for ESL:</b> podcasts, puzzles, conversation starters, quizzes        | <a href="http://a4esl.org">http://a4esl.org</a>   |
| <b>Apples 4 the Teacher:</b> interactive games, music, math, science, and more      | <a href="http://www.apples4theteacher.com/index.html">http://www.apples4theteacher.com/index.html</a>     |
| <b>Ben's Guide to U.S. Government for Kids:</b> graded materials for social studies | <a href="http://bensguide.gpo.gov/3-5/games/print.html">http://bensguide.gpo.gov/3-5/games/print.html</a> |

|  |   |
|--|---|
| <b>Bilingual/ESL/Multicultural Education Resources:</b> links and resources for ESL, bilingual, and multicultural education                                      | <a href="http://www-bcf.usc.edu/~cmmr/BEResources.html">http://www-bcf.usc.edu/~cmmr/BEResources.html</a>               |
| <b>Breaking News English:</b> current events reading and audio files for intermediate ESL students   | <a href="http://www.breakingnewsenglish.com">http://www.breakingnewsenglish.com</a>                                     |
| <b>Common Errors in English:</b> practice and lessons for grammar  | <a href="http://www.wsu.edu:8080/~brians/errors/errors.html">http://www.wsu.edu:8080/~brians/errors/errors.html</a>     |
| <b>Daily ESL:</b> short readings with discussion and study questions to encourage development of context-appropriate language and range of conversational skills | <a href="http://www.dailyesl.com">http://www.dailyesl.com</a>   |
| <b>Dave's ESL Cafe:</b> wide variety of teacher and student materials; lots of links   | <a href="http://www.eslcafe.com/search/index.html">http://www.eslcafe.com/search/index.html</a>                         |
| ESL EFL Resources for Teachers of Young Children   | <a href="http://www.mes-english.com">http://www.mes-english.com</a>   |
| <b>ESL Flow:</b> teaching materials, printables, games, and more for elementary through adult students   | <a href="http://www.eslflow.com">http://www.eslflow.com</a>   |
| <b>ESL Independent Study Lab:</b> leveled material for listening, games, vocabulary, reading, and more   | <a href="http://www.lclark.edu/~krauss/toppicks/toppicks.html">http://www.lclark.edu/~krauss/toppicks/toppicks.html</a> |
| <b>ESL Mania:</b> lessons, vocabulary, accent reduction, resources, and more for teachers and secondary to adult students  | <a href="http://www.eslmania.com">http://www.eslmania.com</a>   |
| <b>ESL Partyland:</b> lesson plans, interactive games, links, and other resources for teachers and students  | <a href="http://www.eslpartyland.com/teachers/Tinitial.htm">http://www.eslpartyland.com/teachers/Tinitial.htm</a>       |
| <b>Everything ESL:</b> lesson plans, discussions, downloads  | <a href="http://www.everythingesl.net">http://www.everythingesl.net</a>   |
| <b>Exam English:</b> practice for TOEFL and other English proficiency tests  | <a href="http://www.examenglish.com/default.php">http://www.examenglish.com/default.php</a>                             |
| <b>Fun Spelling Facts:</b> humorous poems and facts about English spelling   | <a href="http://www.espindle.org/fun_facts.html">http://www.espindle.org/fun_facts.html</a>                             |
| <b>Games and Activities for the ESL/ELL Classroom:</b> more than one hundred games and activities  | <a href="http://iteslj.org/c/games.html">http://iteslj.org/c/games.html</a>   |
| <b>Gamequarium:</b> loads of games and interactives for grades K to 6  | <a href="http://www.gamequarium.com">http://www.gamequarium.com</a>   |

---

|   |   |
|---|---|
| <b>Graphic Organizers:</b> printable; many types  | <a href="http://gotoscience.com/Graphic_Organizers.html">http://gotoscience.com/Graphic_Organizers.html</a>             |
| <b>Interesting Things for ESL Students:</b> podcasts, games, puzzles, vocabulary, lessons                   | <a href="http://www.manythings.org">http://www.manythings.org</a>   |
| <b>Karin's ESL Partyland:</b> interactive lessons, games, links, discussion forums, quizzes                 | <a href="http://www.eslpartyland.com">http://www.eslpartyland.com</a>   |
| <b>Lanternfish:</b> ESL lesson plans, printables, science, vocabulary, games, seasonal activities, and more | <a href="http://bogglesworld esl.com">http://bogglesworld esl.com</a>   |
| <b>Learning Vocabulary Fun:</b> games to support vocabulary development                                     | <a href="http://www.vocabulary.co.il/index_main.php">http://www.vocabulary.co.il/index_main.php</a>                     |
| <b>Mes English:</b> games, flashcards, and other printables for elementary grades                           | <a href="http://www.mes-english.com">http://www.mes-english.com</a>   |
| <b>Randall's ESL Cyber Listening Lab:</b> recorded graded conversations for listening practice              | <a href="http://www.esl-lab.com">http://www.esl-lab.com</a>   |
| <b>Sing-Along Songs:</b> midis and lyrics   | <a href="http://kids.niehs.nih.gov/musicchild.htm">http://kids.niehs.nih.gov/musicchild.htm</a>                         |
| <b>Spelling Wizard:</b> uses your vocabulary list to make word searches                                     | <a href="http://www.scholastic.com/kids/homework/spelling.htm">http://www.scholastic.com/kids/homework/spelling.htm</a> |
| <b>States and Capitals:</b> Information on all fifty states   | <a href="http://www.50states.com">http://www.50states.com</a>   |
| <b>Teaching Tips:</b> ESL, reading, lesson plans, classroom management                                      | <a href="http://www.teachingtips.com">http://www.teachingtips.com</a>   |
| <b>Using English:</b> worksheets, lesson plans for grammar  | <a href="http://www.usingenglish.com/handouts">http://www.usingenglish.com/handouts</a>                                 |

## List 10.3. Glossary of ESL/ELL Language Learning Terms

**Abstract noun.** A word that names a quality or idea. Examples: *beauty, trust, fear, patience.*

**Academic communicative competence.** The ability to use appropriate school and subject area vocabulary to express concepts and ideas at a level consonant with the age or grade of the learner.

**Accent.** The relative stress, emphasis, or degree of loudness placed on a syllable. Examples: *a-ble, in-struct.* Accent also refers to the pronunciation style associated with speakers of a region. Examples: *a French accent, a Southern accent.*

**Accommodations.** Changes in order to make something more usable or understandable to someone with a special language, learning, or physical need. In assessment, accommodations may be made to the presentation, response method, setting, timing, or scheduling of the test.

**Action series.** In language learning, a sequence of statements about actions being performed.

**Active vocabulary.** Vocabulary an individual understands and uses independently.

**Active voice.** When the subject of a verb is the doer or agent of the action. Example: *Kathy baked the pie.*

**Adapted program.** Allows students with special language, learning, or physical needs to participate in an existing curriculum by making changes to format (for example, Braille and Books on Tape), strategies (such as visual aids and models), presentation (for example, using a sign language interpreter, transcriptions, or closed captioning), and assessment practices (such as use of a computer, extended time, oral exams, written exams, and taped responses).

**Additive bilingualism.** A second language is learned but does not replace an individual's first language. The individual becomes literate in two languages.

**Adjective.** A word that describes a noun or a pronoun and tells what kind, how many, or which one. Examples: *lazy, beautiful, three, that.*

**Adverb.** A word that describes a verb, an adjective, or another adverb by providing information about where, when, how, how much, or to what extent. Examples: *outside, later, seriously, few.*

**Affective filter.** An unconscious change, distortion, or blocking of information that occurs because an individual reacts to its emotional or psychological content.

**Allophone.** The variations of sounds associated with a single phoneme. Allophones are the result of the phoneme's juxtaposition to other phonemes. Allophones do not change meaning. Example: the variation of the /p/ sound in *pick/cup*.

**Alternative assessment.** Approaches that differ from the traditional format for measuring students' knowledge and skills. Example: having a debate on causes for the Civil War rather than giving a multiple-choice test.

**AMAO.** Annual measurable achievement objectives, or expected gain, in English language proficiency (reading, writing, speaking, listening, and comprehension) for children served under Title III programs.

**Analogy.** A correspondence between two things on the basis of a similar feature or application of a rule. In language learning, grammatical structures are often applied and practiced using analogy. Example: *set/setting, get/\_\_\_\_\_.*

**Appositive.** A noun or phrase placed immediately after the noun it explains and that has the same grammatical function. Examples: My sister *Nancy* is the youngest. The HighTops, *a local band*, are going to play at the picnic.

**Aprenda achievement test.** A Spanish-language achievement test similar to the Stanford Achievement Test. Aprenda has several forms, including preschool, primary, and intermediate grades, and measures reading, language arts, and mathematics.

**Articles.** Adjectives that precede and identify nouns; also called *determiners*. A definite article (*the*) points to a particular item; an indefinite article (*a, an, some*) points to a class of items; a partitive article (*a few, some, a lot of, many, a little, much*) points to a portion of the class of items. Examples: *the ticket, a box, a few raisins*.

**Articulation.** The purposeful production of sounds by the vocal organs.

**Audiolingual method.** In language teaching, a method in which the student listens to the spoken message and then repeats it. This instructional process is also called the aural-oral method. It is based on the theory that making certain sounds and using correct grammar is an automatic, unconscious act that is developed through vocabulary and sentence pattern repetition.

**Audiologist.** Measures hearing ability and provides services for auditory training; offers advice on hearing aids.

**Aural learner.** One who learns best by processing auditory information.

**Auxiliary verb.** Used with the main verb for verb forms that show tense and mood; also called a helping verb. Examples: *will go, has been crying, had gone*.

**Backward buildup.** A language-teaching strategy in which a word or sentence is broken into components and reconstructed in a series of repetitions, beginning with the end followed by the next to the end plus the end, and so on. This strategy is particularly useful in practicing stress and intonation patterns. (See *Right-to-left strings*.)

**Baseline data.** Performance data (such as test scores) collected at the beginning of instruction for comparison after teaching and learning have taken place.

**Basic interpersonal communication skills (BICS).** Language necessary to participate in everyday conversations and in which context provides clues to meaning. BICS may be acquired in less than two years. See *CALP* for contrasting skill.

**Bicultural.** Identifying with two cultures and exhibiting their characteristics. A person who is bicultural may or may not be bilingual.

**Bidialectal.** Able to speak and understand two dialects of a single language.

**Bilingual education.** Instruction using both the native language (L1) and the target language (L2) of the students.

**Bilingual.** Having the ability to speak and understand two languages.

**Biliterate.** Able to understand and communicate effectively using two languages' vocabulary, writing, and syntax systems.

**Blending.** Fusing discrete sounds or phonemes into recognizable words.

**CALP.** Cognitive academic language proficiency. Language skill needed for academic learning. More advanced than BICS. New information is presented formally in books, lectures, and other media, unsupported by gestures or social cues. Example: new information in social studies or science texts.

**Chained dialogue.** In language teaching, a practice exercise in which the first speaker makes a statement or asks a question, the second speaker responds to the first, the third speaker responds to the second, and so on.

**Chants.** Short, repetitive songs or rhymes that have distinctive rhythms. Chants are often used in group work to introduce a concept or words, or to teach English intonation.

**Choral response.** A response by a group speaking the same words in unison.

**Chunk.** To divide a long word into smaller, pronounceable parts. Usually suffixes, prefixes, and roots, or component words of a compound word. Example: *un-luck-y*.

**Clause.** A group of words containing a subject and predicate (noun and verb) that expresses a thought. An independent clause can stand alone as a sentence. Example: *It's time for lunch*. A dependent clause cannot stand alone as a sentence. Example: *When John rings the bell*, it's time for lunch.

**Cloze passage.** A sentence or paragraph from which specific words (nouns, adjectives, verbs, and so on) or words in a pattern (such as every fifth word) are deleted. Students fill in the missing words using context to construct meaning.

**Cluster.** A group of letters or sounds that frequently occur together. Example: *-ble, spr-*.

**Code.** A system of symbols, letters, or words used to transmit meaning. Also, the total language system of a community.

**Code switching.** Changing from one language to another in a conversation or writing.

**Cognate.** Words in different languages that came from the same root and have similar spellings and meanings. Example: *admiration/admiracion* (English/Spanish).

**Cognitive code theory.** A theory of language acquisition that suggests language is learned by repeated exposure to examples of the rules of the language.

**Collective noun.** A word that names a group or collection of people or things. Examples: *family, army, group, flock, band, herd*.

**Collocations.** Words that occur together to convey a meaning. Example: *commit a crime, take a peek*.

**Common noun.** A word that names one of a class or group of persons, places, or things. Common nouns are not capitalized. Examples: *state, sea, building*.

**Common underlying proficiency (CUP).** Theory that two languages may integrate into one central system and that underlying skills not directly related to language—such as art, Internet searching, and mathematics—may be transferred from one language to another once the skill is acquired.

**Communicative competence.** Ability to communicate effectively and appropriately in a variety of social and academic contexts by knowing when to speak, whom to address, what to say, and how to say it.

**Compound noun.** A noun made up of two or more words. Examples: *seatbelt, brothers-in-law, sunshine*.

**Concrete noun.** Something that can be perceived by one or more of the senses. Examples: *book, snow, steam, child*.

**Conditional.** A word part, word, phrase, or other language expressing a condition. Example: *If it snows tomorrow*, school will be canceled.

**Conjunction.** A word used to join words, phrases, or clauses. Examples: *and, or, because, however, but*.

**Connotation.** Meaning of a word or phrase based on context or usage rather than on the literal definition of the word or words.

**Constituent.** In language, the smallest structural unit carrying meaning. Example: town/s, carry/ing.

**Content words.** The words that name things, actions, and qualities.

**Content-based ESL.** Teaching method that uses instructional materials and strategies related to subject areas to teach English and to teach and reinforce content and study skills.

**Continuant.** A sound that can be extended or prolonged. Example: /m/, /s/.

**Contrastive analysis.** Comparison of the features of two or more languages. A contrastive analysis of a student's native language and English is often used as an instructional tool.

**Correlation.** A positive or negative relationship between two things, in which change in one thing will result in a change in the other.

**Countable noun.** A noun that can be modified by a numeral and that has both singular and plural forms. Examples: *one pillow, five pillows; one bed, two beds.*

**Criterion-referenced test.** A test that determines whether the test taker has mastered a particular skill sufficiently by comparing the performance of the test taker to a fixed standard or criterion. Criterion-referenced tests are often used as placement or promotion tests.

**Critical period hypothesis.** The idea that the brain is most receptive to language learning in the years before puberty.

**Cue.** A stimulus used to elicit or provoke a response. Cues can be verbal or nonverbal. For example, a question cues an answer, and raised eyebrows cue an explanation.

**Cultural pluralism.** Two or more ethnic groups coexisting in a community.

**Culturally and linguistically diverse (CLD).** Individuals or groups whose culture and language are different from the dominant culture or language. This term is gaining in prevalence in the literature and government references and is considered more cross-culturally respectful than terms such as *limited English proficient* (LEP) and *language minority student* (LMS).

**Culturally biased material.** Material that relies on cultural knowledge that cannot be assumed to be common to all.

**Culture shock.** Emotional and psychological reaction to a sudden change in environment to one in which the signs and rules are unknown or not readily discernable, and in which those of the previous environment are not effective.

**Curriculum-based assessment.** Method of measuring the level of achievement of students in terms of what they are taught in the classroom.

**Dangling participle.** A grammar error caused by the association of the subject of the *-ing* verb with the subject of the sentence. Example: *Running*, Jason's coffee spilled.

**Decode.** To get meaning from language or other symbols.

**Demonstrative pronoun.** Pronoun that identifies or points out a noun. Examples: *that, this, these, those, such.*

**Denotation.** The literal meaning or dictionary definition of a word.

**Dental sound.** A sound produced using the teeth in articulation.

**Derived.** Produced by applying a transformation rule to a basic word, phrase, or sentence. For example, *biker, biking*, and *bikes* are derived from the basic word *bike*.

**Descriptive adjective.** An adjective that tells some quality of the noun. Examples: *pretty* girl, *soft* pillow.

**Determiner.** In grammar, a word that signals a noun. Examples: articles (*a, the*), demonstrative adjectives (*these, that*), partitives (*some, each*).

**Diagnostic test.** A test that determines a student's current strengths and weaknesses in relation to part of the curriculum. Diagnostic test results answer the question, *Which of these skills or understandings does the student possess?*

**Dialect.** Variant of a language, spoken by people of a particular geographic region.

**Dictation.** Writing down what another person says. In ELL instruction, students explain what happened in a story or what they experienced and the teacher writes it down. This practice enables students to express what they might not be able to write independently. Also, teachers may dictate words, sentences, and short prose as students write them down. This exercise tests students' listening, vocabulary, spelling, and grammar skills.

**Diphthong.** A sound created by combining two vowel sounds. Example: *long i*.

**Dominant language.** The language in which the speaker is more proficient and/or that he or she uses more often.

**English as a Foreign Language (EFL).** The teaching of English in non-English-speaking countries as a subject rather than using it as a primary vehicle of personal communication.

**English Language Learners (ELLs).** Students whose first language is not English and who are in the process of learning English.

**Encode.** To represent something in an agreed-upon form using a pattern or system of representation that has meaning for others. Examples: American Sign Language, Morse code, English.

**Endangered language.** A language with a decreasing number of speakers that is being replaced by the majority language of the region. For example, some Native American languages are endangered.

**Equivalent.** A word or expression that conveys the same meaning as another word or expression.

**English for specific purposes (ESP).** English language instruction focused on the vocabulary and language needs of a specific career, vocation, or profession.

**False cognate.** Words in different languages that have similar spellings but very different meanings.

**Fluency.** Ability to read or use language with speed, accuracy, and proper expression.

**Formative assessment.** Ongoing collection of data used to determine whether expectations are achieved. Examples: anecdotal records, checklists, learning logs, portfolios, student self-evaluation, and so on.

**Formula.** A common expression of greeting, leave taking, and so on that is used almost automatically. Examples: *See you later. God bless you. How are you?*

**Frame.** An exercise in which students insert, in various positions or slots in the sentence, a word or words that will form a semantically and grammatically correct sentence.

**Fricative.** See *Continuant*.

**Frustration level.** The level at which the student reads with less than 90 percent accuracy in decoding or less than 60 percent accuracy in comprehension.



**Function words.** Words that convey little meaning by themselves but are used to show relationships among content words. Examples: articles, prepositions, conjunctions.

**Gerund.** A noun formed by adding *-ing* to a verb. Example: *Drawing* is my hobby.

**Grade-equivalent score.** A statistically estimated grade level for which a test score is the presumed average score. For example, a student achieving a grade-equivalent score of 6.5 performed as well on the test as the average student midway through sixth grade would have performed on the same test.

**Grapheme.** Printed letters or groups of letters that represent the sounds (phonemes) that make up words in a spoken language.

**Graphic organizer.** A visual representation of key concepts or information, such as a chart or diagram. Such a visual may be used to support the comprehension of new content being learned or to help students organize and present or record data.

**Guided reading.** An explicit reading-instruction strategy in which the teacher works with a group of students who are at the same reading level to develop and practice reading strategies for carefully selected text, providing direction in pre-reading vocabulary and prediction activities, during reading word recognition and context clue use, and after reading-comprehension activities.

**Heritage language.** The language a person regards as their native, home, or ancestral language.

**Idiom.** A word or expression whose meaning is not derived from the literal meaning of the word or words.

**Immersion.** Approach to teaching language in which the target language is used exclusively.

**Inclusion.** The education of students with special learning needs in regular classes.

**Indefinite pronoun.** A general rather than specific person or thing. Examples: *one, some, no one, anybody, several, both, many, few, all*.

**Individual education plan (IEP).** A written plan developed for a student that describes learning goals and the program modifications and services to be provided to enable the student to achieve the goals. A collaborative planning tool for the school, the parents, the student, and other school personnel.

**Inflection.** Change in pitch in spoken language. Also, the form of a word used to indicate number, tense, mood, voice, or person.

**Informal assessment.** An evaluation based on teachers' observations and interactions with students using checklists, anecdotal recordkeeping, and notes.

**Instructional reading level.** The level at which the student can decode a text with 90 to 94 percent word-recognition accuracy, and comprehend with 60 to 90 percent accuracy.

**Interjection.** A word used alone to express strong emotion. Examples: *Oh! Congratulations! Damn! Bravo!*

**Interrogative pronoun.** Used to ask a question. Examples: *who, what, whom, whose, which*.

**Intonation.** The relative levels of pitch in a sentence; the variation of the four usual speech pitches (below normal, normal, somewhat above normal, very much above normal).

**Intransitive verb.** A verb that does not have an object. Example: The baby *cried*.

**Idea Proficiency Test (IPT).** A standardized inventory assessment of oral, reading, and writing skills published by Ballard & Tighe. The IPT is often used to place students in ELL instructional classes.

**Irregular verb.** A verb that does not form its past tense and past participle by adding *-d* or *-ed* to the verb base. The past and past participle forms do not follow a pattern. Examples: *go, went, gone; see, saw, seen*.

**Juncture.** The separation or space between sounds that demarks the words. Examples: *I/ scream ice/cream; solo so/low*.

**Kernel sentence.** The basic sentence, containing a noun phrase and a verb phrase.

**Key visual.** A graphic organizer, such as a chart or form that organizes and represents key, or important, information in a visual format. Example: sound cards mounted above the chalkboard that show a key word for each sound or letter.

**Knowledge framework approach.** An approach to integrating the instruction of language and content that focuses on clusters of thinking skills (description, classification, sequence, principles, choice, evaluation). The approach links language, thinking, and content via learning activities.

**L1.** First language.

**L2.** Second language.

**Labial sound.** A sound that uses the lips in its articulation.

**Language acquisition.** The psycholinguistic process by which individuals gain fluent knowledge and use of a system of communication (language).

**Language attrition.** The gradual loss of a language by an individual or group.

**Language experience approach.** A literacy development approach that begins with students dictating to the teacher a story based on a common experience. The story is then used as the material for learning to read. This approach shows that what students can think they can say. What they can say can be written in words. What can be written in words can be read.

**Language majority.** A person or language community that is associated with the dominant language of the country.

**Language minority students.** Students whose primary or home language is other than English.

**Language proficiency.** Language fluency skills acquired in one or more languages.

**Language Assessment Scales—Reading and Writing Test (LAS R/W).** A standardized assessment of English or Spanish proficiency in reading and writing published by CTB/McGraw-Hill. Used to place students, track growth, and exit students from ELL programs.

**Language Assessment Scales, Oral Test (LAS-O).** An individual standardized assessment of oral English or oral Spanish proficiency published by CTB/McGraw-Hill.

**Lau Remedies.** Guidelines for the education of limited English proficient students for school district compliance with the civil rights requirements of Title VI, based on the Supreme Court rulings in *Lau v. Nichols*.

**Lau v. Nichols.** A 1974 lawsuit filed by Chinese parents in San Francisco that led to a landmark Supreme Court ruling that identical education does not constitute equal education under the Civil Rights Act of 1964. As a result, schools were required to act to help non-English speakers learn.

**Limited English proficiency (LEP).** The term used by the federal government, most states, and local school districts to identify those students who have insufficient English to succeed in English-only classrooms. Increasingly, English Language Learner (ELL) is used in place of LEP.

**Lexical approach.** An approach to developing students' language proficiency by focusing on common phrases learned as wholes or "chunks" of language that are later used to extract patterns of grammar. Example: Watch where you're going. I'm sorry. I didn't mean to run into you.

**Lexicon.** The words of the language.

**Limiting adjective.** An adjective that narrows the noun or concept being discussed; possessive adjectives, demonstrative adjectives, and interrogative adjectives limit nouns. Examples: *his* sweater, *several* chairs, *whose* sandwich.

**Linguistics.** The descriptive, analytic science of languages.

**Linking verb.** A verb that connects the subject and the complement that describes or relates back to the subject.

**Literacy.** The ability to function socially, academically, and culturally in a language. In reading instruction the term may be used strictly to refer to the ability to read and write.

**Local norms.** Performance standards established using school or district results on a test or other performance indicator.

**Manipulatives.** Concrete objects used to demonstrate learning concepts. Manipulatives enhance instruction by providing the opportunity to experience the concept through more than one sense.

**Marker.** A word or word part that identifies the grammatical function of a word. For example, the words *a* and *the* are noun markers.

**Mass noun.** See *noncountable noun*.

**Metacognition.** Recognition and regulation of one's own thought processes. During reading, the reader monitors progress and adjusts strategies for understanding and purpose.

**Metalinguistic skills.** The ability to think about language, talk about it, separate it from context, analyze it, and judge it. Metalinguistic skills, such as phonemic awareness and sound-symbol correspondence, have been shown to predict reading achievement.

**Mimicry.** In language learning, mimicry is the repetition of a speech model for the purpose of memorizing it.

**Minimal pair.** Two words that differ by one sound. Examples: *beg/peg*, *spool/spell*, *kid/kit*.

**Miscue analysis.** An analysis of the types of errors a student makes in reading to determine the underlying cause. The results are used to plan instruction for individual students. See *running record*.

**Modal auxiliary verb.** A verb that indicates possibility, need, ability, willingness, or obligation. Modals include *can*, *could*, *should*, *may*, *might*, *must*, *ought*, *shall*, *will*, and *would*. Examples: You *may* stay out late. I *ought* to call home.

**Modal Score.** The score most frequently earned by the test takers.

**Modeling.** Demonstrating a learning activity. Frequently the teacher demonstrates an action, then students do it with him, then students do it alone.

**Modification.** Changes made to a student's program or instruction that reflect an individualized education plan.

**Modified program.** A program that has learning outcomes different from those of the prescribed curriculum and that are specifically selected to meet the student's special needs.

**Morpheme.** The smallest unit of speech that conveys meaning. Bound morphemes cannot stand alone (*-ed*, for instance, designates past tense); free morphemes can stand alone (for example, *toy*).

**Multisensory activities.** Lesson activities that use more than one sense (seeing, hearing, touching, smelling, moving, tasting).

**Nasal sound.** A sound that requires the flow of air through the nose for articulation.

**National norms.** Performance standards established by administering a test or other performance indicator to a group of people representative of the national population.

**Native language.** The language a person acquires first in life or identifies with as a member of an ethnic group.

**Natural order hypothesis.** The assumption that language elements are learned in a reasonably fixed order by all language groups.

**Newcomer program.** A program for recent immigrant students, often at middle or high school level, that includes beginning English language skills, basic academic skills, and acculturation to school and the community.

**Noncountable noun.** Something that cannot be counted. Examples: *justice, trouble, air, gold, juice, tea, water, paper, electricity, work*.

**Non-English proficient (NEP).** Having virtually no command of English in the communicative skills areas of speaking, listening, reading, or writing.

**Norm-referenced test.** A test that compares the performance of the test taker to the performance of similar individuals who have previously taken the test. See *norming population*.

**Normal distribution.** A statistical distribution of performance scores in which the mean, mode, and median scores are the same and the proportion of performance scores declines as performance moves away from the mean.

**Norming population.** The group of people used to establish performance standards for age or grade levels on a test or other performance indicator. The composition of the norming population must be similar to that of the population of interest for a standardized test to be appropriate.

**Noun.** A word that names or points out a person, place, thing, or idea. It can act or be acted upon. Examples: *teacher, home, bike, democracy*.

**Numeracy.** A term used to refer to the world of numbers and their application to everyday life. It suggests a person's fluency in mathematical operations and the application of mathematical concepts.

**Observational data.** Data gathered through teacher monitoring of a student to determine the level of performance.

**Office of English Language Acquisition (OELA).** A U.S. Department of Education office with responsibility to support school districts' efforts to provide an equal education opportunity to ELLs. See <http://www.ed.gov/offices/oela>.

**Passive vocabulary.** What a learner can recognize or understand in both oral and print contexts. Also *receptive vocabulary*. (See *active vocabulary* to compare.)

**Passive voice.** When the subject of a verb is the receiver of the action. Example: The pie was baked by Marie.

**Past participle.** A verbal that is based on a verb and acts like an adjective. Past participles end in *-ed*, *-en*, *-d*, *-t*, or *-n*, as in *wanted*, *stolen*, *saved*, *felt*, and *seen*.

**Patterned practice.** The repetition of structured sentence patterns; includes the substitution of elements in the sentence, and modifications to other parts of the sentence to retain correct syntax. Example: I have a rose. I have two roses.

**Percentile rank.** The comparison of the test taker's score with the scores of others; reported as the percentage of all test takers who scored equal to or below the test taker's score. For example, a percentile rank of 94 means the test taker's score was equal to or above the score of 94 percent of the total group of test takers.

**Performance assessment.** An activity that requires students to accomplish a complete complex task, integrating both past and recently acquired knowledge and skills that are relevant to the task.

**Performance indicators.** A specific description of an outcome in terms of observable and assessable behaviors. Example: All fourth graders will achieve a minimum of 82 percent on the district test of frequently used words.

**Performance standards.** Established levels of achievement, quality of performance, or degree of proficiency.

**Personal pronoun.** A pronoun that refers to one or more individuals or things. Personal pronouns have three cases: nominative (*I*, *he*, *we*), possessive (*my*, *his*, *our*), and objective (*me*, *him*, *us*).

**Primary home language other than English (PHLOTE).** Identifies the language spoken at home.

**Phonemes.** Small, discrete spoken sounds of a language that help to distinguish one word from another. They affect meaning but do not have meaning in and of themselves.

**Phonemic awareness.** The awareness that sounds make up spoken words, and the ability to discriminate the individual sounds.

**Phonemics.** The study of the sounds of a language.

**Phonetics.** The study of the sounds of speech and their production.

**Phonics instruction.** A way of teaching reading that focuses on teaching children to understand the relationships between the sounds of the spoken words they hear and the letters of the written words they see in print.

**Phonics.** The predictable relationship between the sounds (phonemes) of spoken language and the letters and spellings (graphemes) that represent those sounds in written language. Also the study of sound and spelling correspondences in a language.

**Phonological awareness.** The oral language ability to segment and analyze spoken words in several different ways. Examples: *syllables*, *onsets*, and *rhymes*.

**Phrasal verb.** A verb plus a preposition or adverb that together create a meaning different from the original verb. Examples: *hand over*, *look up*, *run into*. Can be separable (*Hand it over.*) or inseparable (*When did you run into Tom?*).

**Pitch.** The lowness or highness of a sound or tone.

**Plosive sound.** A sound that requires a burst of air through the lips for articulation.

**Possessive pronoun.** A pronoun that shows ownership when used with a noun. Examples: *my* hat, *our* tickets, *their* dog.

**Preposition.** A word used to show the relationship of a noun or pronoun to another word. Examples: *to*, *on*, *across*, *below*, *of*, *at*, *from*.

**Present participle.** A verbal based on a verb that acts like an adjective. Ends in *-ing*. Examples: *flying*, *leaking*, *smoking*.

**Preview-Review Method.** A bilingual instructional approach in which content areas are previewed in one language, presented in another, and reviewed in the first.

**Primary language.** The language in which the speakers are most fluent or that they prefer to use. Not necessarily their first language.

**Productive language.** The language a learner is able to produce independently. (See also *receptive language*.)

**Proficiency test.** A standardized test that compares the performance of the student with a standard or criterion used to describe a condition of proficiency or competence. (See also *criterion-referenced test*.)

**Pronoun.** A word used in place of a noun. Can be personal, interrogative, relative, indefinite, demonstrative, or reflexive. Examples: *it*, *my*, *I*, *them*, *who*, *that*.

**Proper adjective.** An adjective derived from a proper noun. Always capitalized. Examples: *Italian* bread, *Irish* coffee.

**Proper noun.** A noun that names a specific person, place, or thing. Always capitalized. Examples: *Jennifer*, *New Jersey*, *North Sea*, *Eiffel Tower*, *Central Park*.

**Read alouds.** A literacy instruction strategy in which the teacher first discusses the pictures and key words of a story with the students, who have the opportunity to make predictions about the story and to think about what they already know about the subject (prior knowledge). Then the teacher reads a section of the story, followed by the students reading the same section with the teacher. Next the students read the story aloud as a group without the teacher. Later, in a small group, students have the opportunity to read sections independently, either silently or aloud.

**Readability.** The level of difficulty of a written passage. Depends on factors such as length of words, length of sentences, grammatical complexity, and word frequency.

**Reading inventory.** A checklist or questionnaire for gathering information about a student's reading ability, interests, behaviors, and so on.

**Reading recovery.** An early-intervention reading program developed by Marie Clay that provides highly structured, intensive daily reading instruction for students at risk in reading. See <http://www.readingrecovery.org>.

**Realia.** Objects from real life used in classroom instruction. Examples: *coins*, *buttons*, *measuring spoons*, *measuring cups*, *articles of clothing*.

**Receptive language.** The language a learner can understand but not yet produce effectively. (See also *productive language*.)

**Redundancy.** The presence of multiple signals of linguistic information. For example, in *The actress opened her suitcase*, *-ess* and *her* indicate that the subject is female.

**Referent.** A referent is the actual thing, action, quality, or idea to which a word refers.

**Reflexive pronoun.** A pronoun that refers to a noun and provides emphasis or shows distinction from others. Formed with the suffix *-self* or *-selves*. Examples: Gloria told me *herself*. The boys fixed the car by *themselves*.

**Register.** A systematic variation—including select vocabulary, sentence structure, and tone—associated with a particular communication environment. For example, different registers are used for ceremonial language than for dialogue among friends, and explanations given to adults have different registers than explanations given to young children.

**Regular verb.** A verb that forms its past tense and past participle by adding the suffix *-d* or *-ed* to the verb base.

**Rejoinder.** A response to a reply.

**Relative pronoun.** A pronoun that relates groups of words to nouns or other pronouns. Examples: *who*, *which*, *that*.

**Rhythm.** The regular pattern in speech sequences caused by the position of accented and unaccented syllables.

**Right-to-Left Strings.** Strings of letters or words used to teach intonation patterns in oral language. In a right-to-left string, the last sound or word is pronounced first, then the next to the last plus the last, and so on, until the entire word or sentence is constructed from right to left and pronounced. Example: *ball. The ball. Hit the ball. Jill hit the ball.*

**Rubric.** A set of general criteria used to evaluate a student's performance in a given outcome area. A rubric consists of a fixed measurement scale (for example, four-point) and a list of criteria that describe the characteristics of products or performances for each score point.

**Running record.** A tool for coding, scoring, and analyzing a student's miscues while reading aloud. The analysis can inform instruction, evaluation, reporting, and grouping.

**Scaffolding.** Support for students' learning and use of knowledge or a skill by providing just enough instruction, modeling, graphic organizers, context clues, questioning, and feedback to accomplish the task. Based on Vygotsky's theory that learning takes place in the "zone of proximal development."

**Second language.** The second language an individual learned, or the individual's less frequently used, weaker language.

**Segmental phonemes.** Vowels and consonants.

**Segmentation.** The phonological processing ability to break words into their component phonemes or sound parts.

**Semantics.** The study of word meanings and communication.

**Silent period.** An early stage of second language acquisition in which students listen and begin to recognize sounds, rhythms, and some words in the new language but are not ready to produce language.

**Skimming.** A rapid reading strategy that focuses on getting the main idea or gist of the material by reading headings, bold text, first sentences of paragraphs, and some content words (nouns, verbs, adjectives).

**Slot.** The position of a word or group of words in a sentence. (See also *frame*.)

**Social communicative competence.** The ability to use natural speech communication in a variety of social situations, including the classroom. (See also *academic communicative competence*.)

**Spanish Assessment of Basic Education (SABE).** A series of norm-referenced tests published by CTB/McGraw-Hill for grades 1 through 8. Designed to measure achievement in the basic skills of reading, mathematics, spelling, language, and study skills. Statistically linked with the Comprehensive Tests of Basic Skills (CTBS) and the California Achievement Tests (CAT).

**Speech language pathologist (SLP).** A communication professional, sometimes called a *speech therapist*, who is educated and trained to assess, diagnose, treat, and help prevent speech, language, cognitive-communication, voice, fluency, and related speech and language disorders.

**Standard English.** The variety of English used in textbooks and by most educated English speakers, though they may speak another variety or dialect in social and community contexts.

**Standardized test.** A test for which norms or standards have been established using a select population of test takers under set conditions.

**Stanford Achievement Test, Ninth Edition (SAT 9).** A widely used norm-referenced assessment of English reading vocabulary, reading comprehension, mathematics problem solving and procedures, and language (prewriting, composing, and editing). Published by Harcourt Assessment.

**Stanine score.** A score from 1 to 9 assigned to a raw score for performance on a test or other performance indicator. Stanine scores have a mean of 5 and a standard deviation of 2.

**Stop.** A consonant that requires a stoppage of breath to articulate. Examples: /p/, /t/.

**Stress.** See *accent* and *rhythm*.

**String.** A sequence of letters or words.

**Structure.** The grammatical forms of a language.

**Subtractive bilingualism.** A second language learned with the expectation that it will replace the first language. Immersion and English-only programs may have this outcome.

**Summative assessment.** The use of a collection of data to make a judgment about a student's achievements in relation to a standard or to a body of knowledge.

**Suprasegmental phonemes.** Language features such as pitch, stress, and juncture that are added to the sounds of vowels or consonants.

**Syntax.** The acceptable pattern of the parts of speech in a language; common grammatical patterns.

**Tagmeme.** A word and the position it fills in a sentence. (See also *frame* and *slot*.)

**Target language.** The language a child is learning as a second language.

**Tense.** The form of a word that indicates the relative position in time of the action or state of being referred to in the sentence. The three simple tenses are *present*, *past*, and *future*. The progressive form of the tenses is used to show continuing action.

**Teachers of English to Speakers of Other Languages (TESOL).** An international professional organization for teachers, administrators, and others concerned with teaching English to speakers of other languages. For additional information, visit their Web site at <http://www.tesol.org>.



**Total physical response (TPR).** An instructional strategy that uses students' physical movements to enhance learning. In a TPR lesson, the teacher gives a set of commands and students act them out. For example, the teacher says, "Touch your right ear," and the students touch their right ears. The strategy allows all students to practice responding at the same time.

**Transfer.** A person's use of knowledge of his or her native language in the study of a new language.

**Transitive verb.** A verb that relates an action that has an object. Example: Ellen *baked* the bread.

**Universal Design for Learning (UDL).** An approach that takes into account learner diversity and identifies and removes barriers to learning present in materials and instructional activities so that each student can be engaged and progress. Uses media to provide multiple means of representation to give learners various ways of acquiring information and knowledge; multiple means of expression to provide learners with alternatives for demonstrating what they know; and multiple means of engagement to tap into learners' interests, offer appropriate challenges, and increase motivation.

**Validity.** The measure of the extent to which a test measures what it purports to measure.

**Verb.** A word that shows a physical or mental action, or the state of being of a subject. Examples: *sit, think, appear, know*.

**Visual imagery.** The process of forming mental images while reading, writing, listening to a story, or recalling an event.

**Voiced sound.** A sound produced with the vocal cords vibrating. Examples: *these, butter*.

**Voiceless sound.** A sound produced without the vocal cords vibrating. Examples: *thin, pat*.