

Let's Series



*ESL
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*ENGLISH
AS A
SECOND
LANGUAGE*

*ESL
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ESL*

William Samelson

In the late 1960s, a professor of English was charged with an important task. Before him were 19 foreign students—many refugees from political persecution. Some were familiar with the Latin alphabet, others were not. All had one common need—to learn, as quickly as possible, some survival English and begin a quest toward the American dream.

It's no wonder the task was assigned to William Samelson. A refugee himself, from war-torn Poland, Samelson had learned American English the hard way: viewing countless movies and reading commercial ads on New York City subways, engaging any riders willing to explain the panels to the eager young immigrant.

Even at that time, Samelson recognized that there must be a better, more practical way to learn English. And by the time he earned his Ph.D. in Linguistics and Comparative Literature, a concept had begun to take shape.

A complete, practical system would be trimmed down to the essentials, saving time and resources. It would be easy to understand, with no complicated rules and no unnecessary supplements obstructing the main objective—learning English. A practical system would be learner-centered, appreciating the independent creative processes of both teacher and student, but still enhancing their interdependence in the classroom.

Dr. Samelson's idea grew. He created, developed, and implemented an ESL learning system. Initially, he developed materials merely for his own students. Eventually, however, he formalized them into a series of books called *The English as a Second Language Series*. Released separately over six years, these manuals revolutionized the world of ESL, using interesting exercises, visual aids and everyday situations to help integrate the students into American life. Focusing on the learner first and foremost, Samelson created a tool for anyone who wanted to learn English.

Now, more than 30 years after that first classroom of hopeful students, Dr. Samelson's series has been revised and updated to create the *ESL Let's Series*. Featuring a new *Instructor's Handbook* and learning materials relevant to contemporary American culture, this thoroughly refined series comprises the most useful and complete ESL texts available.

Let's Begin

GETTING STARTED • Penmanship • The Alphabet: Spelling, Writing • Syllabification • Important Sound

CHAPTER ONE: Hello and Goodbye • Questions with *wh* and *is* / *how* and *where* • Present Time of the verbs *to have* and *to be* • Contractions: *we've* / *you've* / *they've* / *what's* / *it's* etc • Affirmative statement: Noun Phrase + Verb Phrase • Demonstratives: *this* / *that* • Singular and Plural

CHAPTER TWO: Meet My Friends • Negatives: *no* / *not* • Personal Pronouns: *I* / *you* / *he* / *she* / *it* / *we* / *you* / *they* • Demonstrative Pronoun Subjects: *this* / *that* / *here* / *there* • Questions with *what* • Negative Contractions: *isn't* / *aren't* • Nationalities

CHAPTER THREE: See You At 7 O'Clock • Grammatical Summary • Possessive Adjectives: *my* / *your* / *his* / *her* / *our* / *their* • Present Continuous of Verbs: *be* + Verb + *ing* • Numbers 0 (zero) to 20 (twenty) • Telling Time: *when?* / *early* / *late* / *on time* / *always* / *never* / *today* / *o'clock*

CHAPTER FOUR: Dinner at the Carson's • Possessive Pronouns: Question *whose?* *Mine* / *yours* / *his* / *hers* / *ours* / *yours* / *theirs* • Predispositions: *in* / *at* / *on* / *behind* / *to* / *by* / *under* / *inside* • Days of the Week: *Monday* / *Tuesday* / *Wednesday* / *Thursday* / *Friday* / *Saturday* / *Sunday* • *One* and *Many* - Singular and Plural • Ordinal Numbers: *First* / *Second* / *Third* / etc.

CHAPTER FIVE: A Trip to the Zoo • Command and Polite Request: *would you...?* / *shall we...?* / *let's...*

• Demonstratives: *these* / *those* • Adjectives = Words that Describe • Use of *where* / tag question • The Seasons: *Spring* / *Summer* / *Fall* / *Winter* • Months: *January* / *February* / *March* / *April* / *May* / *June* / *July* / *August* / *September* / *October* / *November* / *December* • Object Pronouns

CHAPTER SIX: It Surely is Cold Today • Use of *and* / *but* / *or* • The Weather: *cold* / *warm* / *mild* / *it rains* / *it snows* / *it's windy* / *it's hot* • Direction: *North* / *South* / *East* / *West* • Continuation of Adjectives / Descriptive Words • Compound Sentences • The Human Body

CHAPTER SEVEN: At the Supermarket • Use of *and* / *too* • Colors: *brown* / *red* / *white* / *black* / *yellow* / *blue* / *orange* / *green* / *grey* • Use of *everybody* / *nobody* • Use of *as...as* • Use of *around* / *in* / *on* / *to* / *with*

CHAPTER EIGHT: Our Family • Object Pronouns (review) • Direct and Indirect Object Nouns and Pronouns • Comparatives of Adjectives and Adverbs • Use of *more* / *bigger* / *better* / *than* • Use of *too* + Adverb

CHAPTER NINE: Our Home • Review and Use of *Wh-* Questions • Positions: *above* / *below* / *under* / *on top of* / *in front of* / *next to* / *beside* / *behind* • Use of *a* / *an* / *the* / *some* • Comparison of Adjective and Adverbs

CHAPTER TEN: Our Town • Directions: *right* / *left* / *straight ahead* / *around the corner* / *opposite* / *follow* / *block* / *across* • Review the Use of *in* / *on* / *at* with time and place • Adjectives and Adverbs Comparisons • Use of *alike* / *different* / *the same* / *similar* • Use of *turn on* / *turn off*



Phase Zero Plus: *Let's Begin*, the first step in learning English as a second language, is designed either for classroom use or for individual study. The book is intended for students studying the elementary level of English, regardless of age.

Let's Begin is aimed at students who are natives of foreign countries and wish to acquire a basic level of English proficiency in an English-speaking environment.

The primary objective of *Let's Begin* is to afford the student a fair comprehension of the language as well as both spoken and written active expression in American English. *Let's Begin* presents learning situations other than those usually encountered in the classroom. A variety of up-to-date short readings and dialogues have been composed that allow students easy access to everyday vocabulary and freedom to use the words in their own limited self-expression.

Let's Begin will enable students to enjoy their study experience. We provide a challenging text so that both teacher and student alike may become involved in the productive and rewarding activity of guiding and learning respectively. The end result of such activity will yield communicative confidence in all four elements of language learning: listening, speaking, reading, and writing.

- Line drawings are plentiful, offering the students an outlet for the repeated use of newly learned vocabulary in a variety of situations. No previous knowledge of basic grammar and verb usage is presupposed.

- Emphasis is on repetition, not memorization.

It is by using words in context that the students are gradually able to find their way to free expression and free writing. (A?)

- Learning is cumulative, based on a solid foundation.

- All chapters allow for the teaching of certain basic forms of grammar and syntax. In lieu of formal explanation, new items of grammar are introduced in each chapter by pattern practice and are constantly reinforced in succeeding lessons.

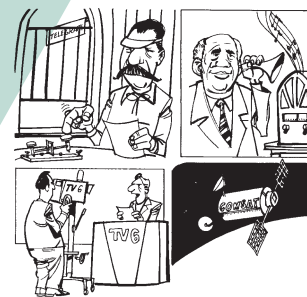
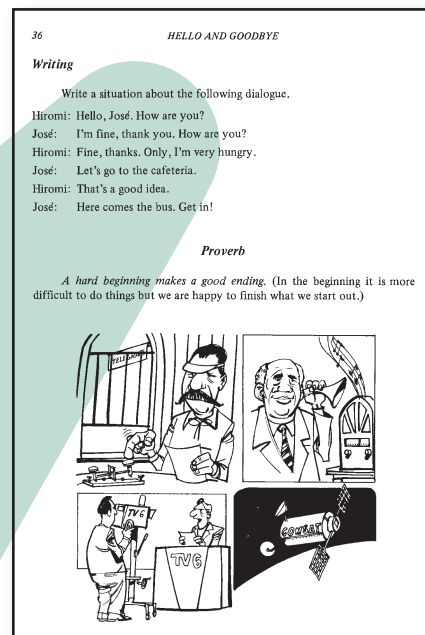
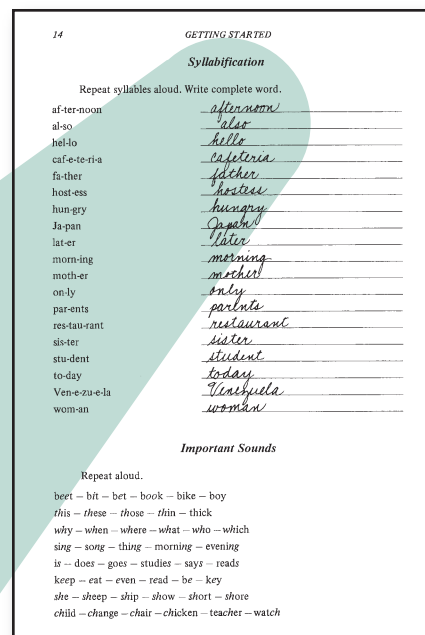
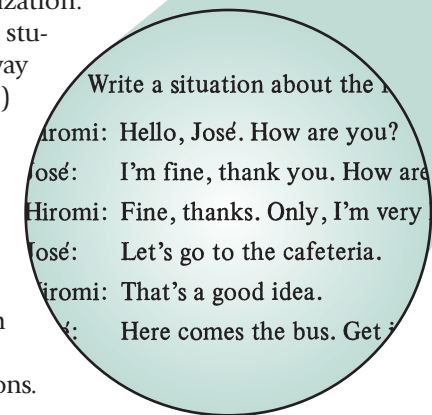
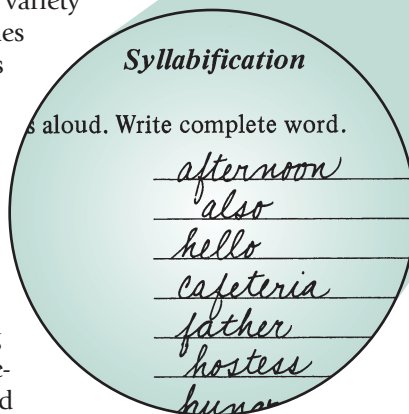
- To reinforce the learned material all lessons are presented in a uniform manner with appropriate exercises and pattern drills throughout the text.

- A preliminary chapter containing basic language structures, like the Latin alphabet series and penmanship, provides a unique addition to our series. It is especially useful in aiding students who are unfamiliar with the Latin alphabet.

Early on, students learn to recognize the language as it is used on a practical basis, through examples of systematic and thorough application of grammar. *Let's Begin* combines the basic significance of an expression with the grammatical-structural meaning. (B)

The overall goal of *Let's Begin* is to help develop the essential skills of "Zero Plus" knowledge. We concentrate on making students familiar and comfortable with the American-English idiom and American culture.

Plus, the final result of "Zero Plus", *Let's Begin*, takes the student to an everyday level of competence in English learning called "survival English."



Let's Converse

CHAPTER ONE: HOW ARE YOU? • Articles: the, a, an • Greetings • Time Words: ever, during • Present Tense: to be • Nationalities • Professions • Idioms • Pronouns: I, you, he, she, it, we, you, they • Question Words: who? what? what's? how? • Positive and Negative Statements

CHAPTER TWO: TOMORROW IS ANOTHER DAY • Simple sentences • Vocabulary building • Days of the week • Numbers one (1) to ten (10) • The months of the year • The seasons • Noun phrase • Present tense • Present continuous • Singular and plural

CHAPTER THREE: BUYING SCHOOL SUPPLIES • Building vocabulary • Word usage • Numbers: eleven (11) to one hundred (100) • Verbs other than be • Indefinite Pronouns • Question words • Words that describe: colors

CHAPTER FOUR: IN THE CITY • More words that describe • Numbers: one hundred one (101) to one-thousand (1000) • Time measures: metric system, yard system • Past tense: be, have, go • "Yes" and "no" response tag questions

CHAPTER FIVE: AT THE DOCTOR'S OFFICE • Telling time • Review of past tense • Possessive pronouns: mine, yours, his, hers, its, ours, yours, theirs • Future tense • Adverbials of place, manner, time • Human body parts

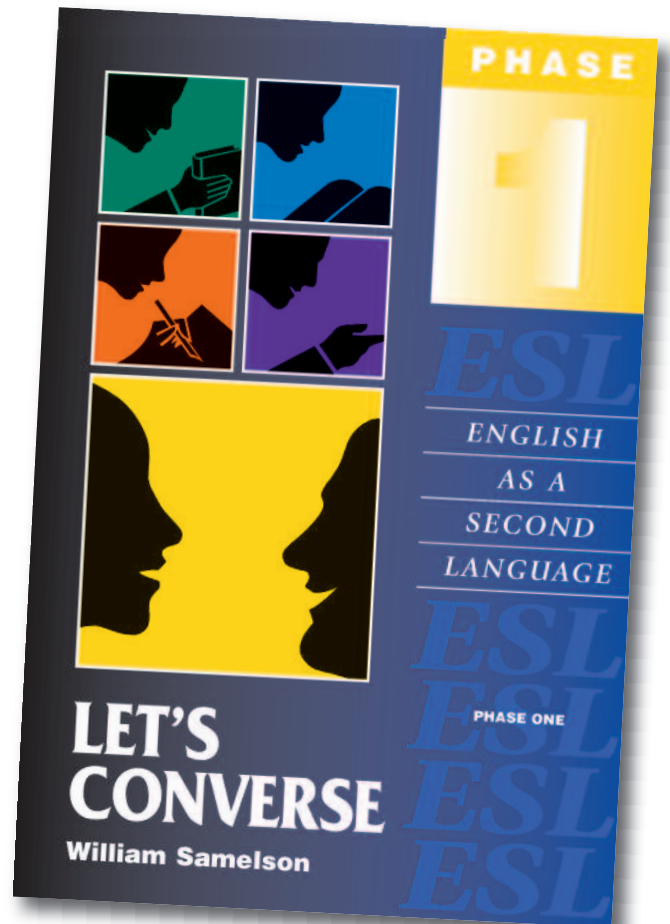
CHAPTER SIX: GETTING A JOB • Present perfect: has + past participle • Meaning of word get • Regular + irregular verbs • Adverbials of frequency • Possessive adjectives • Possessive pronouns

CHAPTER SEVEN: WOULD YOU LIKE TO ORDER? • Modal auxiliaries: can and could, may and might, should and shall, will and would, must, ought • Past Perfect • Comparison: as...as, better...than, more...than, less...than, worse...than

CHAPTER EIGHT: AT THE BANK • Past perfect continuous, had + been + verb + ing • Adverbials of manner • Comparison of regular adverbials of one syllable and more than one syllable • Compound Nouns • Simple command and polite request contractions, do not - don't

CHAPTER NINE: LET'S GO SHOPPING • Prepositional phrases • Two-word verbs • Clauses • Modifying verbs • Subordinators • Objects modifiers

CHAPTER TEN: LET'S TALK ABOUT HISTORY • Continents • US Historical Figures + Events About the US Government • US Geography • Infinitive Phrases as Nouns or Modifiers in a sentence • Some verbs that take infinitives as objects • The Gerund as Nouns



Phase One: Let's Converse presents an introduction to conversational English. The book is designed for a one semester course. One of the main advantages of this text is that its scope is limited. It is a language course dedicated entirely to communication.

Let's Converse is uniquely suited for students who wish to improve their listening comprehension and talking ability. The chapters offer a variety of exercises to mimic everyday situations, stimulate discussion and use of the imagination, and facilitate vocabulary retention.

Let's Converse is composed of ten chapters. Each chapter separates aspects of daily life, such as getting acquainted, health, family, shopping, and getting a job.

- An introductory chapter provides an easy guide to American-English pronunciation.
- Every chapter thereafter reviews grammar explanations previously covered within the context of the new material.
- The exercises that accompany the chapters are coordinated to facilitate rapid reinforcement and reference. (C)
- The books exercises and ideas adhere to a classroom setting where students can converse in a group environment with guided responses. This not only allows students the freedom to be creative, but also aids them in the learning process.
- For those students who want to become citizens, Chapter 10 introduces U.S. history, the nature of government, and U.S. geography. This benefit is unique to our text, and is followed by a facsimile of the application used to file petition for Naturalization.

Mostly, *Let's Converse* promotes good speaking habits and emphasizes grammar, which grounds students in basic speaking patterns and encourages them to review, re-emphasize, and spot test frequently. Flexibility is essential in making the learning process a successful enterprise. (D)

- This is an assignment.*
- This is a dog.*
- This is a game.*
- This is a test.*
- This is a girl.*
- This is a boy.*
- This is a mattress.*
- This is a city.*
- This is a movie.*
- This is a clock.*

Practice

2. Repeat: Column I
Column II
Columns I and II together

a. This is an assignment.	These are assignments.
b. This is a dog.	These are dogs.
c. This is a game.	These are games.
d. This is a test.	These are tests.
e. This is a girl.	These are girls.
f. This is a boy.	These are boys.
g. This is a mattress.	These are mattresses.
h. This is a city.	These are cities.
i. This is a movie.	These are movies.
j. This is a clock.	These are clocks.

B. Frequency Words

Question	Response
1. How often does it rain?	It usually rains on Sunday.
2. How often does he study?	He always studies.
3. How often do they go to class?	They sometimes go to class.
4. How often does she go to the movies?	She never goes to the movies.
5. Do you ever play?	I sometimes play.
6. Does she always study?	No, not always.
7. Is he ever on time?	Yes, he's usually on time.
8. Do you often see clouds?	Yes, we do, always on Sunday.
9. How often does he run?	He usually runs at 8:00.
10. Do you often have plans?	No, we never do.

C. Time Words

Question	Response
1. When does he run?	He runs on Sunday.
2. When does she study?	She studies on Tuesday.
3. When do they go to class?	They go to class today.
4. When do you go to the movies?	We go to the movies on Saturday.
5. When do they play?	They play tomorrow.
6. When does he study?	He studies on weekends.
7. When does he come?	He comes today.
8. When do you worry?	We worry on Monday.
9. When do you travel?	I travel on weekends.
10. When do you see the pictures?	I see the pictures on Wednesday.

56 Buying School Supplies

E. Words that DESCRIBE or QUALIFY

- Colors: yellow notebook
orange pencils
it's green
they're black
- Or such words as:
history is easy
math is hard
a soft pencil
my weak subject

F. We know the following colors:

yellow	white	green
red	orange	black
blue	gray	

They're words that describe or qualify.

Practice

A. Repetition Practice

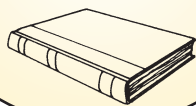
1. Repeat: Question
Response
Question and Response together

Question	Response
a. What's this?	It's a book.
b. What's this?	It's a pencil.
c. What's this?	It's an eraser.

Practice

A. Repetition Practice

Repeat: Question
Response
Question and Response together



Let's Read

CHAPTER ONE: FRIENDS MEET • Personal Pronouns
• Declarative Sentences and Determiners • Possessives •
Demonstratives

CHAPTER TWO: A WEEKEND IN THE COUNTRY • Present
Time • Personal Pronouns • Declarative Sentence and
Determiners • Possessives • Demonstratives • Adverbials of
Time and Frequency • Words that Describe (Adjectives)

CHAPTER THREE: THE PHILANTHROPIST • Simple Past
Tense • Past Continuous • Indefinite Pronouns • Question
Words • Comparative: Superlative

CHAPTER FOUR: THE RELUCTANT WARD • Prepositions
• Possessive Determiners

CHAPTER FIVE: THE WOULD-BE PRESIDENT • Present
Perfect Tense • Future Time • Requests • Questions •
Possessive Pronouns • Place • Manner • Time

CHAPTER SIX: THE ENCHANTED MOUNTAIN •
Past Perfect Tense • Comparison: Equal Things and
Unequal Things • Very, Too, So and Adjective (Adverb)

CHAPTER SEVEN: THE CAVE • The Passive Voice •
The Active Voice • The Imperative Mood • Let's & Infinitive
• Expressions of Location

CHAPTER EIGHT: SAVING FACE • Past Perfect
Continuous • Sequence of Tenses

CHAPTER NINE: THE AMERICANS • Relative Clauses • Relative Pronoun as Subject, Object, Modifier or Noun

CHAPTER TEN: NEWS GAZETTE • This, That, These, Those • Relative Pronoun: Whom, Which, That • Adverb -
Adverbial Phrase: Where, When



In **Phase Two: Let's Read**, we put words into action and action into words. This introductory reader for students of English as a Second Language offers a variety of dramatic narratives which give the students an opportunity to feel drawn into the dynamics of comprehensive reading and conceptualization.

The book is intended for a one-semester intensive course. We assume that the student has a basic knowledge of spoken English, therefore we aim at enlarging the student's passive (cognitive) vocabulary to reinforce structures already learned. With intensive practice, passive comprehension will be converted into actively generated structures and ideas. We introduce students to different types of discourse: narrative, expository, and descriptive.

Our aim is, therefore, to provide the student with the ability to read competently and independently. *Let's Read* offers many features to help achieve the above goals.

Let's Read focuses on two major skills: Perception and Comprehension.

- It offers original stories that cover a wide range of subjects and provide motivation for further reading.
- Rapid narratives give students the impression of being involved and quickly moving forward in their learning process.
- We offer a look at cultural issues in the United States, with examples of family values, social contact, the environment, and individual stories.
- The text provides follow-up discussions and comments on reading material by means of "idea questions."
- All of the narratives boast marginal annotations comprising synonymous expressions for specially italicized, new vocabulary. This helps the student learn through substitution and usage rather than through rote memorization. (E) (line drawing?)

tom
looked forward to
eager
ascent: going up
top: the highest part
bathed: washed
withdraw: go back, away
presence: being there
noticed: observed
stepped up: walked over
closer: nearer

1. the annual
3. thinking
B. When they get careless,
1. investigate
3. get in trouble
C. Mike assured his parents
1. anticipate the trip
3. find a cave
When Weldon

The Enchanted Mountain 127

I. Narrative

A. Little Lucy was *unable* to explain why she had climbed the mountain to the very top. Had she been able to understand what had happened, she might have *explained* it to those who asked. As it was, as often as she tried, things got too involved. She decided instead to tell the *entire* story.

B. That morning, it was very foggy, and Lucy *lost her way completely*. Before she knew how it had happened, she was at the *foot* of a huge green mountain. She had gone too far. There was no one there, but Lucy was not afraid. On the contrary, she became very curious and was too excited to think of danger. It seemed so easy to climb that Lucy *looked forward* to her ascent with great anticipation.

C. When she had reached the very top, she was suddenly surrounded by a throng of small creatures. They were taller than herself, but they were shapeless and colorless. Many *bathed* in the clear water of the immense lake. She had never seen such creatures before. Nor had she been told they existed. It was too late for her to *withdraw*. Her presence was *noticed*, and she was afraid to move from the spot.

D. Lucy was very frightened, and so were the little creatures. She remembered vaguely someone had told her that fear is caused by the unknown. Lucy smiled, and so did the faces of the little shapeless, colorless creatures. One of them, he seemed as frightened as the rest, *stepped up closer* to the girl.

E. "Welcome to the Enchanted Mountain, Lucy," he said in perfect English, which surprised the little girl *no end*. "We are the Erutuf people," the creature continued, as though in response to Lucy's *mute amazement*. "We live on this mountain. Our ancestors have been its inhabitants before us." He paused for a moment. "You see the Erutuf bathing in the lake below? They're being punished for spreading gossip, for being greedy, and for being envious of other Erutuf people."

F. "Is taking a bath punishment?" Lucy exclaimed. "If it is, if you don't like taking a bath. We are known for that. We hate water!" the Erutuf cried louder than she had ever heard anyone cry. "Three baths daily are more than anyone can stand," he *concluded* seriously. Lucy was silent. She was too afraid to *hurt* the little creature's feelings.

G. "But how could anyone be prejudiced in this place, among creatures without color and without shape?" Lucy asked without saying a word. Again, the little Erutuf *caught* her silent inquiry. "You'll be surprised to hear this, Lucy, but we do very simple things here. The simpler, the better. And what's simpler than hate and bigotry?" "Love!" Lucy replied quickly. "Do they love where you come from?" the Erutuf asked. Lucy didn't know how to answer that. She kept silent.

H. "We found a way to punish the incorrigibles more severely than the

enchanted: charmed
unable: incapable (of + -ing)
explained: make clear
mute: whole
lost her way: got confused
at the foot: at the bottom
looked forward to: was eager
ascent: going up
top: the highest part
bathed: washed
withdraw: go back, away
presence: being there
noticed: observed
stepped up: walked over
closer: nearer
welcome: thanks for coming
no end: very much
response: answer
amazement: puzzlement
concluded: decided
hurt: cause pain, injure
caught: understood

The Cave 165

21. Mike returned *escorted* by two deputies.
22. The deputy was *lowered* on a rope ladder.
23. A rope was *secured* round his waist.
24. They *towed* him upward.
25. The deputy *freed* his foot.
26. Everybody *came out* on the surface.

VII. Concept Recognition

Fill in the most appropriate word (phrase) to express the CONCEPT of the sentence according to the narrative. Read the complete sentence aloud.

A. The Campbell children looked forward to _____.
1. the annual trip 2. the planning
3. thinking 4. the summer

B. When they get careless, even adults _____.
1. investigate 2. explore
3. get in trouble 4. ignore

C. Mike assured his parents that he would _____.
1. anticipate the trip 2. be careful
3. find a cave 4. be careless

D. When Weldon arrived, the two cousins began their _____.
1. preparations 2. trip
3. exploration 4. pleasure

E. They took sleeping bags because _____.
1. Mr. Campbell cautioned 2. it gets cold in the hills
3. they took a lamp 4. they were experienced

F. If they haven't shown up in three days, the deputies would _____.
1. come up to get them 2. take precautions
3. be surprised 4. plan a trip

Let's Write

PART ONE: GETTING STARTED

CHAPTER ONE: THE WORD

CHAPTER TWO: WRITING THE SENTENCE

CHAPTER THREE: THE COMPOUND SENTENCE •

Compound clauses • Coordination/Coordinators: and, but, for, nor, or, so, yet • Parallelism-Faulty Parallelism • Use of: semicolon (;) comma (,) hyphen (-)

CHAPTER FOUR: THE COMPLEX SENTENCE • Complex Sentence • Main = Independent Clause • Subordinate = Dependent Clause • Relationships • Subordination and Subordinators

CHAPTER FIVE: LOGICAL OR NATURAL SEQUENCE OF TENSES

PART TWO: WRITING THE PARAGRAPH

CHAPTER SIX: OUTLINING OUTLINE • Organization and Analysis • Topic Outline: short phrases, single words • Topic Sentence: main idea

CHAPTER SEVEN: ELEMENTS OF THE PARAGRAPH •

Topic Sentence • Body • Conclusion (Transition) • Coherence • Topic Sentence = Main Idea • Body = Development of Ideas • Concluding Sentence = End of Paragraph • Transitional Phrases

PART THREE: WRITING THE COMPOSITION

CHAPTER EIGHT: DEVELOPMENT OF THE COMPOSITION • The Paragraph: Introductory • Main • Concluding • Transitional Interrelationship • Transition Coherence and Proportion

CHAPTER NINE: TYPES OF COMPOSITION Essay Writing • Correspondence • Term Paper

CHAPTER TEN: STYLE, FORM, AND STRUCTURE



Phase Three: *Let's Write* is to be used for a basic course in writing and composition for ESL students. It is a pre-college text of English composition that is intended for a one-semester course, though it can be used for intensive study courses also. The book aims at developing the student's vocabulary for better comprehension and has been designed to spur the maximum amounts of writing for the basic course.

Although both speaking and writing are forms of communication, it is a well-known fact that one does not write as one speaks. By this point in the series, the student should have learned two types of vocabulary: 1. a *speaking* vocabulary (the most limited of the vocabularies), consisting of words used in conversation; 2. a *reading* vocabulary (the most extensive vocabulary), containing words that can be understood on sight, even though one may not be able to use them in speech or writing. *Let's Write* offers a third type of vocabulary: the *writing* vocabulary. This vocabulary is more extensive than that used in conversation. The present text reinforces oral and reading comprehension, while introducing the skill of writing.

- *Let's Write* trains students to write competently and independently, and furnishes models of various types of compositions, from simple one paragraph narratives to more complicated term papers.
- In order to facilitate this learning, we discuss and expand models and develop writing skills reflecting a student's background and personality.
- We correlate skills learned in the previous phases by offering an integrated body of knowledge, sequentially ordered to take up where the previous texts left off.
- We reinforce the students' writing skills. If the course is completed properly, it will provide the essential knowledge and skill requirements to successfully pass the TOEFL exam.
- We develop the students' gift for writing independent of their classmates and make it fun for everyone.
- Each composition is followed by a selection of some commonly misspelled words in order to emphasize the importance of correct spelling and to avoid allowing a habit of sloppiness to develop.

Related Words

Use the **related** words to re their meaning. Change the under sary.

Example: Paul **uses** a poor compromise.
Paul is **using** a

to communicate (v.)
communicating (n.)
communication (n.)
create (v.)

V. Idea Recognition

Copy from the MODEL C

A. how old the question about

B. what explains the expre

what the product

The Word 5

past	already	to
two	too	all together
all ready	quite	passed
altogether		

- All the words are collected on this page. The words are _____ on this page.
- We have learned many words previously. We know many words _____.
- This composition is completely ready. It is _____.
- He was there after midnight. It was _____ midnight.
- She successfully completed her course. She _____ the final exam.
- I've had more than enough to drink. I've drunk _____ much.
- My friend also has a headache. He feels sick _____.
- It was a very nice party. It was _____ a party.

F. Related Words

Use the **related** words to rewrite the following sentences without changing their meaning. Change the underlined word(s). Make further changes if necessary.

Example: Paul uses a poor compromise.
Paul is **using** a poor compromise.

to communicate (v.)	to learn (v.)	to wish (v.)
communicating (n.)	learning (n.)	a wish (n.)
communication (n.)	to expand (v.)	wishing (n.)
to create (v.)	expanding (n.)	to develop (v.)
creating (n.)	expansion (n.)	development (n.)
creation (n.)		[of] (n.)
intimate (adj.)		
intimately (adv.)		

- Communication is great fun.
- To develop good habits is important.
- It is one step beyond that of wishing to communicate.
- To create compositions is essential.
- Learning a language is not simple.
- The expansion of our vocabulary comes later.
- A writer must be intimately familiar with words.

The Compound Sentence 73

5. Punctuate the following passages. Use periods (.), question marks (?), exclamation marks (!), commas (,), semicolons (;) and hyphens (-) where they are necessary. The number on the right margin indicates how many corrections are needed.

What is thought What does it mean To be 2
productive individuals we must think Thinking in 2
one language but learning another makes it harder 2
to progress creatively When we study English we 2
must think in English 1
There were twenty - one children on the meadow, 2
One small boy was from Indiana The others were 1
Texans I wondered why the boy confided in 1
a stranger I was a stranger to him People are 2
lonely I thought They need someone yet they 3
seldom listen A person can think before he acts 2
That kind of thought is called "wisdom" 1

V. Idea Recognition

Copy from the MODEL COMPOSITION the sentences expressing:

- how old the question about thought is ...
- what explains the expression "food for thought" ...
- what the productive individual must do ...
- what we must do when we study English ...
- the way thoughts came to the narrator ...
- the way the narrator felt ...
- what the narrator called "buzzing" ...

- The imaginative model compositions not only prove to be food for thought, but also implicitly teach the rules of grammar and syntax in an entertaining and compelling manner. (F)
- Because the English vocabulary is significantly dependent on words derived from Latin and Greek, we have included a chapter which provides a list of such words. It explains the importance of word variations that result from joining stems with pre-, in-, and suffixes. (G)

Let's Continue

CHAPTER ONE: HOW ABOUT A GAME?

Introduction to Two-Word Verbs

CHAPTER TWO: AT THE DENTIST'S

Two-Word Verbs Continued

CHAPTER THREE: AT THE DRUGSTORE

Introduction to Compound Prepositions

CHAPTER FOUR: A FRIEND ARRIVES AT THE AIRPORT

Past Tenses of Irregular Verbs

CHAPTER FIVE: THE SPEEDING TICKET

Modal Auxiliaries

CHAPTER SIX: TELL IT TO THE JUDGE

Modal Auxiliaries, continued

CHAPTER SEVEN: IF YOU'RE SO SMART, WHY AREN'T YOU RICH? • Conditional Verb Forms

CHAPTER EIGHT: WOULD THAT I WERE • "If" Clauses • Past Perfect Tense • Using "If" in Conditional Statements

CHAPTER NINE: OUR DREAM HOUSE • Passive Voice

CHAPTER TEN: LET'S CONTINUE - THE GENIUS OF INVENTION • Direct Statement or Direct Quote • Reported Speech or Indirect Statement • Use of Quotation Marks (" ") and Colons (:) • "Wh" Questions = why, where, what, when, who, how



Phase Four: *Let's Continue*, is the final volume of the **English as a Second Language Series**. It is designed either for classroom use or for individual study. Assuming an existing knowledge of basic grammar and verb usage, this book is intended for students studying advanced levels of English.

Let's Continue provides insight into mainstream American life through modern, realistic vignettes that focus on scenes including practical and amusing experiences at airports, stores, the dentist's office, traffic court, and more. This real world approach to language encourages a flexible and more enjoyable use of English. (H)

- The primary objective of this text is to advance the student's comprehension and active expression in English, both spoken and written.
- The readings consist of stories, fairy tales, poems, news articles, songs (complete with sheet music), cartoons, and graphics.
- Furthermore, all readings are accompanied, wherever necessary, by comprehensive marginal annotations which alleviate trouble spots.
- *Annotations*, together with the *appendix* and a complete *active vocabulary* section, enable some students to use the book with little or no aid from an instructor. However, the book can just as easily be used in a classroom situation. (I)

Let's Continue helps students of English as a Second Language improve their ability to speak, read, write, and think in English. Every selection within the text, be it of a serious or humorous nature, encourages student comment and interpretation. The selections, therefore, are designed to appeal to student interests and serve as a meaningful addition to the learning process.

Let's Continue will help ESL students extend their skills of English to greater complexity and sophistication.

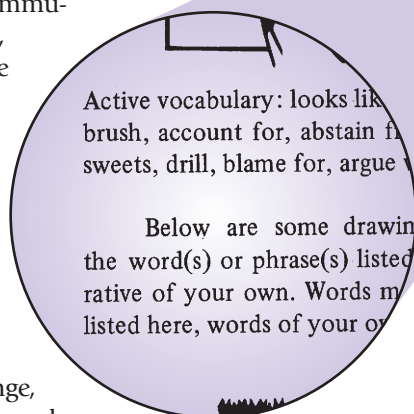
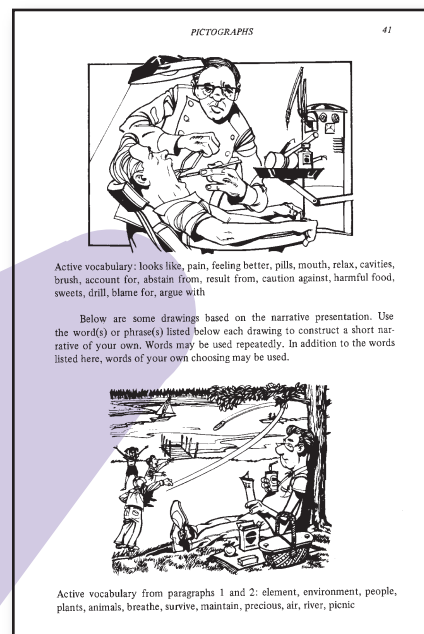
In addition, the new vocabulary learned in previous texts is harnessed. The use of grammar is only provided here as an aim to offer a wider knowledge of, and an increased competence in, the English language as a functional means of communication. (J) Grammar learned in the initial *four phases* is treated in new contexts, and more sophisticated, grammatical structures are introduced and expounded upon in depth. Writing exercises are both more numerous and more inclusive, while dialogues take on a more advanced level of comprehension. (K)

The ultimate aim is to expand communicative skills.

We have included important idioms and phrases that will enhance the students' skills and language comprehension. All levels of language, from formal diction to colloquialisms, are included to guide students' appreciation of appropriate phrases and terms.

- Dialogue formation, free writing, and independent study assignments, supported by vocabulary and grammar exercises, offer a solid foundation for communication skills. (L) Our model dialogues, narratives, and scenes from daily life give examples of a variety of communication styles and forms. (M)
- The sing-along songs bring an atmosphere of relaxing congeniality into the classroom, while the students learn new vocabulary and are, at the same time, exposed to American values, history, and tradition. (N)
- Crossword puzzles add a special challenge, fueling students' curiosity and desire to excel.
- Finally, our original compositions of prose, poetry, and dialogue cap the chapters and provide enriching samples from American culture and social history. (O)
- Colorful terms and phrases, intriguing idioms, and diverse opportunities for self-expression, all make this volume uniquely enjoyable and informative as a learning tool.

These are some of the many benefits to using *Let's Continue*. They lead the student to a level of sophistication that offers them the ability to communicate orally or in writing to satisfy their need in various endeavors.



Instructor's Handbook

One final element is needed to make a system of learning English as a second language truly effective. Teachers. Outstanding instructors, confident and knowledgeable, can mean all the difference in a student's success.

The ***Instructor's Handbook*** for the *ESL Let's Series* is the tool that will enable students to achieve their goals and provide teachers with a guide to ensure that their study is facilitated. It is practical, thorough, and easy to use.

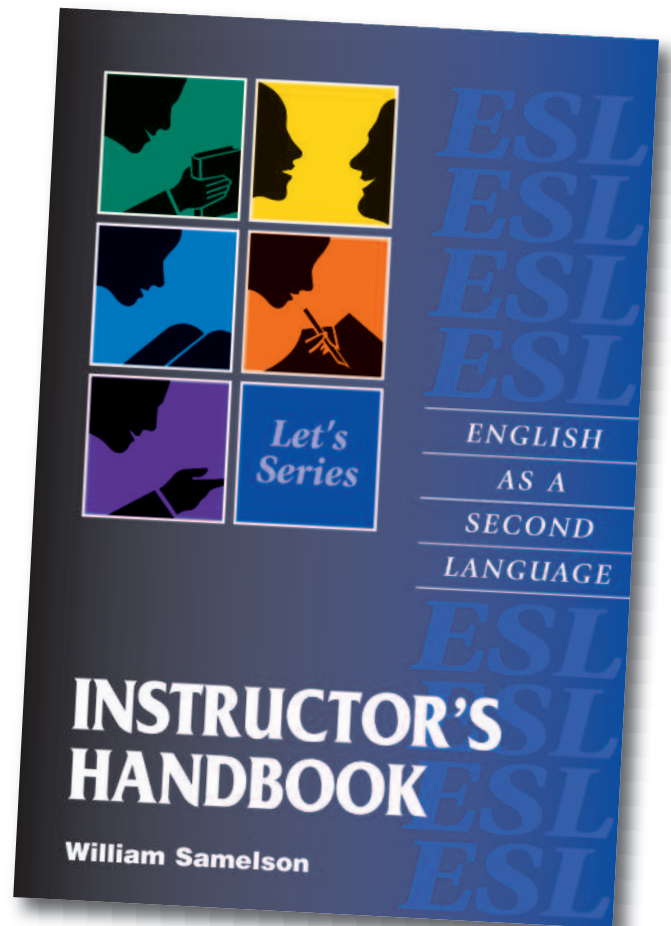
A series of sample syllabuses, student evaluations, and practical planning strategies empower the ESL teacher in every way possible. Although the *Handbook* supplies essentially everything an ESL teacher needs to teach a course, it also leaves ample room for the teacher's independence in thought and innovation. It both protects teacher and student creativity and enhances each individual's interdependence in the classroom.

PRACTICAL : The author of the **Series** created this *Handbook* to inspire self-confidence in *every* ESL teacher, whether one is at the beginning, in the middle of, or completing a career in ESL instruction. Regardless of your level of experience, the *Handbook* is an excellent resource for guiding and enhancing the ESL teacher's presentation. It includes insightful information and helpful tips on ESL education. It also addresses pertinent topics on redefining the ESL instructor's role in the classroom and how best to approach lesson plans in different settings. In addition, the *Handbook* shows the teacher how to use the **Series** most effectively to prepare students for English-speaking academic institutions, various professional situations, and everyday life in the U.S.

The book gives a firm introduction to the **Series**, the ESL objectives, and a unique approach to the world of ESL teaching. The preliminary chapters of the *Handbook* offer precise teaching suggestions and sample lesson plans, that unlike most ESL teaching aids, come with suggested timekeeping strategies. (P)

THOROUGH: Another part of the *Handbook* focuses on sample tests and evaluations to cover the spans of the course duration. First, the focus is on the placement of students in one of three categories: elementary, intermediate, or advanced learning. (Q) This is done through level-specific exercises that quickly identify each student's stage of ESL learning. Once the students are comfortable working progressively at a respective learning level, the next objective is to test their progress within that learning level. (R) Because the author designed each exercise specifically for students to have as much fun as possible while learning, you may find that most of your students excel with ease through the program exercises.

The *Handbook* also provides a final type of evaluation, that of achievement. As the students begin to advance in their language skills, frequently they are ready for an achievement test. (S) This type of test lets the teacher know not only the student's level of progress but also the student's level of effort and motivation in learning English as a second language. This is yet, another feature that ESL students and their teachers will rarely find in classrooms without this handbook.



EASY TO USE : Finally, the *Handbook* includes sample syllabuses for various course concentrations to help organize the material into a concise and well-thought out timeframe. Thus, the teacher can easily follow the outlines already provided for them and have the time to compliment the system with their own innovative ideas and creative projects. (T)

The **ESL Series** remains virtually incomplete without the solid reinforcement of this handbook. The *Handbook* is crucial to fully understanding and, in effect, fully practicing successful ESL teaching *and* learning. While serving both the teacher and the student, the *Handbook* not only represents the backbone for the **ESL Series**, but also has the authority and strength to stand on its own. This particular aspect accentuates the uniqueness of this *Instructor's Handbook*, as compared to so many others that do not allow for such flexibility.

It is for all these reasons and more that we, the creators of the series, feel confident every ESL teacher will find the **ESL Let's Series**, beginning with this *Handbook*, to be a remarkably efficient and effective language learning experience for both the student and the teacher.

ELEMENTARY PLACEMENT EVALUATION
(WRITING)

Select a, b, c, or d to complete sentence.

___ 1. That's ___ eraser.

a. a c. in
b. an d. on

___ 2. notebook/be/this/whose ___?

a. Is whose notebook this? c. Notebook whose is this?
b. Whose notebook is this? d. Whose notebook be this?

___ 3. There's the ___

a. red car c. car green
b. car red d. car small

___ 4. 1 student, 2 ___

a. studentes c. student
b. student d. studint

___ 5. 1 man, 2 ___

a. mans c. men
b. manes d. mean

___ 6. 1 housewife, 2 ___

a. housewives c. housewife
b. yousewifes d. housevive

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E D U C A T I O N A L

SAVAGE, MARYLAND