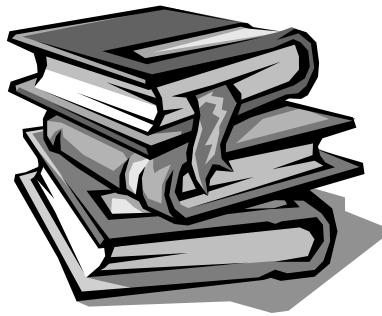


Recommended Adult ESL/CBET Core Textbook List



**Los Angeles Unified School District
Division of Adult and Career Education
ESL/CBET and Citizenship Programs
2002**

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Introduction

This ***Recommended Core Textbook List*** is designed to assist teachers and administrators in the Los Angeles Unified School District's Division of Adult and Career Education (DACE) as they select ESL textbooks for their ESL/CBET students. Texts selected comply with federal, state, and district educational standards. Being core textbooks, they teach all four language skills: listening, speaking, reading and writing. They are educationally sound and incorporate classroom methodologies and techniques that are appropriate for adult English language learners.

The process of compiling this list took place in two phases. In **Phase I**, all books submitted by publishers were reviewed by a committee of ESL/CBET instructors. This committee began its work in November of 2000. Members designed an evaluation form and established the criteria on which the book selection would be based. They reviewed all books submitted to them before the April 15, 2001 - selecting those books that were truly core textbooks and that met their standards. From the over 130 texts submitted, the committee recommended more than forty. Twenty-five new titles have been added that were not a part of the 1997 textbook list. Eighteen of the titles on the 1997 recommended list are not included in this new list.

Besides reviewing each book for its incorporation of SCANS skills, California Model Standards, DACE course outline language proficiencies, competencies and structures, the team members also used their own classroom experience and knowledge of student populations and needs to determine the acceptability of a particular title.

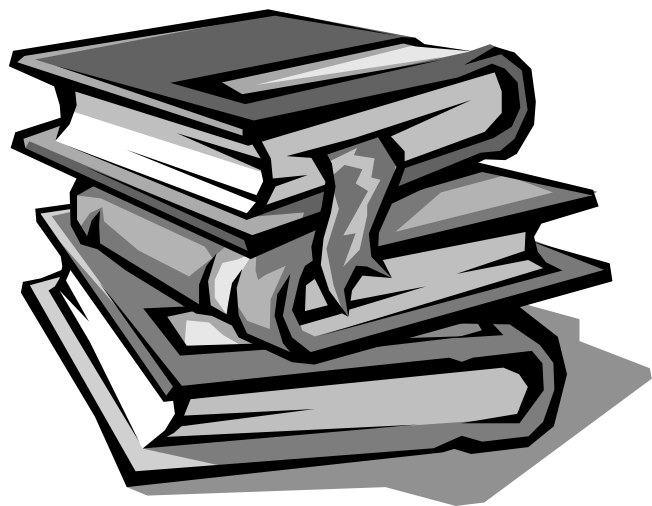
Once the initial selections were made and the evaluations completed, a smaller team of ESL/CBET teachers began **Phase II** of the review process. Using the evaluations created in Phase I, this team wrote and edited the final reviews.

All of the textbooks in this list are recommended. However, because students throughout the Division have varying needs, educational backgrounds, and interests; and teachers differ in their teaching styles, teachers should not depend solely on the word of the reviewers to make their textbook selections. Instead, it is recommended that teachers make their initial selection using this list as a guide and then review the actual books and supplementary materials themselves before making a final selection.

Note: Only one textbook was found to be appropriate by the committee for the Advanced Low Level. For this reason, teachers at this level may choose to select books that teach the specific areas of speaking, listening, reading, writing, and grammar.

ESL/CBET

Beginning Literacy



Access

<i>Authors: Steven J. Molinsky, Bill Bliss</i>		<i>Publisher: Longman ESL, 1990</i>	
		<i>Phone: (800) 922-0579</i>	
<i>Level: ESL/CBET Beginning Literacy</i>	<i>Units: 9</i>	<i>Pages: 119</i>	
<i>Support Materials: Teacher's guide, tape</i>			
<i>Highlights:</i>		❖ <i>Ample opportunities for practice of reading readiness skills</i>	
❖ <i>Slowly paced</i>		❖ <i>Appropriate for students who are literate in a non-Roman alphabet</i>	

Access: Fundamentals of Literacy and Communication begins with 32 workbook pages on tracing and copying shapes and letters. This material is followed by nine content chapters focusing on recognizing letters and vocabulary words for different topics such as names, numbers, money and signs. Listening, speaking, reading, and writing skills are incorporated in each chapter. The layout for each unit is clear, incorporating similar predictable tasks like labeling, circling and matching. Black and white drawings are interspersed throughout each chapter to aid comprehension. Chapters gradually incorporate basic speaking drills related to the topic. For example, in chapter 5 on Health, there is a model telephone conversation with the 911 operator.

Access is appropriate for students unfamiliar with reading or writing the Roman alphabet. It provides ample practice and its slow pace is unlikely to intimidate the very beginning student with no first language literacy skills. The four language skills, listening, speaking, reading and writing, are covered adequately, but most of the student tasks are not communicative, nor do they draw on students' personal experiences. About half of the topics in the Literacy course outline are covered, the other half would require the teacher to find supplementary materials.

The **teacher's guide** gives extensive step-by-step suggestions to walk the teacher through each drill or activity. The **teacher's guide** focuses on reading readiness and writing skills and also provides a variety of speaking practice lessons. The **guide** is useful, but often suggests that teachers "bring in visuals" to introduce key vocabulary. To use the text as directed in the guide, a teacher would need to obtain realia, visuals and manipulatives.

Collaborations Literacy

<i>Authors: Donna Moss, Cathy C. Shank, Lynda Terrill</i>		<i>Publisher: Heinle & Heinle Publishers, 1997</i>	
		<i>Phone: (800) 354-9706</i>	
<i>Level: ESL/CBET Beginning Literacy</i>	<i>Units: 6</i>	<i>Pages: 116</i>	
<i>Support Materials: Teacher's guide, tape, activity masters, transparencies, assessment package</i>			
Highlights:			
❖ <i>Authentic, relevant content</i>		❖ <i>Excellent integration of listening, speaking, reading, and writing</i>	
❖ <i>Extensive supplementary materials and reproducibles</i>			

Collaborations Literacy is the first text in a five-level series. The text’s communicative orientation elicits student experience within simple literacy tasks such as a recurring timeline in which students gradually build their own life story. Units cover life skills topics such as self, home and community. Units are designed around short narratives told by various newcomers, which set the context for the vocabulary. Each unit also has basic listening and reading comprehension tasks with picture dictionaries, photos and words. Students are constantly asked to use words they've learned by talking and writing about themselves individually or in pairs. Another highlight is a series of listening tasks in which students manipulate the letter, number, time, money and date flash cards which are provided at the back of each student text.

Collaborations Literacy is intended for literacy students who are already familiar with the Roman alphabet. The pacing may be a little too fast for completely non-literate students, but the attention to different learning styles may help more kinesthetic and oral learners. A teacher wishing to introduce grammatical structures more directly would need to use supplemental material. Also, using the **activity masters** in tandem with the text is essential to cover all the major competencies of the course outline.

The supplementary materials for **Collaborations Literacy** are one of the greatest strengths of the text. The **tape** has oral versions of all the narratives within the text, recorded in the voices of the newcomers. Their speech is slow and enunciated, yet authentic. It also contains excellent listening activities for using the various manipulatives and flashcards. The reproducible **activity masters** correlate to each unit and include word recognition and vocabulary flash cards, picture sequencing stories, and handouts for life skills reading and writing activities such as filling out forms, reading ads or addressing envelopes. There are **transparencies** with pictures to use to begin discussion or write language experience stories. The teacher's guide provides a wide variety of ideas on how to use the student text. The **assessment package** contains an initial and final literacy skills assessment as well as an oral interview test.

Longman ESL Literacy

<i>Authors: Yvonne Wong Nishio</i>		<i>Publisher: Longman ESL, 1998</i>	
		<i>Phone: (800) 922-0579</i>	
<i>Level: ESL/CBET Beginning Literacy</i>	<i>Units: 10</i>	<i>Pages: 183</i>	
<i>Support Materials: Teacher's guide</i>			
Highlights:		❖ <i>Appropriately paced for Literacy students</i>	
❖ <i>Ample and varied activities</i>		❖ <i>Text in workbook format</i>	
❖ <i>Stresses fundamental reading and writing skills</i>			

Longman ESL Literacy introduces students with little or no prior school experience to the fundamentals of English. Beginning with the alphabet, numbers and money, the ten chapters expand outwards to encompass school, family, food, health and work. Ample practice activities are appropriately paced for Literacy students. The text integrates and sequences listening, speaking, reading, and writing with stress on oral and natural communication. Instruction goes from listening to and copying of alphabet letters to recognition and writing of simple words, phrases and conversations. Low stress exercises include dialog and substitution drills, fill ins, information gaps and class surveys. There are ample opportunities for literacy level writing in the context of thematic units. As the text progresses, print size decreases and activities become more challenging. Units end with a review, and material is recycled throughout the book.

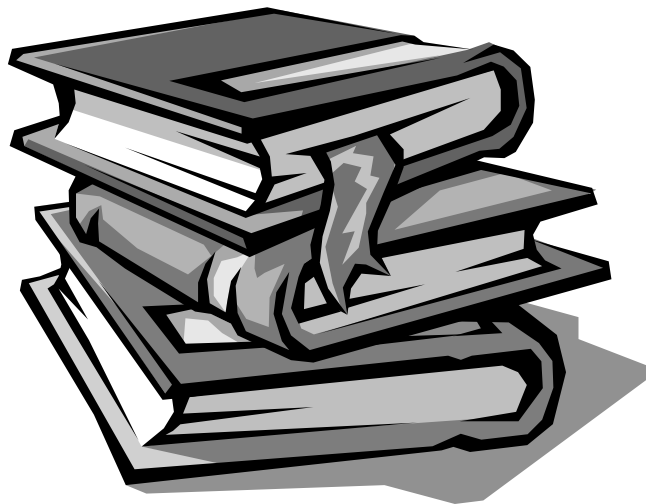
Longman ESL Literacy is excellent for students with limited educational backgrounds. The text offers a variety of activities with generous practice opportunities. Exercises range from matching and information gaps to class surveys. Lessons progress methodically from listening comprehension to speaking, reading, and writing. Although the visuals are black and white, the drawings are clear and the layout is pleasing. Most topics and skills in the ESL Beginning Literacy course outline are covered, with the exception of colors, clothing, housing, and furniture. SCANS skills such as working as a team, sociability and teaching others are incorporated into the text through the cooperative activities. Authentic forms in the book provide relevant life skills reading. No tapes accompany the text, so students depend on correct teacher pronunciation and are not confused by a variety of taped voices. Students completing this text will be well prepared for a Beginning Low class.

The **teacher's guide** for **Longman ESL Literacy** is well organized, with the competency objectives and vocabulary for each chapter highlighted. The **teacher's guide** contains reproducible supplemental activity pages for reading and writing, tests to accompany each unit, and flash card visuals keyed to the text. The tests and flash cards are particularly useful, and instructions are provided for when and how to use the flash cards. The teacher's notes give step-by-step instructions for preparation and presentation of lessons and are correlated to each page of the text.

ESL/CBET

Beginning Low/a

These textbooks can be used at school sites where Beginning Low is divided into two classes, Beginning Low/a and Beginning Low/b.



Apple Pie 1A

<i>Authors: Sadae Iwataki, Editor</i>		<i>Publisher: Delta Systems Company, 1995</i>	
		<i>Phone: (800) 323-8270</i>	
<i>Level: ESL/CBET Beginning Low/a</i>	<i>Units: 8</i>	<i>Pages: 220</i>	
<i>Support Materials: Teacher's guide, tape, visuals</i>			
<i>Highlights:</i>		❖ <i>Incorporates a range of techniques</i>	
❖ <i>Highly structured format</i>		❖ <i>Appropriate for students with limited educational backgrounds</i>	
❖ <i>Slowly paced</i>			

Apple Pie 1A is the first book in a two-level series. The book is slowly paced and especially appropriate for students with limited educational backgrounds. **Apple Pie 1A** follows a highly structured format. Each unit contains three lessons that center around life skills topics such as telling time, using money, or identifying family relationships. To reinforce learning, units begin with a review of previously taught material. Lessons introduce new vocabulary and grammar through the use of visuals. Short conversational dialogs, which are introduced by using the visuals, incorporate new language in meaningful contexts. The book sequences listening, speaking, reading and writing. Writing exercises relate to the reading passage and move from simple fill-in-the-blank exercises to more complex writing of complete sentences. A variety of practice activities includes information gaps, focused listening, mixers, drawing exercises and games. Every unit concludes with an evaluation that includes a listening comprehension check, a reading and writing section, and a page for students to make notes.

The strength of **Apple Pie 1A** is its highly structured format and its range of techniques. The book's intended audience is students with limited educational backgrounds. Its slow pace and many practice activities are especially suitable for beginners. The range of techniques employed address a variety of learning styles. The text includes a number of the minimal competencies specified in the Beginning Low course outline. Important life skills such as filling out a registration form and addressing an envelope are incorporated into lessons. SCANS skills such as working as a member of a team are included in the activities. One major criticism of the book is the dull black and white format with uninteresting drawings and the sparseness of the pages. The slow pace of the book may make it plodding for students with a higher level of education. Grammar is completely embedded in the text and not clearly defined. The teacher would need to provide additional grammar practice. Cursive writing is introduced in the first chapter and may not be appropriate for literacy students.

The **teacher's guide** gives clear teaching directions for each step of the lesson. It does not provide extra activities. The packet of **visuals** depicting enlarged illustrations from the text is necessary so that teachers can introduce the material in the method intended by the authors. The accompanying **tape** provides a nice variety of voices.

Foundations

<i>Authors: Steven J. Molinsky, Bill Bliss</i>		<i>Publisher: Longman ESL, 1996</i>	
		<i>Phone: (800) 922-0579</i>	
<i>Level: ESL/CBET Beginning Low/a</i>		<i>Units: 15</i>	<i>Pages: 202</i>
<i>Support Materials: Teacher's guide, workbook, text and workbook tapes, test package, wall charts, vocabulary cards, transparencies</i>			
<i>Highlights:</i>		❖ <i>Lifeskills based</i>	
❖ <i>Guided conversations</i>		❖ <i>Slow paced</i>	

Foundations offers low beginning students the basic vocabulary and language functions needed to function in essential life skills situations. Emphasis is on listening and speaking through repetition and substitution dialogs. Units are based on topics such as health and shopping. Each opens with an illustration page with discussion questions highlighting vocabulary and language functions. Students predict what the people in the picture are saying. Next, a series of short dialogs related to the theme are introduced and practiced. Focused listening activities, grammar exercises, class surveys, memory games, TPR, and information gap activities are interspersed in the text. Students share information from their own lives in the “community connections” and the “different cultures, different ways” sections. Grammar is embedded, but grammar points are highlighted in boxes. Grammar is simplified into small segments, so students gain mastery of the material before new structures are introduced. For example, students practice community locations using *next to*, *across from*, and *between* in three short dialogs before they’re combined.

Foundations covers almost all the topics and competencies of the Beginning Low course outline, from the alphabet through everyday activities, recreation and leisure. Grammatical structures in the course outline are well covered and recycled throughout. Activities address a variety of learning styles. However, there are several problems with the book. Its focus is mainly on speaking. Listening, speaking, reading and writing are not sequenced. There is virtually no reading. The teacher would need to provide supplemental reading material. Writing exercises are presented as journal writing, which does not seem appropriate for the beginning level. Prompts for the journal writing are meaningful, but need to be modeled very well or written from student dictation (suggested as an alternative method). The layout of the book is cluttered and confusing. The opening illustrations are very busy.

The **workbook** offers students supplemental practice in grammar. Activities include listening, matching, cloze exercises, word search, question and answers, and crosswords. The **teacher’s guide** provides detailed instructions for each page of the text as well as expansion activities and answer keys. Units in **Foundations** are correlated to the **Word by Word** picture dictionary for further vocabulary expansion. **Tapes** are available for both the text and **workbook**. Listening information is only given once and may need to be replayed for Beginning Low students.

New Vistas – Getting Started

<i>Authors: H. Douglas Brown, Anne Albarelli-Siegfried, Federico Salas, Alice Savage, Masou Shafiei</i>		<i>Publisher: Longman ESL, 1998</i>	
		<i>Phone: (800) 922-0579</i>	
<i>Level: ESL/CBET Beginning Low/a</i>	<i>Units: 12</i>	<i>Pages: 96</i>	
<i>Support Materials: Teacher's guide, tapes</i>			
<i>Highlights:</i>		❖ <i>Emphasizes early language production</i>	
❖ <i>Student-centered approach</i>		❖ <i>Wide variety of communicative activities</i>	

New Vistas – Getting Started is the introductory text in a five-level series. The book emphasizes conversation using a student-centered approach. The text's effectiveness is highly dependent on the use of listening tapes. The book motivates students to become active learners by providing practical, real-life language that students can apply to their lives outside the classroom. A variety of interactive communicative activities are featured. Grammar structures and functions are integrated into the lessons rather than practiced by rote. Model dialogs are not memorized, but used for adaptation to pair and group work with the teacher serving as a facilitator. The ten units are organized by theme (family, money, shopping, etc.) or language function (expressing ability, etc.). In addition, two review units recycle grammar and vocabulary. The four language skills are integrated within each unit and are sequenced in appropriate order. Reading and writing exercises utilize authentic materials such as forms, schedules, and calendars. Pronunciation sections provide practice with consonant and vowel sounds. Reproducible black line masters featured at the back of the text provide information gap activities and group games.

New Vistas – Getting Started provides authentic situations for beginning students. It offers a variety of activities, including pair conversations, class surveys, games, drawing exercises, and cloze exercises. Most Beginning Low/a course outline topics and competencies (time, weather, health, directions, classroom) are covered in the text. The grammatical structures, while embedded in the text, are well covered. The visual layout of the text is pleasing. One big advantage of this book is that it is self-contained and does not have a workbook. The text's emphasis at this level is on speaking. Reading and writing activities are not extensive, but do feature materials relevant to real-life situations.

Support materials for this text include **tapes** and the **teacher's guide**. The **tapes** are a vital supplement to the text. No tapescripts are provided in the student text, but they're contained in the teacher's guide. The **teacher's guide** gives step-by-step instructions for modeling the communicative activities. Expansion activities are also included. Reproducible activity masters at back of the **teacher's guide** focus on grammar points introduced in each chapter. They explain the grammar rules and provide ideas for supplemental structure practice for students. The **teacher's guide** correlates the CASAS and SCANS competencies for each chapter of the text.

Short Cuts 1

<i>Authors: James Mentel</i>		<i>Publisher: McGraw-Hill/Contemporary, 1996</i>	
		<i>Phone: (800) 624-7294</i>	
<i>Level: ESL/CBET Beginning Low/a</i>	<i>Units: 10</i>	<i>Pages: 120</i>	
<i>Support Materials: Teacher's guide, student tape, teacher's tape, teacher's manipulative kit</i>			
<i>Highlights:</i>		❖ <i>Manipulatives and worksheets at the back of the text</i>	
❖ <i>Student centered approach</i>		❖ <i>Addresses a variety of learning styles</i>	

Short Cuts 1 is organized around specific life skills, such as ordering food in a restaurant and making a daily schedule. Manipulatives and worksheets contained at the back of the text correspond with each chapter. For example, the worksheet for Chapter 7, “The Supermarket,” has a picture of several supermarket aisles and separate pictures of customers and food items. Students cut or tear the worksheet and pictures from the text and use them to complete exercises. Listening, speaking, reading, and writing are incorporated, along with grammar appropriate for this level. Chapters contain short dialogs related to the theme, followed by a listening task in which students manipulate their pictures on the worksheet. Students are involved as active learners. Subsequent cooperative group tasks based on the manipulatives require language production, allowing students to negotiate meaning and practice real communication. Short readings are interesting, with writing activities coordinated to the readings. Each chapter contains a grammar check and a self-review check.

Short Cuts 1's worksheets and manipulatives focus student attention and students are actively involved in specific tasks. **Short Cuts 1** addresses a variety of learning styles: visual, aural, and kinesthetic. Reading passages, while simple, have authenticity. Writing tasks are meaningful. The text's pages are pleasing and uncluttered. Most competency areas in the Beginning Low course outline are covered, although a few would need to be supplemented. Grammar structures are appropriate and are presented in a diagram format. SCANS skills are incorporated through the cooperative activities. Lifeskills reading skills are addressed by utilizing maps, ads, graphs, and reading passages in the book. While the activities provide immediate feedback for both teacher and student, the book lacks any formal testing program. Keeping the manipulatives and the worksheets together once they've been cut from the text is a concern. The author suggests providing students with paper clips. The self review page at the end of each chapter consists of a vocabulary check, a listening exercise, and a “how to” cartoon that reviews language functions.

The **teacher's guide** includes an overview of how to use the manipulatives as well as detailed lesson plans. Ideas for authentic materials for the teacher to bring to class (including print, movies, and music) are proposed. The **teacher's tape** is clear with a variety of voices. The optional **student tape** only coordinates with the self-review.

Take Charge 1

<i>Authors: Edna T. Diolata</i>		<i>Publisher: McGraw-Hill/Contemporary, 1997</i>	
		<i>Phone: (800) 624-7294</i>	
<i>Level: ESL/CBET Beginning Low/a</i>	<i>Units: 10</i>	<i>Pages: 132</i>	
<i>Support Materials: Teacher's guide, workbook, tapes</i>			
<i>Highlights:</i>		❖ <i>Communicative, student-centered approach</i>	
❖ <i>Opportunities for authentic language practice</i>		❖ <i>Variety of activities</i>	

Take Charge Book 1 uses a communicative, student centered approach to English. Its goals are to give students confidence in their ability to acquire language and to actively involve students in the learning process. Units are based on different topics, beginning with the alphabet and numbers. Units expand outwards to include family, home, health, neighborhood and work with a focus on useful language. Each unit is introduced with an illustration of the theme accompanied by a vocabulary list. “Start Talking” gets students to survey their classmates and express opinions (e.g., “What’s your favorite fruit?”). The book is well paced for beginning students with an emphasis on listening and speaking. Simple reading and writing exercises are sequenced appropriately. Different learning styles are addressed through a variety of activities that include pair and group work, TPR, minimal pair pronunciation, and focused listening. Each chapter ends with a review of the material covered in the lesson.

The strength of **Take Charge Book 1** is that it contains many opportunities for students to speak English in authentic communication. Basic communication and student involvement are stressed through the class surveys, information gaps and TPR “Do the Action” sections. The situations in the book are ones that students can identify with such as working, single mothers or immigrants’ experience in looking for jobs. The book has a consistent layout with clear black and white illustrations. Grammar is embedded in the text and related to the topics. In several instances, the grammar goes beyond the Beginning Low course outline; for example, a few irregular past verbs are introduced in the last chapter, and in Unit 3 both the simple present and present continuous are introduced, which may confuse beginning level students.

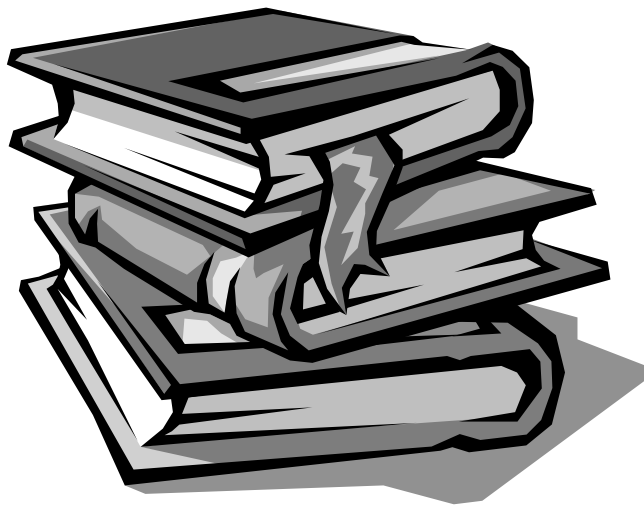
Supplemental materials for **Take Charge 1** include a **workbook** that is an extremely valuable addition to the text, because it coordinates with the grammatical structures for each unit. Simple grammar explanations are presented in boxes and several practice activities accompany each grammar point. Answer keys are at the end of each unit, so students can self correct their work. The **teacher’s guide** gives step-by-step directions for each page and activity in the text, as well as a general overview of the material covered in each lesson. **Tapes** are available for the listening exercises and the tape scripts are printed in the back of the student text.

ESL/CBET

Beginning

Low/b

These textbooks can be used at school sites where Beginning Low is divided into two classes, Beginning Low/a and Beginning Low/b.



Apple Pie 1B

<i>Authors: Sadae Iwataki, Editor</i>		<i>Publisher: Delta Systems Company, 1995</i>	
		<i>Phone: (800) 323-8270</i>	
<i>Level: ESL/CBET Beginning Low/b</i>	<i>Units: 8</i>	<i>Pages: 238 Pages</i>	
<i>Support Materials: Teacher's guide, tape, visuals</i>			
<i>Highlights:</i>		❖ <i>Incorporates a range of techniques</i>	
❖ <i>Highly structured format</i>		❖ <i>Appropriate for students with limited educational backgrounds</i>	
❖ <i>Slowly paced</i>			

Apple Pie 1B is a continuation of Apple Pie 1A. The book is slowly paced and appropriate for students with limited educational backgrounds. **Apple Pie 1B** follows a highly structured format. Each unit is centered around life skills topics such as using the bus, renting an apartment, or studying for the driving test. Units begin with a review. Lessons introduce vocabulary and grammar structures through visuals. Short conversational dialogs, which are introduced by using the visuals, incorporate new language in a meaningful context. Students practice dialogs with the teacher and partners. Reading passages which follow the listening and speaking sections use similar structures and vocabulary. Discussion questions reference students' life experiences. Writing exercises relate to the reading passages, moving from simple fill-ins to writing of complete sentences. A variety of practice activities is provided. Techniques incorporated include information gaps, focused listening, mixers, drawing exercises and games. Every unit concludes with an evaluation including listening comprehension, reading, and writing.

The strength of **Apple Pie 1B** is its highly structured format and its range of techniques. Listening, speaking, reading and writing are well sequenced, and exercises address a variety of learning styles. Included are most of the minimal competencies specified in the Beginning Low course outline; only a few need to be supplemented. Important life skills such as filling out a time card or interpreting a thermometer are incorporated. SCANS skills such as working as a member of a team are included. The book has a dull black and white format, uninteresting drawings, and a sparseness of text. The slow pace may make it plodding for students with a higher level of education. Grammar is completely embedded in the text, not clearly defined. The teacher would need to explain grammar and provide additional practice. Reading passages are short and lack humor, although some discussion questions focus on students' personal opinions and experiences.

The **teacher's guide** provides step by step instructions for presenting the materials, but does not provide extra activities. The packet of **visuals** depicting enlarged illustrations from the text is necessary so that teachers can introduce the material in the method intended by the authors. The accompanying **tape** provides a variety of voices. A printed version is in the **teacher's guide**.

Contemporary English Book 1

<i>Authors: Ardith L. Simons, Kathleen S. Weddel</i>		<i>Publisher: McGraw-Hill/ Contemporary, 1999</i>	
		<i>Phone: (800) 624-7294</i>	
<i>Level: ESL/CBET Beginning Low/b</i>	<i>Units: 10</i>	<i>Pages: 100</i>	
<i>Support Materials: Teacher's guide, workbook, tapes</i>			
<i>Highlights:</i>		❖ <i>Develops critical thinking skills</i>	
❖ <i>Theme based</i>		❖ <i>Interesting, adult ESL content</i>	

Contemporary English Book 1 is part of a five-book series. Units are theme based and deal with engaging, interesting issues, such as how to ask for a raise, find child care, get information about teenage drug use, and use of phone cards. Comic strip scenes introduce conversations that target the content and language structures. A main grammar focus is linked to the topic of the unit. Language structures are explained with visuals or diagrams and are placed where they are needed rather than in a fixed place in every chapter. Listening, speaking, reading, and writing are sequenced appropriately. “Your Turn” and “In Your Experience” provide communicative practice of the grammar and vocabulary. “Reading for Real” utilizes schedules and short magazine style articles. Students are taught to interpret charts and graphs related to the topic and develop critical thinking skills by discussing contrasting opinions about contemporary topics such as completing high school, attitudes toward family, etc. “Wrap Up” and “Think about Learning” provide self-assessment checks at the end of each unit.

Contemporary English Book 1 deals with the topics in depth. Topics are thought provoking and sometimes humorously presented (eating junk food, looking for a motel in a snowstorm during a family vacation). Vocabulary prompts facilitate student success in listening, speaking and reading. SCANS skills such as allocating time and resources are addressed. This is not a true beginners’ book. The text assumes literacy skills and some familiarity with English. Grammatical structures for Beginning Low/b are well covered and recycled throughout the text. However, this book does not address all the competency areas of the Beginning Low course outline. It covers social language, personal information, weather, employment, food, directions, recreation and leisure. It is missing about half the topics, including clothing, telephone, home and furniture, shopping and health. Therefore, the book is only suitable for Beginning Low/b. The book focuses on listening skills, and the tapes are essential. Listening scripts are not printed in the book. Speaking prompts are not self-evident from the text and require use of the directions in the **teacher’s guide**.

The **workbook** reinforces the grammatical structures with additional exercises. Voices on the **tapes** are clear and appropriately paced. The **teacher’s guide** is essential to successful use of the text. It contains step-by-step directions on using each page of the book, the listening scripts, and answer keys to text and workbook exercises. Progress Checks A and B, to be used as tests at the end of each unit, are included in the **guide**. Reproducible masters for interviews, information gaps, and other activities are available.

New Vistas 1

<i>Authors: H. Douglas Brown, Anne Albarelli-Siegfried, Federico Salas, Alice Savage, Masou Shafiei</i>		<i>Publisher: Longman ESL, 1999</i>	
		<i>Phone: (800) 922-0579</i>	
<i>Level: ESL/CBET Beginning Low/b</i>	<i>Units: 10</i>	<i>Pages: 120</i>	
<i>Support Materials: Teacher's guide, workbook, tapes</i>			
Highlights:		❖ <i>Geared for students with a high educational background</i>	
❖ <i>Fast paced</i>		❖ <i>Interactive student-centered approach</i>	
❖ <i>Wide variety of communicative exercises</i>			

New Vistas 1 is a fast-paced text. The book's effectiveness is highly dependent on the use of listening tapes. Each unit is centered around a theme such as home and neighborhood or daily routines. The book focuses on communicative skills both within and outside the classroom, incorporating a wide variety of techniques such as model conversations, interviews, group activities, information gap, problem solving, focused listening, pronunciation exercises, and classroom surveys. Grammatical structures are presented in conversation and through functional language practice. Chapters end with a checklist of English skills, vocabulary list, and a grammar and function summary. The four language skills, listening, speaking, reading and writing, are integrated and sequenced within each chapter. Reading passages are both narrative and life skills oriented. Writing exercises, which follow class surveys or interviews, incorporate paragraph writing. Reproducible black line masters, included at the back of the book, provide information gap activities, group games, and other student activities. For students with Internet access, the online activities will assist with individual progress.

The strength of **New Vistas 1** is its variety of activities, which address different learning styles. Most Beginning Low competencies are well covered. A few of the grammatical structures included are Beginning High material (adverbs of manner, *too* and *either*). The visual layout of the text is pleasing. Reproducible black line masters at the back of the text provide additional language practice. The book is aimed at an international audience with at least six years of formal education. Student knowledge of the world is presumed by the authors; for example, a crossword puzzle exercise assumes students know where Naples and Beijing are located. Reading passages and conversations are fairly long for the Beginning Low level. There is also a "strategies for success" section that is too sophisticated and wordy to be useful for Beginning Low students.

Support materials for **New Vistas 1** include **tapes** and a **teacher's guide**. The **tapes** are vital to the text. Step-by-step instructions for presentation are placed next to each page of the text in the **teacher's guide**. The **teacher's guide** correlates the CASAS and SCANS competencies for each chapter of the text. A test section at the end of the **teacher's guide** contains a placement test for the series and a midterm and final examination for **New Vistas 1**.

Short Cuts 2

<i>Authors: James Mentel</i>		<i>Publisher: McGraw-Hill/Contemporary, 1997</i>	
		<i>Phone: (800) 624-7294</i>	
<i>Level: ESL/CBET Beginning Low/b</i>	<i>Units: 10</i>	<i>Pages: 120</i>	
<i>Support Materials: Teacher's guide, student tape and teacher's tape, manipulative kit</i>			
<i>Highlights:</i>		❖ <i>Manipulatives and worksheets at back of text</i>	
❖ <i>Student-centered approach</i>		❖ <i>Addresses a variety of learning styles</i>	

Short Cuts 2 is organized around specific life skill areas such as shopping for electronics, discussing weekend plans, or giving directions. This series features manipulatives and worksheets at the back of the text which correspond with each chapter. For example, the worksheet for Chapter 7 (Clothing) has a picture of a man and a woman in a department store and pictures of clothing items. Students cut or tear the worksheet and pictures from the text and use them to complete the exercises and activities in the chapter. Listening, speaking, reading, and writing are incorporated along with level-appropriate grammar. Each chapter contains situational dialogs related to the theme followed by a listening task in which students manipulate their pictures on the worksheet. Subsequent cooperative group tasks based on the manipulatives allow students to negotiate meaning and practice real communication. The reading passages are short and interesting, and the accompanying writing activities are coordinated with the readings. Each chapter contains a grammar check that uses simple diagrams and a self-review test.

Short Cuts 2 involves students as active learners. The worksheets and manipulatives focus attention and students are actively involved in specific tasks. The text addresses a variety of learning styles: visual, aural, and kinesthetic. Reading passages, while simple, have authenticity. Writing tasks are meaningful. The book's layout, color and illustrations are pleasing to the eye and uncluttered. Most competency areas and grammatical structures in the Beginning High course outline are covered, although a few life skills topics need to be supplemented. Reading skills are addressed by utilizing maps, ads, graphs, and passages. While using the **manipulatives** provides immediate feedback for both teacher and student, the book lacks any formal testing program. Keeping the **manipulatives** and the worksheets together once they've been cut from the text is a problem. The author suggests providing students with paper clips to avoid this problem. The self-review page at the end of each chapter seems somewhat sparse and repetitive.

The **teacher's guide** includes an overview of how to use the materials as well as detailed lesson plans with suggested expansion activities. Ideas for authentic materials to bring to class (including print, movies, and music) are proposed. The teacher's **tape** is clear and uses a variety of voices. An optional student **tape** only coordinates with the self review at the end of the unit and is not really necessary.

Take Charge 2

<i>Authors: Edna T. Diolata</i>		<i>Publisher: McGraw-Hill/Contemporary, 1997</i>	
		<i>Phone: (800) 624-7294</i>	
<i>Level: ESL/CBET Beginning Low/b</i>	<i>Units: 10</i>	<i>Pages: 120</i>	
<i>Support Materials: Teacher's guide, workbook, tapes</i>			
<i>Highlights:</i>		❖ <i>Communicative, student-centered approach</i>	
❖ <i>Opportunities for authentic language practice</i>		❖ <i>Variety of activities</i>	

Take Charge 2 uses a communicative, student centered approach to English. The goal of the text is to give students confidence in their ability to acquire language and to actively involve them in the learning process. **Take Charge 2** presumes that students have completed **Take Charge 1** and have acquired some familiarity with the basics of the alphabet, numbers, calendar, time and body parts. Units are based on different topics, beginning with personal information. Units expand outwards to include family, home, health, neighborhood and work with a focus on useful language. They follow a consistent, predictable format, introduced with an illustration of the theme and a vocabulary list. Different learning styles are addressed through a variety of activities, which include pair and group work, TPR, role play and focused listening. The “Solving Problems” sections build critical thinking skills. Listening, speaking, reading and writing are appropriately sequenced. Units end with pair activities for review.

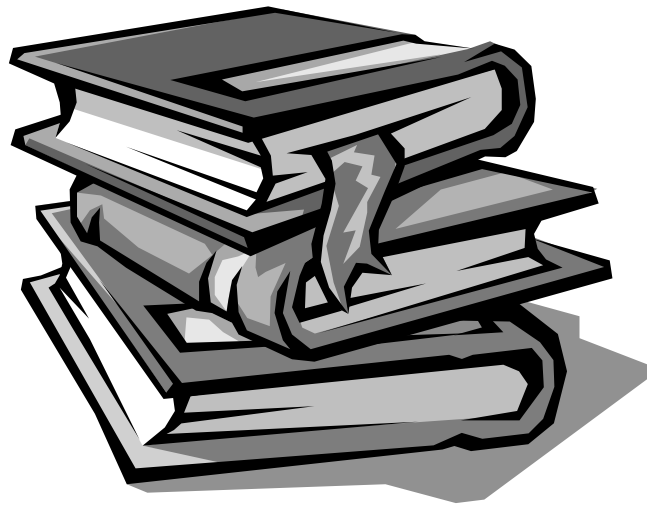
Take Charge 2 contains many opportunities for students to speak English using authentic communication. Student involvement is stressed. Situations are ones that students can identify with such as being homesick or disliking an angry boss. Readings address contemporary issues such as HIV, the food pyramid and stress. The book has a consistent layout with clear black-and-white illustrations. Grammar is embedded in the text and related to the topic. While most grammar is appropriate to the level, some grammar is inappropriate for Beginning Low. For example, exercises on the present perfect tense and comparatives/superlatives appear in the workbook. The cumulative writing exercise at the end of each unit would need to be carefully modeled by the teacher to be a successful activity with beginning students.

Supplemental materials for **Take Charge 2** include a **workbook**, an essential addition to the text, in which simple grammar explanations are presented in boxes with several accompanying practice activities. Some grammar and writing exercises in the **workbook** may be too difficult for Beginning Low students. Answer keys are at the end of each chapter, so students can self correct their work. The **teacher's guide** gives step- by-step directions for each page and activity in the text as well as a general overview of the material covered in each lesson. **Tapes** are available, and the tape scripts for the listening exercises are printed in the back of the student text.

ESL/CBET

Beginning Low

These textbooks can be used either in schools where classes are divided in two parts, Beginning Low/a and Beginning Low/b, or where Beginning Low is taught as one class.



Crossroads I

<i>Authors: Irene Frankel, Cliff Meyers</i>		<i>Publisher: Oxford University Press, 1991</i>	
		<i>Phone: (800) 451-7556</i>	
<i>Level: ESL /CBET Beginning Low</i>	<i>Units: 8</i>	<i>Pages: 123</i>	
<i>Support Materials: Teacher's guide, workbook, tapes, activity resource package</i>			
<i>Highlights:</i>		❖ <i>Grammar and functions well integrated</i>	
❖ <i>True ESL beginners' text</i>		❖ <i>Multilevel workbook</i>	

Crossroads I is organized by life skills topics with grammar, functions and vocabulary integrated into each unit. Units begin with an opener featuring people talking in settings such as a school or doctor's office. Dialog practice, focused listening, reading and writing follow. Dialogs use appropriate language for beginning learners. The life skills topics presented move from making introductions through employment. Students practice a number of language proficiencies such as inquiring about the price of an item, responding to warnings and reporting an emergency. Authentic forms are ones beginning learners are likely to encounter in real life situations, such as order forms and time cards. SCANS skills and competencies are developed through information gap activities, interviews, and other cooperative learning strategies. Activities address a variety of learning styles. Units end with progress checks measuring student comprehension and mastery of material.

Crossroads I is a true beginners' text for students who have very limited ability in English and for those whose native language uses a different alphabet. Its themes are relevant for beginning learners and correspond with the skills outlined in Equipped for the Future. Grammatical structures coordinate with the Beginning Low course outline. While there is little grammar explanation in the text, the **workbook** provides practice grammar exercises. Focused listening exercises on the **tapes** require students to be active learners. Although a large percentage of competencies in the Beginning Low course outline are presented, a few topic areas are missing. Reading passages are short, but appropriate to the level. The text is black and white, which isn't visually very exciting.

The **teacher's guide** is well organized, providing useful instructions on how to present each part of the lesson, including competencies and grammatical structures. Games, mixers and cooperative activities are suggested to accompany each chapter. The **tapes** are paced appropriately for beginning learners, use authentic language, and require students to focus on specific information. The **workbook** is designed to be used in a multilevel class with exercises for two levels, A and B, and also contains exercises on capitalization and punctuation **Workbook** activities for both levels include crossword puzzles, word searches, sequencing activities and picture difference activities. The **multilevel resource package** contains enlargements of text and workbook pages suitable for making transparencies or handouts and some expansion activity masters.

English Extra

<i>Authors: Grace Tanaka, Kay Ferrell</i>		<i>Publisher: Longman ESL, 1998</i>	
		<i>Phone: (800) 922-0579</i>	
<i>Level: ESL/CBET Beginning Low</i>	<i>Units: 15</i>	<i>Pages: 180</i>	
<i>Support Materials: Teacher's guide, workbook, tapes</i>			
<i>Highlights:</i>		❖ <i>Recycles grammar and vocabulary</i>	
❖ <i>Organized around real-life situations</i>			
❖ <i>Fast paced</i>			

English Extra follows a group of fictional ESL students, their families and their teacher through a series of real-life situations such as planning a potluck or buying items at a yard sale. Illustrations at the beginning of each unit introduce the theme. Listening, speaking, reading and writing are sequenced with an emphasis on aural/oral skills appropriate for this level. Conversational pair practice and information gap activities are included in each unit. Reading and writing exercises reinforce the language already practiced in listening and speaking. Grammar is embedded in the text. Later units recycle and review grammatical structures previously introduced. This technique accommodates continuous enrollment, as new students have an opportunity to be exposed to grammar and vocabulary from earlier chapters. Units end with an “*I can do this!*” summary through which students can monitor their own progress. Competencies listed at the end of each unit correspond well to the Beginning Low course outline.

English Extra is a fast-paced text which incorporates a lot of vocabulary. It contains situations relevant to the lives of our student population. Multicultural characters of all ages present events students can relate to their own lives, such as a conflict between a mother and teenage children over clothing and makeup. In a nice touch, young Latino men share a small apartment and want to bring their families to this country. The book is full of lively, colorful pictures. Conversational pair practice is well presented. There is good practice of math skills. (Students are given \$100 to make a shopping list of clothes.) Authentic forms for writing such as bus schedules and money orders are included. Except for class surveys, there are few group activities. (The **teacher's guide** does provide strategies for changing pair activities to group activities, but these are not apparent in the text.) For teachers used to drilling grammar points, this text would need to be supplemented. Other than the “*I can do this!*” checklists, there is no testing program.

The **workbook** for **English Extra** provides additional reading and writing practice, and includes jazz chants, puzzles and drawing exercises as well. **Tapes** accompany the text. Tapescripts are printed in the student book. The **teacher's guide** is essential to the presentation of the material, with step-by-step instructions and suggestions for additional activities. It offers alternative ways of introducing lessons for multi-level classes and contains answer keys for both the text and workbook exercises.

Expressways 1

<i>Authors: Steven J. Molinsky, Bill Bliss</i>		<i>Publisher: Longman ESL, 1996</i>	
		<i>Phone: (800) 922-0579</i>	
<i>Level: ESL/CBET Beginning Low</i>	<i>Units: 8</i>	<i>Pages: 154</i>	
<i>Support Materials: Teacher's guide, workbook, tapes, visuals, testing program</i>			
<i>Highlights:</i>		❖ <i>Integrates grammar and functions in life skills curriculum</i>	
❖ <i>Introduces useful idioms</i>			
❖ <i>Fast paced</i>		❖ <i>Guided conversations</i>	

Expressways 1 is a fast paced text that integrates lifeskill topics, functions, and grammar. Language practice centers around guided conversational dialogs. Following teacher-directed conversations, students use cues to practice. Listening, speaking, reading and writing are sequentially practiced in each lesson. Grammar is embedded in dialogs that integrate language functions, social interaction and life skills contexts important for English language learners. Themes move from personal information to locations in the community, shopping, health, work and recreation. Useful idioms and common English phrases are introduced in the lessons. Each chapter ends with a vocabulary review and grammar and functions checklists for students to monitor their progress. After three chapters, picture cues encourage students to role play situations that review previous lessons. Grammatical structures are summarized at the back of the text.

The authors of **Expressways 1** assume a level of previous education that may make the text too fast paced for many Beginning Low students. Substitution dialogs used in **Expressways 1** emphasize pair speaking and listening practice. The book would benefit from a greater variety of grouping strategies. Some examples in the dialogs (go skiing, do yoga, play golf, write novels, etc.) may seem to be outside the scope of some students' experience. Most follow-up exercises are fill-in-the-blank or multiple-choice exercises, which fail to give students enough writing practice. Listening exercises are simple; more challenging focused listening activities would be helpful. Reading passages relate to chapter themes and are accompanied by comprehension checks. The text covers many of the competencies in the Beginning Low course outline, though time and money are touched upon only superficially.

The **teacher's guide** is an excellent resource, giving step-by-step directions for introducing each lesson, expansion activities, games and answer keys to exercises. Each page of the text is explained. The **testing program** complements the book with multiple-choice tests for each chapter and provides for good assessment of students' progress. The **workbook** provides practice in matching, sequencing, and listening in addition to the grammar activities, although some of the exercises in the workbook are fairly cursory. The accompanying **tapes** are fast paced and would need to be played several times for most Beginning Low students to understand them.

Going Places 1

<i>Authors: Eric Burton, Lois Maharg</i>		<i>Publisher: Longman ESL, 1995</i>	
		<i>Phone: (800) 922-0579</i>	
<i>Level: ESL/CBET Beginning Low</i>	<i>Units: 27</i>	<i>Pages: 170</i>	
<i>Support Materials: Teacher's guide, tapes, teacher training video</i>			
<i>Highlights:</i>		❖ <i>Excellent, realistic listening program</i>	
❖ <i>Recycles basic conversational functions and vocabulary</i>		❖ <i>Integrates grammar into real life language situations</i>	

Going Places 1 is a life skills oriented textbook for adult learners. Each unit integrates a life skills competency area with a structure. The majority of the Beginning Low course outline competencies are covered, including: personal information, shopping, family, feelings, neighborhood and workplace. Structures like the present tense and the present continuous are taught in many units and recycled in various contexts. Each unit begins with a set of drawings without captions, which the teacher uses to present vocabulary and ask simple questions. Next, vocabulary is reinforced through written cues and pair practice. Many listening activities are provided. They include listening to several short conversations and matching them to appropriate pictures or categories and listening for specific information; for example, listening to employees talk about their schedules and checking which day each employee has off from work. In each unit, the target grammar from the conversations is highlighted in a box along with model sentences or sentence completion exercises. Communicative tasks like surveys, information gap, or "learn about your classmates" are interspersed throughout each unit. Most chapters close with a cross-cultural discussion question asking students to thoughtfully compare life in their country with life in the United States.

Going Places 1 provides ample receptive practice in listening before speaking tasks. In general, level-appropriate communicative tasks offer learners the chance to interact and participate. The text excels at taking beginning level language drills and placing the content in real life situations. For example, in the "Where's the Bedroom?" unit, a husband searches the house for belongings he has lost, continually asking his wife, "Where's my...?" much to her exasperation. Listening and speaking are emphasized, while reading and writing are limited to a few sentence level activities. Teachers will need to supplement lessons with level-appropriate reading material. Some basic CASAS life skills reading tasks would also need to be supplemented.

The **teacher's guide** provides useful teaching instructions and expansion exercises, as well as reproducible grammar exercises for each unit. The speaker's voices on the **tape** are clear, and use authentic expression in tone. The back of the student text contains the tapescript.

Side by Side 1

<i>Authors: Steven J. Molinsky, Bill Bliss</i>		<i>Publisher: Longman ESL, 2001</i>	
		<i>Phone: (800) 922-0579</i>	
<i>Level: ESL/CBET Beginning Low</i>	<i>Units: 17</i>	<i>Pages: 166</i>	
<i>Support Materials: Teacher's guide, workbook, tape, activity/test preparation workbook, CD, video and accompanying workbook</i>			
Highlights:		❖ <i>Conversational dialog practice</i>	
❖ <i>Clear grammar exposition</i>		❖ <i>Vocabulary previews</i>	
❖ <i>Thematic chapters</i>			

This new edition of **Side by Side 1** (2001) is the first of a four-book series. The text emphasizes speaking through guided conversation. Student pairs practice model dialogs using controlled grammatical structures within thematic chapters (for example, clothing, weather, every day activities). Substitution dialogs give students further practice. A vocabulary preview in picture dictionary form introduces each chapter. Schematic boxes at the top of each lesson illustrate the target grammar. Follow-up exercises include short readings with comprehension checks, listening exercises and writing prompts about the topic of the chapter. Chapters end with a summary recapitulating the grammar and key vocabulary. *Gazette* pages at the end of every two or three chapters contain a mix of items including short, interesting articles, information about different cultures, online communication samples, cartoons to fill in, etc. These exercises add extra interest for faster students.

Side by Side 1 is a perennial favorite among ESL teachers for its emphasis on speaking and its clear exposition of grammar. The book is appropriately paced for beginning students, although the first chapter on personal information may move at too fast a pace for true beginners. The text relies heavily on substitution drills and would benefit from more variety in student practice and in grouping strategies. The **teacher's guide** suggests a number of group activities that can be incorporated into the lessons. Listening, speaking and reading are adequately covered in the text, but students need the workbook to practice grammar points and writing. The book covers many, but not all, of the competency areas in the Beginning Low course outline. Readings and accompanying comprehension questions address test-taking skills. SCANS skills such as sociability and teaching others are incorporated into the pair practice conversations that form the basis of the book.

The new activity/test preparation **workbook** (available in addition to the student workbook) includes a 55-page section emphasizing life skills such as addressing an envelope and reading clothing labels, and has a section on how to use a Scantron form. The **teacher's guide** contains detailed instructions and suggests group and team expansion activities that enliven the classroom and get students interacting. **Tapes** and **CDs** are also available. The **CDs** would be ideal for individualized learning labs. There are also **videos** with corresponding workbooks for **Side by Side 1A** and **1B**.

Survival English Book 1

<i>Authors: Lee Mosteller, Bobbi Paul</i>		<i>Publisher: Longman ESL, 1994</i>	
		<i>Phone: (800) 922-0579</i>	
<i>Level: ESL/CBET Beginning Low</i>	<i>Units: 10</i>	<i>Pages: 260</i>	
<i>Support Materials: Teacher's guide</i>			
Highlights:		❖ <i>Provides beginners with functional language for everyday situations</i>	
❖ <i>Workbook format</i>		❖ <i>Life skills and conversation based</i>	
❖ <i>Geared to students with limited educational backgrounds</i>			

Survival English Book 1 provides beginning adult students with functional language they can use immediately in their lives. The target audience is students with a low educational background. The book has units on “survival skills” areas including personal information, classroom, family, health, transportation, food, clothing, housing, occupations and community. Listening, speaking, reading and writing are appropriately sequenced. Essential vocabulary is listed at the beginning of each unit and keyed to the conversation in which it first appears. A visual picture dictionary and word bank follow. The ensuing dialog and grammar/writing activities employ these same visuals as cues. Grammar is presented in context and explained with diagrams. Grammar and vocabulary are carefully controlled and recycled. Reading is minimal but is related to a topic such as reading a thermometer, medicine labels, or recipes. Writing exercises practice both the grammar points and topical material such as filling out library cards and checks.

Survival English Book 1 is a basic introduction to topics important to ESL students. The book is both a workbook and a text. It covers in depth and thoroughly the competency topics of the Beginning Low course outline. It provides students with functional language to deal with everyday situations and problems like returning meat to the supermarket or asking the landlord to spray for cockroaches. Opportunities for practicing the grammar points are recycled throughout the text. Most Beginning Low grammatical structures are covered well, but a few are missing and would need to be supplemented. The book does not provide any bells and whistles in its layout and illustrations. While appropriately paced for true beginning students with a low educational background, the text may be too easy for students with a higher educational level. The book employs dialogs, fill-in grammar exercises and TPR as techniques, but lacks specific group activities. It has no formal assessment tests or self-review checks.

The **teacher's guide** for **Survival English Book 1** provides an overview of how to introduce each section of the lesson (teaching the visuals, teaching the dialogs, doing the reading worksheets). It offers tips on using the book's visuals for group games and activities. The **guide** also gives page-by-page instructions on how to present the material. The back of the **teacher's guide** contains black line masters keyed to specific pages in the text. These can be duplicated for additional practice.

True Colors Basic

Authors: Jay Maurer, Irene E. Schoenberg		Publisher: Longman ESL, 1999	
		Phone: (800) 922-0579	
Level: ESL/CBET Beginning Low	Units: 10	Pages: 135	
Support Materials: Teacher's guide, workbook, tapes, CDs, activity masters, testing program, video and accompanying workbook			
Highlights:		❖ Communicative grammar	
❖ Designed for true beginners		❖ Simple contexts	
❖ Good visuals			

True Colors Basic is a text for true beginners that uses authentic situations and language. It stresses thematic vocabulary development, language functions, and beginning-level grammar. Vocabulary and grammar are controlled, allowing beginning students to achieve mastery. Grammar and vocabulary are recycled. Chapters are arranged by life skill competencies (food, clothing, health), and a picture dictionary introduces the vocabulary. Listening and speaking are emphasized, and reading and writing follow. Practice dialogs are followed by an *Improvise* section where students role play a conversation based on the model dialog. Each chapter includes an expansion or information gap activity or game for reinforcement. Grammar presentations are clear and contextualized, supporting the communicative language of the text. Full-page illustrations entitled *In Your Own Words* allow students to utilize vocabulary and language by creating conversations. The book contains two review units which include self tests and extra practice. The layout is easy to follow. Print size and color are excellent.

The life skills competencies and grammatical structures addressed in **True Colors Basic** are all part of the Beginning Low course outline. Lessons are well paced and activities varied. Reading passages are not too long and incorporate charts, menus, calendars and maps, which prepare students for life skills reading tests. SCANS skills are addressed through a variety of techniques such as role plays and games where students work in groups or teach others. For the book to be most effective, the audio tapes should be purchased because they contain a variety of voices. The workbook provides grammar and vocabulary activities, but no significant additional practice.

The **teacher's guide** reproduces each page of the text and provides procedures, culture notes and expansion activities. The text comes with an entertaining **video**, "True Voices," which contains vocabulary games, controlled conversations, amusing video stories and "man on the street" interviews with authentic speech from a variety of English language speakers. (When asked, "Do you know the time?" some people responded, "I don't have a watch," or "Do I know WHAT?") The **workbook** that accompanies the **video** would be challenging for a beginning student to follow. The publisher's web site offers downloadable activities for the ESL classroom and works as a teacher resource, but would be difficult for a beginning student to navigate.

Workplace Plus 1

<i>Authors: Joan Saslow, Tim Collins</i>		<i>Publisher: Longman ESL, 2001</i>	
		<i>Phone: (800) 922-0579</i>	
<i>Level: ESL/CBET Beginning Low</i>	<i>Units: 10</i>	<i>Pages: 131</i>	
<i>Support Materials: Teacher's guide, tapes, workbook, teacher's resource package, assessment package</i>			
Highlights:		❖ <i>Excellent correlation to CASAS and SCANS competencies</i>	
❖ <i>Good integration of authentic tasks with L,S,R,W proficiencies</i>		❖ <i>Promotes use of conversation functions in reality-based situations</i>	
❖ <i>Effectively recycles and reviews grammar at appropriate pace</i>			

Workplace Plus 1 integrates basic life skills and work-oriented skills in one ESL book. Each of the 10 units, plus a welcome unit on personal information, correlates to the Beginning Low competency areas. Vocabulary areas like money, time, clothing and occupations are combined with functional tasks like making change, reading a work schedule or responding to basic customer requests. Each unit begins with a picture dictionary. Students listen to, repeat and write the words several times. This same vocabulary is woven throughout the remaining activities in the unit. "Practical Conversation" models present example dialogs to listen to and repeat. "Practical Grammar" is found in highlighted boxes followed by sentence completion exercises. Grammar is introduced and recycled in a clear and appropriate manner. In "Authentic Practice," students apply the four skills (L,S,R,W) to the unit content. Focused listening tasks consist of short questions or conversations in which students demonstrate comprehension by choosing the appropriate multiple-choice response. Reading comprehension tasks focus on understanding forms, signs, ads and bills. Students review what they have learned by talking about a full-page picture reflecting unit content.

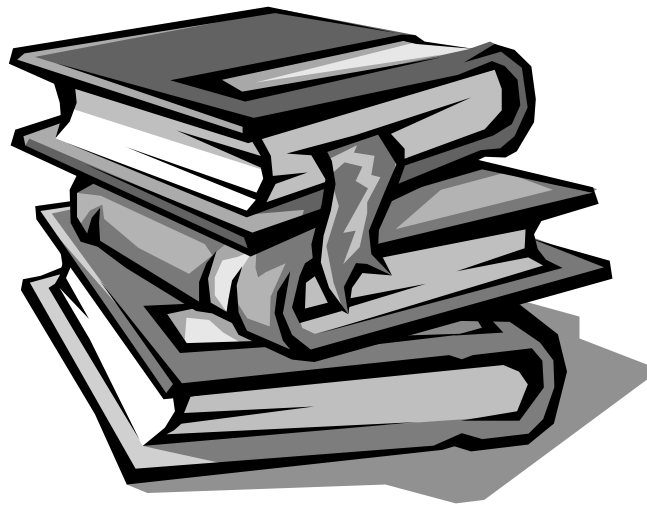
Workplace Plus 1 successfully integrates the majority of the components needed in the Beginning Low ESL classroom. CASAS, SCANS, the model standards proficiencies and the required grammatical structures are all incorporated into meaningful, real-life contexts with ethnically diverse pictures meant to reflect the adult learner's everyday life. In addition, "Do it yourself" communicative tasks gradually ask the learner to personalize the new information through structured pair work (short surveys and interviews), and later, in less structured group tasks such as drawing neighborhood maps, discussing shopping receipts, and sharing recipes.

The **tapes** and **teacher's guide** are necessary supplementary materials for effective use of this text. The **teacher's guide** provides teaching suggestions and reduced student's book pages, as well as the listening tape script. The **workbook** contains additional reading and writing activities. The **teacher's resource package** has reproducible tasks for extending lessons, as well as flash cards for pair work and vocabulary practice. It also contains achievement tests.

ESL/CBET

Beginning

High



Apple Pie 2A

<i>Authors: Sadae Iwataki, Editor</i>		<i>Publisher: Delta Systems Company, 1995</i>	
		<i>Phone: (800) 323-8270</i>	
<i>Level: ESL/CBET Beginning High/a</i>	<i>Units: 8</i>	<i>Pages: 236 pages</i>	
<i>Support Materials: Teacher's guide, tape, visuals</i>			
<i>Highlights:</i>		❖ <i>Recycles target vocabulary</i>	
❖ <i>Reality based lessons</i>		❖ <i>Follows course outline</i>	
❖ <i>Text and workbook combined</i>			

Apple Pie 2A is part of a four-book series originally developed by the Adult Division of LAUSD for ESL students with limited educational backgrounds. The text employs a predominantly audio-lingual methodology. The material is organized by life skills topics presented in a very logical and easy to understand format. Each lesson starts with a review, followed by a focused listening exercise supported by visuals for easy comprehension. Then, a structured dialog is presented with accompanying drills. The lesson is expanded to include a variety of interactive activities (information gaps, surveys, games, and discussions). The distinguishing feature of this book is that it is a combination of textbook and workbook under one cover. It offers such comprehensive lessons that an ESL teacher can easily provide students with ample opportunities to practice without searching for materials outside this one book.

The text is carefully paced for beginning-high students. There is varied practice (whole class participation, pairwork and teamwork activities) integrating the listening, speaking, reading, and writing skills. The objective of so much practice is to build confidence and success in every student in the class. Lessons are presented in large print with clear visuals and uncluttered black and white pages, so that overhead projections can be made for class correction of text exercises. Regular testing and evaluations, including eight unit tests, demonstrate to students that they can achieve learning goals. However, the shortcoming of such a comprehensive presentation of each topic is that a few life skills topics prescribed by the Beginning High course outline could not be included.

The **teacher's guide** provides an overview of teaching methods and techniques, invaluable information for newer ESL teachers. Four symbols used are very helpful in guiding teachers through lessons: "closed book," "open book," "group interaction" and "cassette tape use." The essential tool to teaching Apple Pie 2A is the use of hand-held **visuals** that accompany each lesson introduction and dialog. On the back of the numbered illustrations are the phrases, sentences, or dialog to be presented. These **visuals** allow the new language to be introduced before students look at the textbook. Scripts for the **tape**, answers to exercises, pronunciation notes, and grammar and function information are clearly organized according to the textbook, making the **teacher's guide** truly teacher-friendly.

Apple Pie 2B

<i>Authors: Sadae Iwataki, Editor</i>		<i>Publisher: Delta Systems, 1995</i>	
		<i>Phone: (800) 323-8270</i>	
<i>Level: ESL/CBET Beginning High/b</i>	<i>Units: 8</i>	<i>Pages: 228 pages</i>	
<i>Support Materials: Teacher's guide, tape, visuals</i>			
<i>Highlights:</i>		❖ <i>Recycles target vocabulary</i>	
❖ <i>Reality based lessons</i>		❖ <i>Follows course outline</i>	
❖ <i>Text and workbook combined</i>			

Apple Pie 2B is a continuation of Apple Pie 2A. The combination of the two volumes closely matches the requirements of the Beginning High course outline in both topics and structure. The text employs a predominantly audio-lingual methodology. The strength of this book is its straightforward approach and clarity. The format incorporates textbook and workbook under one cover so that students do not have to flip from one book to another. Content is organized around life skills themes and daily activities with target vocabulary recycled throughout. The four language skill proficiencies are integrated in each lesson, first emphasizing listening and speaking, then utilizing reading and writing in guided practice. Each lesson concludes with an “Activity Pages” section that promotes the SCANS competencies. Technology is the only one of the SCANS competencies not addressed. After each unit of three lessons, there is a multiple-choice evaluation.

The text is very helpful for newer teachers because it is well organized, contains a built-in variety of grouping strategies, and helps the teacher to use a variety of ESL teaching methods and techniques. Still, the focus is on the ESL students, whose needs include real life skills and vocabulary. The reality based situations in each lesson support the life skills presented in a natural and creative format. For example, Lesson 44 on Job Interviews presents a listening activity where students hear the things an employer thinks during an interview, but will never tell a job applicant. In addition to listening to what is said during the interview process, students must analyze what they should or should not do, and evaluate their own readiness for a successful job interview.

Supporting the student book are the **teacher's guide**, **cassette tape**, and a 140-page set of reproducible **visuals**. The **teacher's guide** is easy to follow, using four symbols for quick reference. The **tape** begins each section by identifying the lesson, page number, and activity, making it very user-friendly. Voices used are expressive and have people of all ages speaking clearly. The set of **visuals** is organized to coordinate with each lesson, but is adaptable to a teacher's original ideas and modification. The hand-held **visuals** reinforce new vocabulary and dialogs. The illustrations can be manipulated by the teacher for whole class participation or by students for group work.

Collaborations Beginning 2

<i>Authors: Gail Weinstein-Shr, Jann Huizenga</i>		<i>Publisher: Heinle & Heinle, 1996</i>	
		<i>Phone: (800) 354-9706</i>	
<i>Level: ESL/CBET Beginning High</i>	<i>Units: 6</i>	<i>Pages: 98</i>	
<i>Support Materials: Teacher's guide, workbook, tape, transparencies, activity masters, assessment package</i>			
<i>Highlights:</i>		❖ <i>Incorporates cooperative learning and problem solving exercises</i>	
❖ <i>Authentic student stories</i>			
❖ <i>Includes civics activities</i>			

Collaborations Beginning 2 revolves around authentic stories of immigrants who live in different cities in North America. By using other immigrants' stories, the book mirrors ESL students' own life experiences and creates meaningful opportunities for communication. Each of six units represents an ever-widening language environment: self, school, home, work, local community, and global community. Because the text is not organized around life skills topics and grammar structure, the precise correlation with the Beginning High course outline is not readily apparent, but an index helps to identify where specific competencies and grammar structures are taught. Further practice is available in the **workbook** and the **teacher's kit**. Overall, the text is successful in offering material recommended for the level, including SCANS skills and competencies, and is paced appropriately for Beginning High.

Collaborations Beginning 2 relies on authentic materials, usually photographs and student writings, to engage students and give them opportunities to relate to their own personal experience. The objective of each unit is to have students learn enough language to raise and collectively address the problems they have in common as newcomers. For example, Unit 5 introduces an Ethiopian student writing about living in his new neighborhood in Alexandria, Virginia. He contrasts his new neighborhood to his old: the houses are far apart; neighbors don't know each other's names; they don't help each other. After learning the vocabulary of the story and role-playing friendly overtures, students are encouraged to get to know their English speaking neighbors in an activity called "Ideas for Action." This unit continues with other student exercises along the theme of giving and getting help. The text is rich in communicative activities that promote cross-cultural awareness, and helps students to become more self-aware learners through journal writing and the "Learning Log" feature.

Collaborations Beginning 2 consists of a student book, student **tape**, and many teacher support materials. It is necessary to use the student book in conjunction with the **workbook** and **teacher's kit** to reinforce language structures and vocabulary. Correlating the support materials to the student text requires careful preparation. The **assessment package** includes alternative assessments and student self-assessment strategies.

Contemporary English 2

<i>Authors: Jeanne Becijos, Mechelle Perrott, Cecelia Ryan</i>		<i>Publisher: McGraw-Hill/ Contemporary, 1999</i>	
		<i>Phone: (800) 624-7294</i>	
<i>Level: ESL/CBET Beginning High</i>	<i>Units: 10</i>	<i>Pages: 120</i>	
<i>Support Materials: Teacher's guide, workbook, tape</i>			
Highlights:		❖ <i>Appropriate for students with limited educational backgrounds</i>	
❖ <i>Slowly paced</i>		❖ <i>Ample real-life readings, tables and charts</i>	
❖ <i>High correlation to the course outline</i>			

Contemporary English 2 is part of a five-level series designed for the adult ESL population. Each unit integrates listening, speaking, reading and writing in topic areas such as "people and school" or "consumer economics." A short opening scene and conversation are followed by discussion questions. In the "Sound Bites" section students listen for and record specific information. A grammar chart then spotlights the target structure and provides a series of practice exercises progressing from more structured (cloze exercises, charts) to less structured (write the last line to a series of short conversations using the target grammar, for example.) There are three reading components to each unit. "Reading for Real" focuses on reading for specific information from life skills content like ads, resumes and forms, "Culture Corner" is a brief news item or interview about which the students can read and discuss their opinions, and "Get Graphic" contains questions about topics such as bus schedules, sales of U.S. consumer products, etc. in graph, chart or table form. The "Issues and Answers" section asks students to apply problem-solving skills by comparing pros and cons or giving advice. At the end of each unit, students are asked to self-assess what they have learned.

Contemporary English 2 is an excellent book for targeting the topic competencies in the Beginning High course outline as well as the reading skills needed for the CASAS test. It recycles the topics and grammar throughout the units, providing a wealth of opportunities for student practice. Topics are extremely relevant and thought provoking, and encourage students to personalize their learning. All the major grammar points for Beginning High are covered and clearly but briefly explained. The interesting listening tasks get progressively more challenging, with activities ranging from simply circling information to taking brief notes.

The support materials are necessary components to using **Contemporary English 2** effectively. The **teacher's guide** provides reproducible activity masters and useful progress checks at the end of each unit. In addition, it clearly explains how to walk students through the more difficult listening and reading activities, thus improving their receptive skills. The **tape** speech is slow, sometimes stilted, but generally appropriate for beginning levels. The **workbook** effectively supplements the grammar and writing practice lacking in the text.

Crossroads 2

<i>Authors: Shirley Brod, Irene Frankel, Barbara Sample</i>		<i>Publisher: Oxford University Press, 1992</i>	
		<i>Phone: (800) 451-7556</i>	
<i>Level: ESL/CBET Beginning High</i>	<i>Units: 10</i>	<i>Pages: 120</i>	
<i>Support Materials: Teacher's guide, workbook, tapes, test booklet, multilevel activity and resource package</i>			
<i>Highlights:</i>			
❖ <i>Incorporates life skills</i>		❖ <i>Multilevel workbook</i>	
		❖ <i>Excellent reproducibles</i>	

Part of a four-level series, **Crossroads 2** is a user-friendly textbook organized around themes related to adult daily living, including transportation, health, and housing. Balancing vital adult vocabulary, realistic language, a variety of student exercises and stimulating, reproducible support materials, **Crossroads 2** offers an engaging way to teach meaningful communications to beginning high students.

The text uses a competency-based approach designed to foster skills essential for success. Units are introduced with a picture showing characters involved in a realistic situation. Students guess what the characters are saying, listen to a conversation, and share the information heard. In “Conversation”, new grammatical structures are highlighted, and dialogs are practiced and expanded into substitution drills and pair practice. New competencies and vocabulary are practiced using similar techniques. In “Paperwork,” students read and fill in a variety of authentic forms, and practice interviewing each other. “Reading and Writing” and “Listening Plus” follow, where grammar and vocabulary are reinforced. Readings serve as an introduction to writing lessons in which pre-writing, discussion, presentation and feedback activities are incorporated. In “Interactions,” student pairs practice communication. “Progress Checks” at the end of each unit allow students to assess their mastery of the competencies.

From page one, the textbook is masterful at integrating all four language skills while teaching relevant, useful life skills and vital vocabulary. Competencies are clearly stated in the table of contents. The layout is well designed, with straightforward black and white drawings and illustrations.

The **workbook** is specifically multilevel, of benefit to both the teacher and those students who wish to practice at a higher level. It offers important grammar drills and dialogs that support the text and develop essential skills. The **multilevel activity and resource package** provides a wealth of reproducible handouts such as games, picture cards, peer dictation and jigsaw readings, keyed to complement the competencies featured in the text. The **teacher's guide** offers further support with warm-up activities, pronunciation exercises, and cross references to **The New Oxford Picture Dictionary**. It also includes reproducible competency checklists to help students assess how much they have learned.

Crossroads Café A

<i>Authors: K. Lynn Savage, Patricia Gonzalez, Mary McMullin, Elizabeth Minicz</i>		<i>Publisher: Heinle & Heinle, 1996</i>
		<i>Phone: (800) 354-9706</i>
<i>Level: ESL/CBET Beginning High</i>	<i>Units: 13</i>	<i>Pages: 182</i>
<i>Support Materials: Videos, photo stories, teacher's guide, reproducible handouts, partner guide, worktext, assessment video, assessment package</i>		
Highlights:		
❖ <i>Incorporates life skills</i>	❖ <i>Multi-level exercises</i>	❖ <i>Promotes cross-cultural awareness</i>
❖ <i>Unique video presentation</i>		

Crossroads Café A replaces the traditional textbook with 13 half-hour video episodes and accompanying text which center on the stories of six people working in a small, neighborhood café. With both humor and drama, **Crossroads Café A** portrays down-to-earth characters from diverse ethnicities as they face the struggles, challenges and victories of everyday life. While telling familiar, engaging stories (Will Rosa, the waitress, return with her boyfriend to Mexico to start a restaurant? Will the engineer lose face by admitting he's a handyman?), the story lines also present universal social and cultural issues to the students. Following each episode are two video clips: "Word Play," where cartoons and animated clips reinforce specific language functions such as making complaints or asking for help, and "Culture Clips," dealing with the cultural differences dramatized in the story.

Each chapter of the multi-level **worktext** pre-screens the video with visual prompts, and focuses attention on the grammatical structures and provides a variety of guided and communicative activities for use after the tape is viewed. "Your New Language" highlights relevant grammar points. "In The Community" uses authentic documents to practice life skills readings. "Read and Write" features selections such as letters or diaries written by the fictional characters and invites students to compose their own versions. In "What Do You Think" and "Culture Clip," student opinions are solicited and later discussed with partners. "Check your English" reviews the unit content.

Unique in design, appropriate for a single-level or multi-level class, or for distance learning, this highly instructive, entertaining series is rich in opportunities for communicative practice and the development of language skills. However, the logistics and the teaching techniques for using a video-based text could be challenging.

The excellent **teacher's guide**, essential for use with the videos, addresses life skills and includes multiple ideas for extension activities and reproducible student handouts. The **photo stories** offer full color photos together with a simplified version of the dialog for previewing and/or reviewing the **tapes**. An extensive and thorough **assessment package** assesses each of the four language skills individually, utilizing an accompanying cassette and video. Finally, a **partner guide** is offered for independent study.

Expressways 2

<i>Authors: Steven Molinsky, Bill Bliss</i>		<i>Publisher: Longman ESL, 1996</i>	
		<i>Phone: (800) 922-0579</i>	
<i>Level: ESL/CBET Beginning High</i>	<i>Units: 8</i>	<i>Pages: 166</i>	
<i>Support Materials: Teacher's guide, workbook, tape, audio workbook, picture cards, assessment package</i>			
<i>Highlights:</i>		❖ <i>Grammar and functions taught in life skills-based curriculum</i>	
❖ <i>Guided conversations</i>			
❖ <i>Integrates four language skills</i>			

Expressways 2 integrates life skills topics, language functions, and grammar. Language teaching and language learning are centered around guided conversational dialogs. Listening, speaking, reading and writing are sequentially practiced in each lesson. Each chapter begins with photographs and questions which key students to the chapter theme. The guided conversations that follow rely heavily on substitution drills. Topics addressed range from personal information to consumer, work and community issues. Useful idioms and common English phrases are introduced into each lesson. Grammar is introduced in the context of the topic. In the chapter on food, for example, dialogs incorporate life skills like purchasing food and restaurant etiquette in conjunction with structures like ‘would’ and partitives. Reading passages at the end of each chapter often reflect the cultural values of those born in the United States. “Cross Talk” and “Cultural Intersections” sections ask students to contrast life in the United States with life in their native country. Each chapter ends with a vocabulary review and a grammar and functions checklist for student self-monitoring.

One limitation of this text’s approach is its standardized format with the same number of dialogs and practice items without regard to whether the grammar concept is easy or difficult. Most grammar exercises are fill-in the-blank or multiple choice, which do not give students sufficient writing practice. Listening exercises are too simple. More focused listening exercises with more skill-building tasks would be helpful. **Expressways 1 and 2** are meant as complementary books, so some life skill topics are not addressed in Expressways 2. SCANS skills are not explicitly addressed in this text.

The excellent **teacher’s guide** gives teachers step-by-step directions for introducing each lesson, expansion activities, games and answer keys to exercises. For easy reference, each page of the text is explained. The **assessment package** is a good complement to the book, with multiple-choice tests for each chapter, providing a good check of student progress. For later chapters, speaking and writing tests also accompany the multiple-choice exams. The **activity book** provides matching, sequencing, and listening exercises, as well as grammar activities, although some of the exercises are fairly cursory.

Going Places 2

<i>Authors: Eric Burton , Lois Maharg</i>		<i>Publisher: Longman ESL, 1995</i>	
		<i>Phone: (800) 922-0579</i>	
<i>Level: ESL/CBET Beginning High</i>	<i>Units: 28</i>	<i>Pages: 178</i>	
<i>Support Materials: Teacher's guide, tapes, teacher training video</i>			
<i>Highlights:</i>		❖ <i>Good correlation to speaking and listening proficiencies</i>	
❖ <i>Incorporates life skills</i>		❖ <i>Pace is appropriate to level</i>	

Going Places 2 is a theme-based textbook which focuses on the practical language needed to function effectively at work, in the community and in everyday situations. Each unit integrates a topic such as community resources or banking, a life skill, and a grammatical structure, and follows a consistent format. First, vocabulary is introduced through pictures without captions. Next, as vocabulary is reinforced through spoken and written cues and teacher presentation, and modeling is followed by pair practice. Cloze activities incorporate listening and writing through sentence completion. A grammar box formally presents the targeted structure and is followed by various interactive and communicative practice activities. Students practice the new vocabulary and key grammatical structures while sharing oral and written information about themselves with partners. Expansion activities are devoted to life skills competencies. In this section, aural comprehension is stressed and information gap activities are utilized. Most chapters close with a cross-cultural discussion question which asks students to thoughtfully compare life in their country with life in the United States.

Going Places 2 excels at teaching the listening and speaking proficiencies and offers a thorough and balanced treatment of life skill competencies. It cleverly integrates useful themes with grammatical structures. For example, the “Can You Drive a Truck?” chapter presents work skills, job interview competencies, and the modal ‘can’ while incorporating /the higher-level thinking and problem solving skills so important to SCANS. The visuals which open each unit and are recycled throughout are clear and accessible. Vocabulary is realistic and meaningful. Unfortunately, the text provides no unit tests or final assessments. The only reading in the text is of the listening and speaking material, so teachers will need to supplement lessons with level-appropriate reading material. Separate reading lessons appear only in the **teacher’s guide**. The visuals, while clear, are ethnically limited and stereotypical and presented only in a black and white format.

A detailed **teacher’s guide** provides step-by-step teaching suggestions for initiating conversation and introducing the grammatical structures. It offers additional interactive and writing activities, grammar explanations, reproducible visuals, paragraph reading and reading comprehension exercises. These are not included in the text. Because the listening **tape** lacks breaks between chapters, it is not easy to follow.

New Vistas 2

<i>Authors: H. Douglas Brown, Anne Albarelli-Siegfried, Alice Savage, Masoud Shafiei</i>		<i>Publisher: Longman ESL, 1999</i>	
		<i>Phone: (800) 922-0579</i>	
<i>Level: ESL/CBET Beginning High</i>	<i>Units: 10</i>	<i>Pages: 120</i>	
<i>Support Materials: Teacher's guide, workbook, tape, companion web site</i>			
<i>Highlights:</i>		❖ <i>Incorporates higher level thinking skills</i>	
❖ <i>Self-assessment activities</i>		❖ <i>Promotes cross cultural awareness</i>	
❖ <i>Companion website</i>			

New Vistas 2, is a user-friendly, student-centered text which emphasizes language functions over grammar. The text's effectiveness is highly dependent on the use of listening tapes. Organized around relevant topics such as money matters and healthy living, each unit is comprised of three lessons. The themes, functions and grammar skills in each unit are clearly delineated in the text's scope and sequence chart. Lessons begin with either a presentation of a taped conversation or a reading which contextualizes vocabulary and language functions. Follow up activities use information gaps, dialogs, readings and task-based exercises. Meaningful communication through pair and group work is stressed over grammar memorization. Often, the third section focuses on a reading providing a wealth of information on high interest topics such as alternative medicine, which is followed by more communicative activities. Each unit ends with a wrap up activity, such as a listing of personal goals or writing of an advertisement, in which the student assesses her/his progress. Units conclude with a summary of the grammar, vocabulary and communicative skills covered.

New Vistas 2 excels at including a variety of grouping strategies, and often encourages higher level thinking skills and independent thought. It treats students as adults, presenting real life topics that are refreshing and interesting. The life skills it taught go beyond those in most texts, familiarizing students with not just how to write a check, but the use of ATM cards, balancing check registers, and preparing monthly budgets. The end of each chapter is designed to help students identify their own learning styles and to motivate them to continue independent learning. Although the text does well at embedding the grammatical structures, some grammar points are inadequately covered. While culturally sensitive, the majority of its characters appear younger than 30. The text lacks sufficient information about some life skills such as housing and the government.

In general, the **teacher's guide** is excellent, with step-by-step instructions, pronunciation points, cultural tips, tape scripts, and expansion activities. It includes reproducible placement tests, mid terms and final tests. The **workbook** is recommended but not necessary. Finally, a web site, keyed to the text, instructs the students on using e-mail and connecting with pen pals, while providing teachers with additional ways to augment their students' learning.

Short Cuts 3

<i>Authors: James Mentel</i>		<i>Publisher: McGraw-Hill/Contemporary, 1997</i>	
		<i>Phone: (800) 624-7294</i>	
<i>Level: ESL/CBET Beginning High</i>	<i>Units: 10</i>	<i>Pages: 120</i>	
<i>Support Materials: Teacher's guide, student tape, teacher's tape, teacher's manipulative kit</i>			
Highlights:		❖ <i>Manipulatives or "cut-ups" for each chapter</i>	
❖ <i>Variety of learning styles addressed</i>		❖ <i>Many opportunities for student-centered cooperative learning</i>	

Short Cuts 3 is a unique text due to its extensive use of manipulatives, or “cut-ups,” visuals which students cut out and position on a worksheet as they hear instructions from a taped passage or from fellow students. Visual, aural, and kinesthetic learning styles are utilized with the use of these manipulatives. Several grouping strategies (pair practice, small group work, whole class) are utilized in each lesson. The language skill proficiencies from the Beginning High course outline are covered in the text, and life skills are integrated throughout. The text is well suited to teachers who enjoy variety and are creative in their approach. Even though the text is quite flexible, it is also helpful to less experienced teachers in its straightforward handling of presentations and certain methodologies. It employs highly interactive, communicative approaches in its activities (group work or role play) and practice sections. Most readings include a pre-reading activity and are clear and pertinent to the lesson. Writing exercises vary from controlled practice to more open-ended activities to filling in an application form.

Each chapter in **Short Cuts 3** is organized around a theme such as “Your Hometown” or “Waiting for the Weekend.” Themes are introduced by a dialog followed by a listening passage, group practice, reading passage and writing activity. Clear and colorful visuals accompany the dialogs. Next comes a grammar check. This two-page spread introduces the grammar used in the chapter. Chapters conclude with a review that particularly checks vocabulary and listening comprehension covered in the chapter. Some teachers might find that there are not enough exercises or activities to give students thorough practice, especially for new grammar points or new vocabulary areas. One other area lacking attention in this text is cross-cultural awareness.

The **teacher's guide** suggests a number of ways the material has worked for the author and his colleagues. It offers lesson plans for each chapter with optional exercises and activities. Teachers are able to order a poster or transparency version of the **teacher's manipulative kit**. There is an optional **teacher's tape** containing listening passages from the text. Teachers would probably want to use these **tapes** for student listening practice. The **student tape** can be used by students apart from classroom work.

Survival English 2

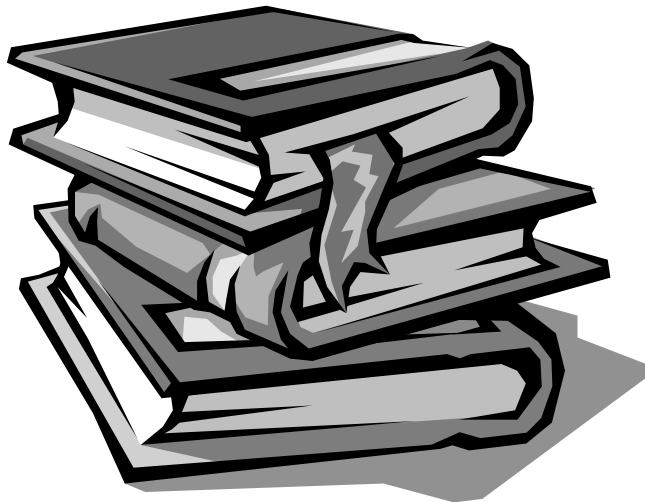
<i>Authors: Lee Mosteller, Michele Haight</i>		<i>Publisher: Longman ESL, 1994</i>	
		<i>Phone: (800) 922-0579</i>	
<i>Level: ESL/CBET Beginning High</i>	<i>Units: 9</i>	<i>Pages: 234</i>	
<i>Support Materials: Teacher's guide</i>			
Highlights:		❖ <i>Appropriate for students with limited educational backgrounds</i>	
❖ <i>Excellent correlation to course outline life skill competencies</i>		❖ <i>Extensive use of substitution dialogs</i>	

Survival English 2 is designed to teach life skills to learners with limited literacy. It has a clear, easy-to-read layout. Each of the nine units focuses on a competency area such as school, health, clothing and food. Each unit contains a variety of sample or substitution dialogs relating to different situations within a competency area. For example, the health unit has dialogs about check-ups, immunizations, basic medical history, allergies, prescriptions, making an appointment, and the emergency room. Life skills readings accompany each dialog: labels, prescription sheets, appointment cards and new patient forms. In addition, most units contain a simple story with sequential pictures followed by comprehension questions. Writing activities include sentence completion exercises in which learners label pictures, match and copy vocabulary that was introduced in the dialogs, or use sentence context to choose between two key vocabulary words and write them in the appropriate blanks. Writing activities expand to copying of “true sentences” from stories and writing complete sentence answers to comprehension questions.

Survival English 2 covers the vast majority of the course outline competencies in detail. There are extensive opportunities to practice the vocabulary introduced within each unit. The matching, categorizing and sequencing tasks are level appropriate and engage the learner in basic SCANS thinking skills. For example, matching an abbreviation to a word or clothing to its department; categorizing a medical situation as routine or serious or clothing labels as machine or hand wash. While the activities address reading and writing skills well, most speaking opportunities are limited to model dialogs and there is no listening component. Also, grammar is primarily imbedded in dialogs, with a few explicit tasks deciding between "do/don't" or "is there/ are there". Teachers wishing to have explicit grammar exercises would need supplementary material.

The **teacher's guide** contains instructions on how to teach each component. There are basic steps to follow for teaching each unit. A few black line masters are provided to assist with lesson presentation.

ESL/CBET
Intermediate
Low



Collaborations Intermediate 1

<i>Authors: Jann Huizenga, Jean Bernard-Johnston</i>		<i>Publisher: Heinle & Heinle, 1996</i>	
		<i>Phone: (800) 354-9706</i>	
<i>Level: ESL/CBET Intermediate Low</i>	<i>Units: 6</i>	<i>Pages: 98</i>	
<i>Support Materials: Teacher's guide, workbook, tapes, transparencies, activity masters, assessment package</i>			
<i>Highlights:</i>		❖ <i>Good integration of language skills within unit theme</i>	
❖ <i>Student centered</i>		❖ <i>Strong support materials</i>	

Collaborations Intermediate 1 is a well-rounded ESL text that is suitable for students with at least a middle school educational background. It is organized around newcomers to the United States who tell and write about their experiences. The text is divided into six thematic units that include authentic writings for reading and listening practice. Structures are taught within these meaningful contexts. Within each unit, students are given considerable opportunity to interact with each other using the language being taught. In order to spark students' interest and access prior knowledge, each unit begins with an interesting picture and map depicting a section of the United States. Then comes a student story which is followed by discussion questions. The story introduces a grammar structure. The structure is then presented in isolation and practiced, followed by writing and speaking activities on the same topic.

This text's strengths are its integration of listening, speaking, reading and writing skills within the theme of each unit. The authors have developed interesting lessons teaching basic reading and writing skills and integrating the use of SCANS competencies. Another plus for this text is that it engages students by having them reach into their lives to produce language. Unfortunately, this text lacks many of the topics from the Intermediate Low course outline. A teacher would need to use supplementary materials in order to insure that all of the topics are covered. Another point to keep in mind is that the authors estimate 60 hours of class work using just the text. If the **workbook** and **teacher's kit** are also used, it brings the total up to 96 hours.

The quality of the support materials is excellent. The **teacher's guide** walks the teacher through the student book step by step. In addition, the **activity masters** and the **transparencies** provide a variety of types of ready-to-go activities that are suitable for use with kinesthetic, visual, oral, and aural learners. The **workbook** supports the text with additional practice in structure, vocabulary, life skills, reading and writing. **Tapes** use authentic speech and are at natural speed.

Contemporary English 3

<i>Authors: Claudia Rucinski-Hatch, Cheryl Kirchner</i>		<i>Publisher: McGraw-Hill/Contemporary, 1999</i>	
		<i>Phone: (800) 624-7294</i>	
<i>Level: ESL/CBET Intermediate Low</i>	<i>Units: 10</i>	<i>Pages: 120</i>	
<i>Support Materials: Teacher's guide, workbook, tape</i>			
<i>Highlights:</i>		❖ <i>Good correlation to listening, speaking, reading and writing proficiencies</i>	
❖ <i>Promotes communicative competence</i>		❖ <i>Ample real life readings, tables and charts</i>	

Contemporary English 3 is part of a five-level series. Each of the text's ten units integrates listening, speaking, reading and writing in topic areas such as "Human Relations" or "Employment and Opportunity." All of the main competency areas in the Intermediate Low course outline are addressed. In each unit, listening and speaking activities are followed by grammar exercises and a variety of readings. The listening and reading tasks are especially strong. Focused listening activities are designed around conversational and brief news/lecture style "sound bites." Tasks in the "Reading for Real" section provide life skills reading exercises with content such as recipes, instructions, ads, charts and graphs. Other readings (short news stories about American life, letters to the editor) promote SCANS skills such as critical thinking and problem solving. In general, all activities draw upon student participation, so that speaking is woven throughout each unit as students are asked to react to what they've read or listened to. At the end of each unit, students are asked to fill in a chart and assess what they've learned.

Contemporary English 3 does an excellent job of targeting the four language skills (listening, speaking, reading, and writing) and presenting language within a communicative context. In general, it provides a wealth of practice in the reading skills needed for the CASAS test. Some units have themes oriented more towards human interest than life skills (pets, jazz, home decorating, etc.), so some classes might require supplementary life skills vocabulary. The text has two primary drawbacks. First, only half of the grammar structures in the Intermediate Low course outline are covered. While the grammar is explained clearly and recycled throughout the text, a teacher would have to find supplementary materials to cover the missing structures. Second, the content and level of the readings varies somewhat from the course outline for the level.

The supplementary materials for **Contemporary English 3** are necessary components to the series. The **teacher's guide** provides reproducible activity masters and progress tests to use at the end of each unit. The voices on the **tape** are somewhat stilted and unemotional, but the content is interesting. The **workbook** effectively extends the grammar and writing practice that is missing from the textbook.

Crossroads 3

<i>Authors: Shirley A Brod, Irene Frankel</i>		<i>Publisher: Oxford University Press, 1992</i>	
		<i>Phone: (800) 451-7556</i>	
<i>Level: ESL/CBET Intermediate Low</i>	<i>Units: 10</i>	<i>Pages: 120</i>	
<i>Support Materials: Teacher's guide, workbook, tape, multilevel activity and resource package</i>			
Highlights:		❖ <i>Useful balance of four skills within each unit</i>	
❖ <i>Clear and easy to use</i>		❖ <i>Wide range of support materials</i>	
❖ <i>Multilevel workbook</i>			

Crossroads 3 integrates a life skills competency-based approach with systematic grammar presentation. The textbook is organized into 10 topical units. Topics range from “school” to “health” to “on the job” and represent 90% of the topics included in the Intermediate Low course outline. Listening, speaking, reading, and writing activities are well integrated in the units and presented in manageable chunks so that students are not overwhelmed with new language. New material is presented at the beginning of each unit in taped conversations, while activities follow that run from controlled practice to more communicative practice. **Crossroads 3** does a very good job of integrating real life writing activities (for example, writing an absence note for a child or filling out an employment application) into each unit’s story line. It also recycles vocabulary, promotes cross-cultural communication, and incorporates higher level thinking skills and problem solving into its content.

While the design and layout of this textbook is not fancy, mostly black and white, it is exceptionally clear and easy to use. Situations presented are real-life ones students might encounter in their daily lives (for example receiving a notice from child’s school or making a doctor’s appointment). In each unit there is a progression from presentation (a recorded conversation) to guided practice (fill in the blank or matching) to communicative practice (role play or interview classmates and fill in a grid). Besides the reading and writing activities, which come next, there is a focused listening page and more interactive practice. Although there are no tests provided with the book, each unit ends with a “Progress Check” which allows students to evaluate themselves or each other. The book does not address technology on any level.

Crossroads 3 comes with a wealth of supporting materials. They include a **teacher’s guide**, a **workbook**, a **tape**, and a reproducible **multilevel activity and resource package** that includes games and word cards as well as grammar, reading, listening and writing worksheets. The worksheets are written for two levels, making them very useful for a multi-level class. Even though the **teachers’ guide** is very thorough and explicit in providing a step-by-step approach to the exercises provided, this textbook leaves room for a teacher’s own creative expansion activities.

Crossroads 4

<i>Authors: Irene Frankel, Marjorie Fuchs</i>		<i>Publisher: Oxford University Press, 1994</i>	
		<i>Phone: (800) 451-7556</i>	
<i>Level: ESL/CBET Intermediate Low</i>	<i>Units: 10</i>	<i>Pages: 120</i>	
<i>Support Materials: Teacher's guide, workbook, tape, multilevel activity and resource package</i>			
Highlights:			
❖ <i>Clear and easy to use</i>		❖ <i>Useful balance of four skills within each unit</i>	
❖ <i>Multilevel workbook</i>		❖ <i>Wide range of support materials</i>	

Crossroads 4 integrates a life skills competency-based approach with systematic grammar presentation. The textbook is organized into 10 topical units. Topics range from “entertainment” to “finding a job” to “community services.” This book does not neatly fit the Division of Adult and Career Education’s ESL course outline levels. The majority of topics covered in this book are found in the Intermediate High A course outline, while the majority of grammar points are found in the Intermediate Low course outline. It is appropriate for the Intermediate Low level but would require supplementation to cover some competencies and topics in the course outline. Listening, speaking, reading, and writing activities are well integrated in the units and presented in manageable chunks so that students are not overwhelmed with new language. New material is presented at the beginning of each unit in taped conversations, while activities follow that run from controlled to more communicative practice. **Crossroads 4** does a very good job of integrating real life writing activities (for example, writing a brief work-related memo or writing a class newsletter) into each unit’s story line. It also recycles vocabulary, promotes cross-cultural communication, and incorporates higher level thinking skills and problem solving.

While the design and layout of this textbook are not fancy, it is exceptionally clear and easy to use. Situations presented are real life ones students might encounter in their daily lives. In each unit there is a progression from presentation (a recorded conversation) to guided practice (fill in the blank or matching) to communicative practice (role play or interview classmates and fill in a grid). Besides the reading and writing activities, which come next, there is a focused listening page and more interactive practice. Each unit ends with a “Progress Check” which allows students to evaluate themselves or each other. The book does not address technology on any level.

Crossroads 4 comes with a wealth of support materials. They include a **teacher’s guide**, a **workbook**, a **tape**, and a reproducible **multilevel activity package** that includes games and word cards, as well as grammar, reading, listening and writing worksheets. The worksheets are written for two levels, encouraging their use with multi-level groups. Even though the **teacher’s guide** is very thorough and explicit, the textbook also leaves room for a teacher’s own creative expansion activities.

Crossroads Cafe B

<i>Authors: K. Lynn Savage, Patricia Mooney Gonzalez, Mary McMullin, Kathleen Santopietro Weddel</i>		<i>Publisher: Heinle & Heinle, 1997</i> <i>Phone: (800) 354-9706</i>
<i>Level: ESL/CBET Intermediate Low</i>	<i>Units: 13</i>	<i>Pages: 220</i>
<i>Support Materials: Teacher's guide, videotape, photo stories, partner guide, worktext, reproducible handouts, assessment video, assessment package</i>		
Highlights:		
❖ <i>Reality-based, engaging video stories</i>	❖ <i>Highly communicative text</i>	
❖ <i>Excellent reproducibles in teacher's guide</i>	❖ <i>Promotes intercultural understanding</i>	

Crossroads Cafe B is the second book in a two-part combined textbook and video series. It is designed to address the multilevel needs of the intermediate adult ESL classroom. Each unit revolves around the characters from a video story whose lives crisscross in the setting of a restaurant. Students begin each unit by looking at a picture and guessing/discussing what the unit is about. There are three levels (from high-beginning to intermediate) of pre-post listening activities for each video story, which allows flexibility according to student levels. Next, a language structure or function from the video is practiced in matching or cloze exercises. Finally, the problems and issues of the characters give rise to the reading and writing activities. For example, in unit 14, the owner of the restaurant goes to the hospital. Then a medicine label reading activity and a "get well soon" letter-writing activity are followed by additional speaking and writing about the culture of hospitals.

Crossroads Cafe B is noteworthy for its realistic, engaging and communicative usage of video and extensive cooperative learning techniques to contextualize and personalize language learning. It is strongly correlated to all SCANS skills, especially interpersonal and thinking skills areas. Less than 50% of the grammar structures for Intermediate Low are covered. However, the text does state that it is correlated to **New Grammar in Action**, so that series could be used as a supplement. The majority of the course outline life skills competency areas are addressed very well, except that classes needing more information on the consumer economics and health and safety areas would require supplemental life skills activities.

The supplementary materials for **Crossroads Cafe B** are outstanding and necessary to using the series effectively. The **video** is realistically convincing and humorous with stories easily recognizable to the adult population. The **teacher's guide** is an invaluable tool with clear lesson plans and a vast number of communicative handouts such as surveys, mixers, word scrambles, information gap activities and more. The **photo stories** contain picture series with language bubbles that preview the video stories.

Expressways 3

<i>Authors: Steven J. Molinsky, Bill Bliss</i>		<i>Publisher: Longman ESL, 1999</i>	
		<i>Phone: (800) 922-0579</i>	
<i>Level: ESL/CBET Intermediate Low</i>	<i>Units: 8</i>	<i>Pages: 154</i>	
<i>Support Materials: Teacher's guide, workbook, tapes, test booklet</i>			
<i>Highlights:</i>		❖ <i>Plenty of controlled practice</i>	
❖ <i>Easy to use</i>		❖ <i>Incorporates SCANS skills</i>	
❖ <i>Full color</i>			

Expressways 3 contains a high percentage of the topics and grammar competencies in the Intermediate Low course outline. It stresses the development of speaking skills over reading and writing. The text is organized into eight units or “exits” with the topics (People and Places, Health and Emergencies) and grammar supporting the language functions (giving directions to places in the community, describing symptoms and making a doctor’s appointment). It is clearly written, though the pages are quite busy. Cartoon illustrations provide both warmth and humor. Listening, speaking, reading and writing activities are integrated within the units. Vocabulary and language skills are recycled throughout. The text addresses real life skills needs of adult students such as accessing public transportation, renting an apartment, and asking and telling about experiences as well as work-related skills. Students are encouraged to gather information outside the classroom to assist them in using their language skills. The text is quite fast paced which will please some students and seriously challenge others.

The text incorporates a variety of communicative techniques, such as role plays, interviews, and surveys, but its basic technique is based on model dialogs followed by substitution drills. These exercises offer students very controlled speaking opportunities, though they do become monotonous for both student and teacher after a while. They have limited value in promoting authentic communication in the classroom. Other weaknesses of the text are limited writing practice and no authentic reading selections. These areas would require supplementation.

Scantrons multiple choice unit tests have been designed, and are available in a **test booklet**. While convenient for teacher use, the tests themselves are not particularly challenging for students. The activity **workbook** correlates well to the main text and provides easy review activities, but it does not include enough real writing. The **tapes** are well produced; voices are expressive and varied and musical cues alert the student to upcoming activities. Teachers should use the **teacher’s guide** for its teaching suggestions and expansion exercises, but would probably want to develop other materials to supplement the text with writing and authentic speaking activities.

New Vistas 3

<i>Authors: H. Douglas Brown, Anne Albarelli Siegfried, Alice Savage, Masou Shafiei</i>		<i>Publisher: Longman ESL, 2000</i>	
		<i>Phone: (800) 922-0579</i>	
<i>Level: ESL/CBET Intermediate Low</i>	<i>Units: 10</i>	<i>Pages: 138</i>	
<i>Support Materials: Teacher's guide, workbook, tape</i>			
<i>Highlights:</i>		❖ <i>Includes many SCANS and CASAS competencies</i>	
❖ <i>Teaches internet skills</i>			

New Vistas 3 was written to include many SCANS and CASAS skills and even has its own **website**. The text's effectiveness is highly dependent on the use of listening tapes. The book revolves around situations in the lives of a multiethnic group of college-age students attending a private ESL school. Set at a private ESL school in the United States, and most of the characters are young exchange students. Their life experiences may not reflect those of many ESL students in LAUSD adult schools. Units explore topics relevant to ESL students both inside and outside the classroom ranging from changing classes and culture shock to the job market and road safety. Specific life skills competencies include reading pay stubs, discussing health insurance, and completing accident reports. Language functions and grammar are practiced in a variety of controlled and communicative activities. Grammar is taught inductively with a grammar summary at the end of each unit. The book is comfortably paced, and listening, speaking, and reading activities are well integrated. The book employs pair, small group, whole class, and mixer activities.

New Vistas 3 encourages a student-centered classroom in which students communicate authentically with one another. Students are challenged to be risk takers and reflective learners. "Strategies for Success" exercises at the end of each unit ask students to be responsible for building their own skills outside the classroom, to be aware of successful learning strategies, to work cooperatively, and to reflect on their own progress. The companion **website** section consists of an online activity to further explore the unit topic while building internet skills. **New Vistas 3** has some problems. Writing activities are minimal within the text. The text doesn't have an integrated narrative or visual style. Characters aren't particularly interesting or well developed, and dialogs lack authenticity. A character index in the front would have helped readers identify characters. Much of the artwork is dull and lacks dimension.

The **workbook** provides challenging reading and writing activities that support the grammatical structures learned in the text. The **teacher's guide** includes full-color pages from the textbook with teacher's notes on facing pages. It contains good warm-up and presentation suggestions, expansion activities, answer keys, tape transcripts, and tests (including placement tests, a mid-term and a final exam). The **teacher's guide** also lists SCANS and CASAS competencies included in each chapter. Language on the **tapes** is at natural speed.

Spectrum 3

<i>Authors:</i> Diane Warshawsky, Donald R. H. Byrd		<i>Publisher:</i> Longman ESL, 1994	
		<i>Phone:</i> (800) 922-0579	
<i>Level:</i> ESL/CBET Intermediate Low	<i>Units:</i> 14	<i>Pages:</i> 160	
<i>Support Materials:</i> Teacher's guide, tape, videos			
<i>Highlights:</i>		❖ Strong listening and reading activities	
❖ Promotes cross cultural awareness		❖ Wide range of functional language	

Spectrum 3 is a fast-paced book written for a broad international market but intended to give students a general functional fluency in English. The characters' lifestyles and concerns might not correspond with those of many LAUSD students. Grammatical structures support a wide range of language functions, such as expressing an obligation, talking about plans, and stating conclusions. The book is especially strong in listening and reading activities.

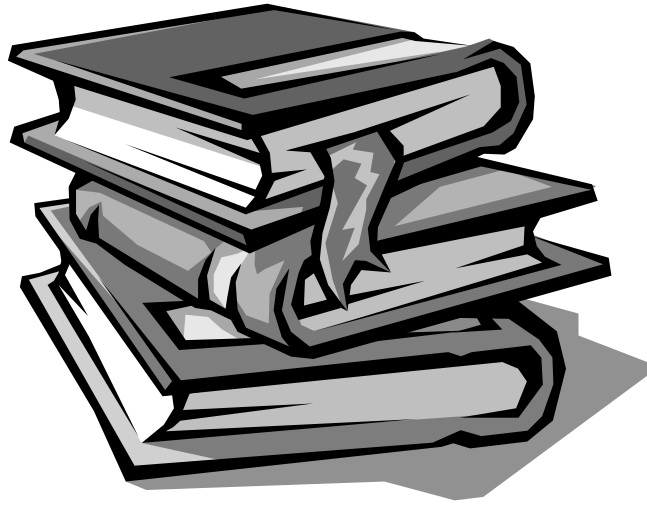
Units open with a helpful preview page, followed by a long sample conversation and a lively mix of short listening, speaking, and reading activities. The book is teacher-centered and very dependent on the use of the **tapes**. **Tapes** include conversations, readings, some focused listening and pronunciation activities, and aural checks for many of the written activities. The book is weak in real communicative activities. Speaking practice activities include dialogs, pair and group discussions, information gaps, and role plays. Reading selections are wide-ranging and include restaurant guides, a medical advice column, encyclopedia entries, a biographical profile, and a historical article. The book provides many good reading comprehension checks. Writing activities are mostly fill-in-the-blank. Grammar is taught simply but effectively, and always in conjunction with a specific language function. In general, language activities are controlled, with receptive skills stressed over productive ones. Higher level thinking skills and problem solving activities are kept to a minimum. Cross-cultural awareness is promoted through the use of multi-ethnic characters. Specific life skills in the course outline are not fully addressed and the teacher might need to supplement these. There are review activities every three or four units, but no tests. The book is generally well designed and in full color, but it is graphically very busy. Pages are cramped and the type is small. The book might move at too fast a pace for some students.

The **teacher's guide** is very useful and easy to follow. Textbook pages are reproduced with detailed teaching notes on facing pages. Text tapescripts and answer keys are integrated into the notes, while the **workbook** tapescripts and answer keys are found at the back. The **workbook** provides the writing practice the textbook lacks. Characters in the **workbook** may not be the same as in the text, sometimes making the **workbook** harder for students to follow. Activities include focused listening, sentence completion to memo and letter writing. The six **tapes**, with a nice variety of voices speaking at natural speed, are essential for using the book.

ESL/CBET

Intermediate

High A



Collaborations Intermediate 2

Authors: Jean Bernard, Donna Moss, Lynda Terrill		Publisher: Heinle & Heinle, 1997	
		Phone: (800) 354-9706	
Level: ESL/CBET Intermediate High A	Units: 6	Pages: 105	
Support Materials: Teacher's guide, workbook, tape, activity masters, transparencies, assessment program			
Highlights:		❖ SCANS skills and language proficiencies incorporated	
❖ Student-centered		❖ Promotes cross-cultural awareness	
❖ Extensive support material			

Collaborations Intermediate 2 is the fifth book in a unique adult ESL series that highlights the lives of new immigrants. Each chapter is centered around the narratives of newcomers living in different cities. Their authentic stories told in readings and on tape introduce issues relevant to the lives of all immigrants, and form the basis for language and vocabulary development. They also help to teach students the history and geography of the United States. The six units are organized according to ever-widening contexts, or “learning environments” that include the self, school, home, work, local community and global community. Students are encouraged to be active learners as they reflect on, talk about, and rehearse their new roles in the United States. Communication tasks are authentic and meaningful, and community building in the classroom is emphasized. At the end of each chapter exercises and checklists assist students in monitoring their own progress, as well as in reflecting on their roles as learners.

The book is appropriately paced for intermediate-low level learners, with the right degree of complexity in its skill-building activities. Grammar is taught simply and contextually, with a helpful glossary of grammatical terms placed at the end of the text. The book does a good job of teaching critical thinking skills and reading and writing proficiencies such as reading bar graphs or tables and writing an outline for an oral presentation. Listening activities are limited to opening readings and follow-up cloze activities, and the text could use more focused listening exercises.

Collaborations Intermediate 2 has a lot of support materials grouped together in its “Teacher’s Kit.” The **teacher’s guide** includes reduced student book pages, teaching suggestions, and “Field Tester’s Notes,” which offer helpful comments from teachers who have used the book. The challenging **workbook** contains a mixture of lower and higher level writing activities. An answer key in the back allows students to work independently. The **activity masters book** provides a mix of reading, writing, and speaking expansion activities that are keyed to pages in the student book. A book of **transparencies** featuring characters from the main book contains a series of questions to be used for pre-reading or review activities. The **assessment program** includes a mid-term and final test, in addition to placement tests and other assessment tools. While much of the material in “The Teacher’s Kit” is helpful, it might have been more effectively consolidated into fewer volumes.

Contemporary English 4

<i>Authors: Elizabeth Mimicz, Kathryn Powell, Lydia Omori</i>		<i>Publisher: McGraw-Hill/Contemporary, 1999</i>	
		<i>Phone: (800) 624-7294</i>	
<i>Level: ESL/CBET Intermediate High A</i>	<i>Units: 10</i>	<i>Pages: 120</i>	
<i>Support Materials: Teacher's manual, workbook, tape</i>			
<i>Highlights:</i>		❖ <i>Presents high interest material</i>	
❖ <i>Incorporates SCANS skills</i>		❖ <i>Integrates graph and chart reading</i>	

Contemporary English 4 is part of a series designed for busy adult students with minimal English proficiency. The book covers many of the grammatical structures and topics in the Intermediate High A course outline. The text's 10 units are based on meaningful topics like employment, consumer economics, and community services. Each unit is divided into two parts. A simple comic strip depicting a problem situation is followed by questions leading to problem solving. The book provides a wide variety of language, thinking and life skills, including work-related skills. Students are encouraged to become active learners who take responsibility for their own learning.

The book is well conceived, and moves at a comfortable pace for high intermediate students. High-interest topics include "Getting Help in Your Community" and "Machines for Communication." Activities such as brainstorming and comparing personal and cultural experiences are varied, concise, and challenging. They encourage individual and cooperative practice. The language skills are well integrated. Listening is highlighted in each lesson in the "Sound Bites" section. Grammar is taught contextually, but also targeted with the right amount of detail. Critical thinking skills are called upon at the end of each unit. The book emphasizes the development of reading skills, and includes extensive use of graphs, charts, diagrams and timelines. The book's major weakness is its dull graphic design, especially its rudimentary illustrations.

Workbook units review and reinforce grammatical structures taught in the student book. Reading and writing exercises in the **workbook** are concise, and graduate in difficulty from controlled to open-ended. There is no answer key in the **workbook**. The **teacher's guide** provides a lot of pre-teaching suggestions and good communicative expansion activities, many of which are conveniently printed as reproducible masters. **Workbook** answers and unit tests are also formatted as reproducibles in the **teacher's guide**. Pages from the student text are not reproduced in the **teacher's guide**, however. The **audio tapes** are somewhat problematic; the voices don't match the ethnicity of the characters, voices are slowed down to a very unnatural speed, and there aren't enough pauses between sections.

Expressways 4

<i>Authors: Steven J. Molinsky, Bill Bliss</i>		<i>Publisher: Longman ESL, 1997</i>	
		<i>Phone: (800) 922-0579</i>	
<i>Level: ESL/CBET Intermediate High A</i>	<i>Units: 8</i>	<i>Pages: 178</i>	
<i>Support Materials: Teacher's guide, workbook, tapes, test booklet</i>			
Highlights:			
❖ <i>Clear</i>		❖ <i>Designed for student success</i>	
❖ <i>Easy to use</i>		❖ <i>Incorporates SCANS skills</i>	

Expressways 4 emphasizes oral communication and was written for the busy adult ESL student with little time to study outside of class. The book is organized with the topics and grammar supporting language functions such as asking for information, offering to help etc. Topics include “Friends and Neighbors,” “Personal Finances” and “Rules and Regulations at School.” The book is clearly written. Cartoon illustrations provide much warmth and humor. The listening, speaking, reading, and writing activities are well integrated, with vocabulary and language skills recycled throughout. The book addresses the real life needs of students, such as arranging for home repairs, planning a family budget and talking to a child’s teacher, and incorporates work-related skills. Students are encouraged to gather information outside the classroom to help them apply their language skills. Best of all, the book is well paced for most Intermediate High ESL students, who can potentially gain mastery over the material in a short time.

The book incorporates a variety of communicative techniques, such as roleplays, interviews, and surveys, but its cornerstone technique consists of model dialogs followed by substitution drills. While these exercises do foster student speech, they tend to become monotonous for both student and teacher, and have limited value in promoting authentic communication in the classroom or in the real world. Other limitations of the book include too many lower-level thinking skill tasks such as identifying and reordering; not enough writing practice; no authentic reading selections; and no grammar summaries. Reading and writing activities in the text will require supplementation. Some of the grammatical structures, such as embedded questions and indirect speech, are recycled excessively, while other demanding structures, such as passive voice and conditionals, are presented but not reviewed.

Unit tests have been designed to be used with a Scantron machine, and are available in the **test booklet**. While convenient for teachers to use, the tests aren’t overly challenging for students. The activity **workbook** is keyed to the main text and provides easy review activities, but doesn’t include enough real writing. **Tapes** are well-produced; voices are expressive and varied and musical cues alert the student to upcoming activities. Teachers should use the **teacher’s guide** for its teaching suggestions and expansion activities, but might want to use or develop other materials to challenge higher-level learners.

Focus on Grammar Intermediate

<i>Authors: Marjorie Fuchs, Margaret Bonner, Miriam Westheimer</i>		<i>Publisher: Longman ESL, 2000</i>	
		<i>Phone: (800) 922-0579</i>	
<i>Level: ESL/CBET Intermediate High A</i>	<i>Units: 38</i>	<i>Pages: 415</i>	
<i>Support Materials: Teacher's guide, workbook, tape/CD</i>			
Highlights:		❖ <i>Appropriate for students with high literacy backgrounds</i>	
❖ <i>High interest readings</i>		❖ <i>Good correlation to listening, speaking, reading, writing proficiencies for the level</i>	
❖ <i>Extensive grammar activities</i>			

Focus on Grammar: An Intermediate Course is comprehensive grammar textbook which can be used as a whole or divided into two volumes, A and B. It has been included in this guide because more than most grammar books at this level, it does attempt to effectively integrate the four language skills of listening, speaking, reading, and writing. Volume A covers present, past, future and present perfect verbs, as well as modals. Volume B covers adjectives, adverbs, gerunds and infinitives and more modals. The grammatical structures taught in this book are in many ways a review of the level before, but because of the pacing, the language skill proficiencies covered, the vocabulary used and the density of the text, it is recommended for Intermediate High A. Each unit in the book presents a reading followed by grammar charts and focused practice on the targeted grammar point. Communication practice follows, with focused listening tasks like cloze exercises, circling words, or sequencing information as well as interactive speaking tasks such as information gap activities, role plays and interviews. At the end of each set of units, a self-test is provided. Paragraph writing tasks incorporating the grammar learned are introduced through writing samples and pre-writing activities.

Because the text primarily focuses on grammar and vocabulary, instructors will need to develop supplemental activities to adequately meet the life skills competencies in the course outline. Grammar explanations are densely written, so students using this text would need to have been exposed to quite a bit of grammar before using it. Listening and speaking proficiencies are sufficiently addressed in accordance with the model standards and the course outline. The unit themes in **Focus on Grammar Intermediate** are a hybrid of life skills and academic topics. For example, about half the readings are formatted as ads, signs, charts, and brochures for lifeskills reading practice. The other half focus on topics such as law, biology, psychology, and TOEFL test preparation, and are presented in a narrative format. The book contains no pre or post reading exercises, although the teacher's **guide** contains a list of post-reading questions for each reading.

The supplementary materials are useful components of the **Focus on Grammar Intermediate** text. The **teacher's guide** includes diagnostic and final tests, listening scripts and specific teaching tips for each unit. The speech on the **tape** is slow but natural, using several different voices. The **workbook** is not required for the text to be effective, but provides additional grammar exercises for each unit.

New Vistas 4

Authors: <i>H. Douglas Brown, Anne Albarelli Siegfried, Alice Savage, Masou Shafiei</i>		Publisher: <i>Longman ESL, 2001</i>	
		Phone: <i>(800) 922-0579</i>	
Level: <i>ESL/CBET Intermediate High A</i>	Units: <i>10</i>	Pages: <i>137</i>	
Support Materials: <i>Teacher's guide, workbook, tape</i>			
Highlights:		❖ <i>Focused listening activities</i>	
❖ <i>Teaches computer skills</i>		❖ <i>Integrates SCANS and CASAS skills</i>	
❖ <i>Website</i>			

New Vistas 4 continues with the same characters found in **New Vistas 3**, moving them from a language school to the world of work. The text's effectiveness is highly dependent on the use of listening tapes. Unit topics revolve around issues faced in the workplace: getting along with the boss and co-workers, team building, and problem-solving on the job. Each unit is divided into three lessons. Opening dialogs focus on the topic and drive the book's fictional narrative. Language functions and grammatical structures are introduced and practiced using a variety of controlled and communicative activities. Grammar is taught inductively, but there is a grammar summary at the end of each unit. Listening activities are clear and concise, and a variety of grouping strategies are employed in the book's communicative activities. The use of e-mail messages provides the format for many of the textbook's reading and writing activities. SCANS and CASAS work-related competencies are well integrated. The "Strategies for Success," "Checkpoint" and "Learning Preferences" sections at the end of each chapter teach students to be responsible for their own learning. A **companion website** provides students the opportunity to further explore topics and develop internet skills.

The text's heavy emphasis on work skills means that some of the topics and life skill competencies from the Intermediate High A course outline are not addressed and need to be supplemented. While the internet activities are new and exciting, the strong focus on them may be too much for some ESL teachers and students. Characters in the book aren't very interesting or well developed, and the book is visually dull. Most of the artwork is lackluster, and the second color in the book is a drab yellow.

The **workbook** provides challenging reading and writing activities that support the language functions and grammatical structures in the textbook. Writing activities, which range from fill-in-the-blank to paragraph and essay writing, may require additional teacher preparation. The **teacher's guide** is a necessary companion to the textbook. It provides the teacher with specific teaching suggestions for each activity, many good expansion activities; answer keys to the textbook and workbook; a list of SCANS and CASAS competencies for each unit; and tests, including placement tests, a mid-term and a final test.

Spectrum 4

<i>Authors: Diane Warshawsky, Donald R. H. Byrd</i>		<i>Publisher: Longman ESL, 1995</i> <i>Phone: (800) 922-0579</i>
<i>Level: ESL/CBET Intermediate High A</i>	<i>Units: 14</i>	<i>Pages: 160</i>
<i>Support Materials: Teacher's guide, workbook, tapes, assessment package</i>		
<i>Highlights:</i>		
❖ <i>Promotes cross cultural awareness</i>	❖ <i>Teaches a wide range of functional language</i>	❖ <i>Strong in listening and reading activities</i>

Spectrum 4 is a teacher-centered book designed for the international market but appropriate for Intermediate High A students. The characters' lifestyles and concerns might not correspond with those of many LAUSD students. The text stresses receptive skills (listening and reading) over productive skills (speaking and writing). The book is very dependent on its **tape** for its reading and listening activities. Units are organized around language functions such as expressing a regret, making a judgment, and giving an excuse.

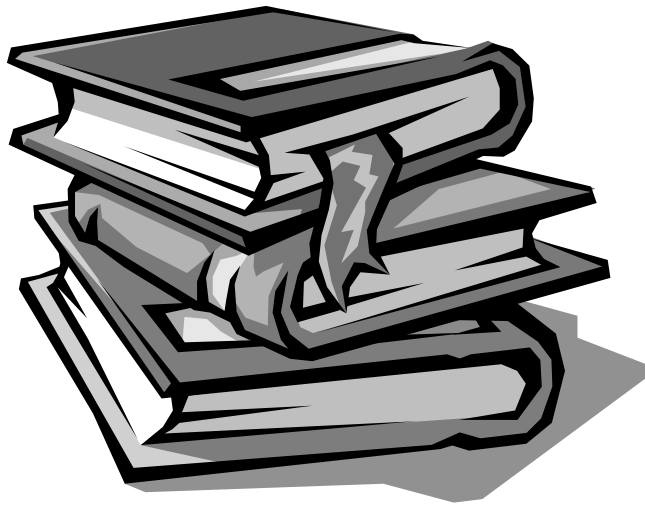
Units open with a preview page highlighting the language functions, expressions, and grammar of the unit. A short reading passage encourages students to start thinking about the theme. Realistic opening conversations feature a cast of characters who confront problems at work, at school, and in their personal lives. Reading, listening, speaking and writing activities are well integrated, varied, and fun. Reading selections cover a wide range of topics, including home security, stress and exercise. All readings teach reading strategies and incorporate reading comprehension checks. Speaking practice includes dialogs, pair and group discussions, surveys, information gaps, role play, and problem solving activities in the "Your Turn" section at the end of each unit. Listening and writing activities are short and well focused. Grammar is effectively taught with the use of simple charts, and always in conjunction with a specific language function. Cross-cultural awareness is promoted through the use of multi-ethnic characters. Since this book is written for an international audience, specific life skills in the course outline are not fully addressed and the teacher might need to supplement these. There are review activities after every three or four units, but no tests in the text. The book is generally well designed, but the pages are busy and the type is small. There are no breaks between units. The book might be too fast-paced for some students.

The **teacher's guide** is very helpful and easy to use. Textbook pages are reproduced with detailed teaching notes on facing pages. Tape scripts and answer keys are also nicely integrated into the notes, while the workbook tape scripts and answer keys are found at the back. The **workbook** provides the writing practice the textbook lacks. Writing activities range from sentence completion to letter writing. Listening activities are included on the **tapes**, which have a variety of voices at natural speed. The rather long opening conversations are repeated for optional pronunciation practice. Longer pauses between sections would be helpful on the tape. Two additional **tapes** correspond to the **workbook**. The **assessment package** includes both placement and achievement tests.

ESL/CBET

Intermediate

High B



Focus on Grammar High Intermediate

<i>Authors: Majorie Fuchs, Margaret Bonner</i>		<i>Publisher: Longman ESL, 2000</i>	
		<i>Phone: (800) 922-0579</i>	
<i>Level: ESL/CBET Intermediate High B</i>	<i>Units: 29</i>	<i>Pages: 423</i>	
<i>Support Materials: Teacher's guide, workbook, tape/CD</i>			
<i>Highlights:</i>		❖ <i>Listening, speaking, reading, writing well-integrated</i>	
❖ <i>Clear grammar charts and explicit grammar notes</i>		❖ <i>Available in split editions: A and B</i>	

Focus on Grammar High Intermediate teaches grammar without being overly dry and academic, and has a good variety of listening, speaking, reading and writing activities that are well-paced and graduate from controlled to open-ended at the end of each unit. It has been included in this guide because more than most grammar books at this level, it does attempt to effectively integrate the four language skills. The interesting topics are varied and include friendship, saving money, the immigrant experience, ancient cultures, and body art. Grammar covered in this book is in many ways a review of the grammar of the level before, but because of pacing, proficiencies covered, vocabulary used, and density of the material, it is recommended for the Intermediate High B level. Because of the length of the book, teachers need to be selective in choosing practice exercises.

Clear grammar charts and explicit grammar notes are the main feature of each unit of **Focus on Grammar High Intermediate**. Grammar is always taught in context with a lot of controlled practice. The book has a lot of text, which will prove challenging for the slower readers, and vocabulary isn't targeted or recycled. Opening readings explore the unit theme, but don't include any reading comprehension questions. Most readings throughout the units are narratives or conversations. Charts, graphs and tables are used minimally, and reading strategies aren't taught explicitly. Listening activities are clear and well focused. Good interactive activities include information gaps, before-and-after pictures, interviews, surveys, discussion questions, and role plays. Writing activities range from fill-in-the-blank to paragraph and essay writing and editing exercises. Each unit ends with a useful 4-5 page review or self-test and additional writing activities. The book promotes cross-cultural awareness through its characters and its reading selections. The book is well-designed, with a nice mix of photographs and illustrations, big, easy-to-read print, and sufficient room to write answers. This book will work best for motivated students who have used a similar grammar book and are familiar with the format. Life skills competencies from the course outline will need to be supplemented.

The **teacher's guide** for this edition of **Focus on Grammar High Intermediate** was not available by our review deadline. The **teacher's guide** for the first edition included detailed teaching suggestions, tape transcripts and diagnostic and final tests. The **tapes** are necessary for the opening readings and the listening activities. The speech on the **tape** is slow but natural, using several different voices. The **workbook** is not required for the text to be effective, but provides additional grammar exercises for each unit.

Spectrum 5

<i>Authors: Sandra Costinett and Donald R.H. Byrd</i>		<i>Publisher: Longman ESL, 1994</i>	
		<i>Phone: (800) 922-0579</i>	
<i>Level: ESL/CBET Intermediate High B</i>	<i>Units: 12</i>	<i>Pages: 136</i>	
<i>Support Materials: Teacher's guide, workbook, tapes, assessment package</i>			
Highlights:		❖ <i>Strong in listening and reading activities</i>	
❖ <i>Promotes cross-cultural awareness</i>		❖ <i>Teaches a wide range of functional language</i>	
❖ <i>Fast paced</i>			

Spectrum 5 is written to give students a general functional fluency in English. The text uses a controlled syllabus combining language functions and grammatical structures. Written for an international market, the text is fast-paced and sophisticated in its choice of topics. The characters' lifestyles and concerns might not correspond with those of many LAUSD students.

Units in **Spectrum 5** begin with preview pages followed by a reading adapted from an authentic newspaper or magazine article, often followed by a skill-building activity such as finding the main idea. Readings tend to have wide appeal, but are somewhat esoteric, including stories on pets as status symbols, lasers, and child prodigies. Vocabulary may be challenging. The book has many focused listening activities, so the teacher will need to use the tape often. Speaking practice is limited to discussion questions and role play activities which demand a lot of teacher guidance. End-of-the-unit writing activities include writing a personal letter of advice and writing a short news story. Language functions are taught in conjunction with appropriate grammatical structures. Grammar structures are taught directly with charts and usage notes. Life skills are occasionally addressed but the teacher will need to supplement most of the life skills in the course outline. Students work in groups and exercise higher order thinking skills in the "Your Turn" section. There are extensive review activities, but no tests are included in the text. The book is printed in only two colors and the type is small. There is a nice mix of photographs and illustrations.

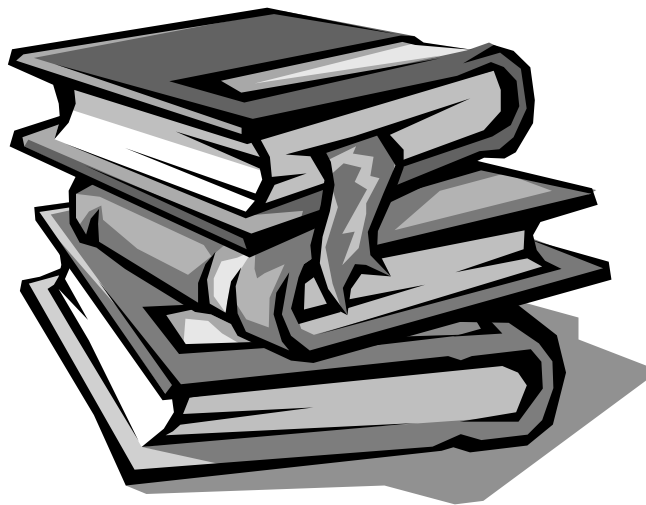
The **teacher's guide** is easy to use. The layout of units is clearly explained and followed by reproduced student pages and page-by-page teaching instructions. Tape scripts and answer keys are nicely integrated into the notes. The writing activities in the **workbook** are graduated in difficulty, and range from fill-in-the-blanks to letter writing activities. The **workbook** also includes reading and listening activities. Four **tapes** accompany the text and a fifth **tape** is devoted to the **workbook**. The teacher will need to use the **tapes** to effectively teach the book. Besides listening activities, the **tapes** include all of the reading selections and conversations, which are repeated with pauses after every line for optional pronunciation practice. An **assessment package** is available which includes both placement and achievement tests.

ESL/CBET

Advanced

Low

Only one core text was found to be appropriate by the committee for the Advanced Low level. For this reason, teachers may choose instead to select books that teach the specific areas of speaking, listening, reading, writing, and grammar.



Spectrum 6

<i>Authors: Sandra Costinett, Donald R.H. Byrd</i>		<i>Publisher: Longman ESL, 1994</i>
		<i>Phone: (800) 922-0579</i>
<i>Level: ESL/CBET Advanced Low</i>	<i>Units: 12</i>	<i>Pages: 136</i>
<i>Support Materials: Teacher's guide, workbook, tapes, assessment package</i>		
<i>Highlights:</i>		
❖ <i>Promotes cross-cultural awareness</i>	❖ <i>Strong in listening and reading activities</i>	❖ <i>Teaches a wide range of functional language</i>
❖ <i>Fast paced</i>		

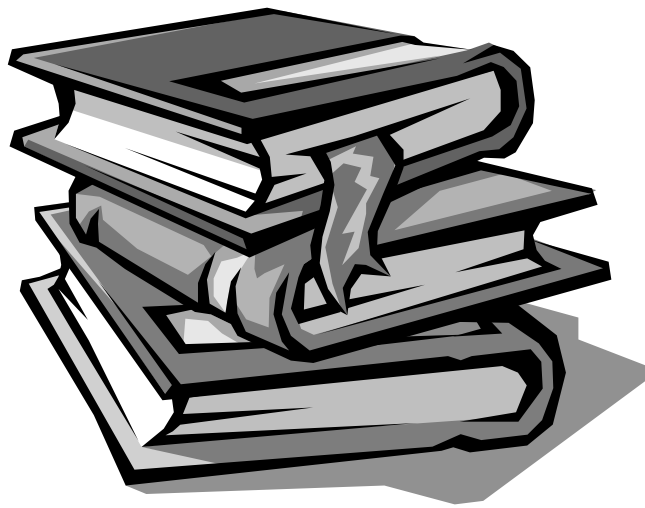
Spectrum 6 is the last text in a series developed for the international market. Because it is geared toward international students, Spectrum 6 may not be relevant to adult level ESL students in our school district. The text stresses comprehension as the starting point for communication. Reading and listening are emphasized in a multitude of activities and, in general, language activities are well modeled and controlled. Units are organized around language functions and grammar. Topics within units are varied.

Each unit of **Spectrum 6** begins with a lengthy reading adapted from an authentic newspaper or magazine article, followed by a comprehension exercise incorporating reading and higher level thinking skills. Topics don't correlate well with the life skills competencies in the Advanced Low course outline and the teacher will need to supplement life skills competencies. The vocabulary load in the book may prove challenging. The text is heavily dependent on the **tapes**, which must be used to effectively present the lessons. Speaking activities are limited to discussion questions and a preponderance of role play activities, which draw on students' personal experiences, but demand teacher guidance. Most listening activities are model conversations that provide springboards for role plays. There are no substitution drills, information gaps, surveys, or interviews. Grammatical structures are taught clearly and directly with the use of charts and usage notes, but are not sufficiently practiced. Students work in small groups and use problem solving skills in the "Your Turn" section of each unit. Photos, artwork, short articles, or listening passages are used as beginning points for writing. Review activities come after every three or four units. No tests are included in the text. The book is printed in only two colors, type is small and pages cramped, but there is a nice mix of photos and illustrations.

The **teacher's guide** reproduces the textbook pages and has teaching notes on alternate pages, along with the tape scripts and answer keys. **Workbook** pages are keyed to the text and provide writing activities lacking in the text. Workbook activities are challenging and may require a lot of teacher direction. Four **tapes** accompany the text and a fifth tape is devoted to the workbook. Besides listening activities, the **tapes** include all of the reading selections and conversations, which are repeated with pauses after every line for optional pronunciation practice. An **assessment package** is available which includes both placement and achievement tests.

ESL/CBET

APPENDICES



CBET/Waterford Support Materials

Creative Ideas

<i>Authors:</i> Wanda Ballard, Phyllis Tighe	<i>Publisher:</i> Ballard & Tighe <i>Phone:</i> (800) 321-4332
<i>Parents' Level:</i> Beginning Low through Intermediate Low	<i>Children's Level:</i> K-4
<i>Support Materials:</i> N/A	
<i>Highlights:</i>	
<ul style="list-style-type: none"> ❖ Eight levels of materials 	<ul style="list-style-type: none"> ❖ Useful in preparing parents to work with children's homework sheets ❖ Directions provide lifeskills reading practice

Homelink: Home Activities for the Emergent Reader

<i>Authors:</i> Bob Rowland, editor	<i>Publisher:</i> Dominie Press <i>Phone:</i> (800) 232-4570
<i>Parents' Level:</i> Beginning Literacy through Beginning Low	<i>Children's Level:</i> Varied
<i>Support Materials:</i> N/A	
<i>Highlights:</i>	
<ul style="list-style-type: none"> ❖ Reproducible activities 	<ul style="list-style-type: none"> ❖ Materials in Spanish and English

Oxford Picture Dictionary for the Content Areas

<i>Authors:</i> Dorothy Kaufman	<i>Publisher:</i> Oxford University Press <i>Phone:</i> (800) 451-7556
<i>Parents' Level:</i> Beginning High through Intermediate Low	<i>Children's Level:</i> Beginning High through Intermediate Low, 4 th -8 th grade
<i>Support Materials:</i> Teacher's guide, workbooks, tapes	
<i>Highlights:</i>	
<ul style="list-style-type: none"> ❖ Vocabulary for key content areas 	<ul style="list-style-type: none"> ❖ Clear illustrations ❖ Useful for exposing parents to 4th-8th grade curriculum

Oxford Picture Dictionary for Kids

Author: Joan Keyes	Publisher: Oxford University Press Phone: (800) (800) 451-7556
Parents' Level: Beginning Literacy through Beginning High	Children's Level: Beginning Literacy through Beginning High (K-3)
Support Materials: Teacher's guide, workbooks, tapes, reproducible materials	
Highlights: <ul style="list-style-type: none"> ❖ Materials accessible even to parents with no prior school experience ❖ Parents can use materials with pre-schoolers ❖ Reproducible reading materials reinforce literacy skills 	

Sing, Spell, Read, and Write

Authors: Sue Dixon	Publisher: Pearson School Group Phone: (800) 848-9500
Parents' Level: Beginning Literacy through Beginning Low	Children's Level: Beginning Literacy through Beginning High (K-3)
Support Materials: Teacher's guide, tapes, videos, posters, games	
Highlights: <ul style="list-style-type: none"> ❖ Uses music to conduct phonics drills ❖ Parents and pre-schoolers can use material together ❖ Kit includes games and prizes 	

Waterford Readers

Authors: Varied	Publisher: Electronic Education Phone: (866) 444-5599
Parents' Level: Beginning Literacy through Intermediate High	Children's Level: Emergent through Fluent reader (K-3)
Support Materials: Teacher's guides for each level, tapes of each story, videos of beginning-level stories	
Highlights: <ul style="list-style-type: none"> ❖ Traditional nursery rhymes and traditional tales provide multicultural literacy. ❖ Illustrations can be the basis for pre-reading activities ❖ Children take books home 	

CBET/Waterford Handbooks for CBET Teachers

The CBET Handbook for the Oxford Picture Dictionaries

<i>Authors:</i> Jayme Adelson-Goldstein, Norma Shapiro	<i>Publisher:</i> Oxford University Press <i>Phone:</i> (800) 451-7556
<i>Parents' Level:</i> Beginning Low through Intermediate High	
<i>Support Materials:</i> N/A	
<i>Highlights:</i> ❖ <i>Reproducible lessons and worksheets for parents to use with any material</i> ❖ <i>Tutoring skills defined and practiced</i>	

Word by Word Tutor's Handbook

<i>Authors:</i> Bill Bliss, Steven Molinsky	<i>Publisher:</i> Longman ESL <i>Phone:</i> (800) 922-0579
<i>Parents' Level:</i> Beginning Literacy through Intermediate High	
<i>Support Materials:</i> N/A	
<i>Highlights:</i> ❖ <i>Bilingual versions of tutoring activities</i> ❖ <i>Classroom and take-home activities</i>	

**Los Angeles Unified School District
 DACE--ESL/CBET/CITIZENSHIP
 TEXTBOOK EVALUATION**

Title _____ Author(s) _____

Publisher _____ Copyright Date _____ ISBN _____

OVERALL RATING <input type="checkbox"/> RECOMMEND <input type="checkbox"/> NOT RECOMMEND	Reviewed by _____ Date _____
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ADULT ESL CONTENT <input type="checkbox"/> YES <input type="checkbox"/> NO	<input type="checkbox"/> Beginning Literacy	<input type="checkbox"/> Intermediate Low	<input type="checkbox"/> Advanced Low
	<input type="checkbox"/> Beginning Low	<input type="checkbox"/> Intermediate High A	<input type="checkbox"/> Advanced High
	<input type="checkbox"/> Beginning High	<input type="checkbox"/> Intermediate High B	<input type="checkbox"/> above

LANGUAGE PROFICIENCIES <i>Appropriate to Course Outline</i>	OTHER AREAS <i>Appropriate to Course Outline</i>	SUPPORT MATERIALS
_____ % Listening	_____ % Grammar	<input type="checkbox"/> Teacher's Manual <input type="checkbox"/> CD Rom
_____ % Speaking	_____ % Topics	<input type="checkbox"/> Student Workbook <input type="checkbox"/> Reproducibles
_____ % Reading		<input type="checkbox"/> Tape _____ <i>other</i>
_____ % Writing		

CONTENT: Model Standards, Current Teaching Strategies and Methods

- | | | |
|-----|---|---|
| | A B C D F N/A | |
| 1. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | Integrates four language skills: speaking, listening, reading, writing |
| 2. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | Incorporates life skills included in course outline. |
| 3. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | Receptive skills before productive (listen/read before speak/write) |
| 4. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | Integrates different learning styles: aural, oral, visual, kinesthetic |
| 5. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | Incorporates and varies different methodologies and techniques:
<i>Natural Approach, Communicative Competence, TPR, meaningful interchanges, model conversations, drill, role play, information gap survey, problem solving, jazz chants, interview etc.</i> |
| 6. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | Grouping strategies: individual, pair, group and team work |
| 7. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | Incorporates higher level thinking skills and problem solving |
| 8. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | Sufficient student practice |
| 9. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | Grammar: taught in context; spiraling activities |
| 10. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | Interactive/communicative approaches |
| 11. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | Vocabulary: target vocabulary in lesson, recycled in lesson |
| 12. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | Reading: pre-read, read, post-read activities; theme recycled |
| 13. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | Writing activities integrated in text |
| 14. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | Assessments and self evaluations at end of unit; final tests |
| 15. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | Design and Format: illustrations, type size, color/black white, layout |
| 16. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | Pace appropriate to level |
| 17. | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> | Promotes cross cultural awareness |

SCANS: Competencies and Foundation Skills

Yes No Resources	Yes No Information	Yes No Technology	Yes No Thinking Skills
Yes No Interpersonal Skills	Yes No Systems	Yes No Basic Skills	Yes No Personal Qualities

1. Give a brief description of the text (focus, intention context, direction)
2. How is the material organized? (themes, grammar, readings)
3. What literacy level/educational background of student is the text designed for?
4. How are the four language skills integrated? (sequencing)
5. What are the text's strengths? What is its strongest point?
6. What are the text's weaknesses?
7. Can the text stand alone from other support materials?
8. What are the strengths and weaknesses of the support materials?
9. Would you recommend this text? Why or Why not?

Office of Instructional Media, Los Angeles Unified School District
INSTRUCTIONAL MATERIALS COMPLIANCE EVALUATION FORM

Instructional materials under consideration must comply with the following standards as set forth by the California Education Code, the California State Board of Education, and the Los Angeles City Board of Education.

Evaluators should take into consideration special circumstances dealing with the literary, historical or cultural perspective of materials or a special purpose that might result in limited portrayals.

Please circle the appropriate answer to the right.

Compliance? Cite Place*

Materials considered for adoption shall not contain:

- | | | | | |
|--|-----|----|-----|-----|
| 1. Any matter reflecting adversely upon persons because of their race, color, creed, national origin, ancestry, sex, or occupation (Ed. Code 60044 (a)) | Yes | No | N/A | ___ |
| 2. Any sectarian or denominational doctrine or propaganda contrary to law. (Ed. Code 60044 (b)) | Yes | No | N/A | ___ |

Materials considered for adoption shall also meet the following requirements:

- | | | | | |
|--|-----|----|-----|-----|
| 3. When appropriate to the comprehension of pupils, textbooks for social science, history, or civics classes shall contain the Declaration of Independence and the Constitution of the United States. (Ed. Code 60043) | Yes | No | N/A | ___ |
| 4. Where deemed necessary and proper, it is required that adopted materials encourage thrift, fire prevention, and the humane treatment of animals and people. (Ed. Code 60042) | Yes | No | N/A | ___ |
| 5. Whenever possible and feasible, illustrations of or references to brand names, products and corporate logos will be omitted in order to prevent unfair exposure for private producers or their products. (Ed. Code 60048 and 60200) | Yes | No | N/A | ___ |
| 6. Whenever appropriate, emphasis will be placed on foods of high nutritive value and regular exercise. (State Board of Education, 1986) | Yes | No | N/A | ___ |

Materials shall also accurately portray the following whenever appropriate:

- | | | | | |
|---|-----|----|-----|-----|
| 7. The contributions of both men and women in all types of roles, including professional, vocational, and executive roles. (Ed. Code 60040 (a)) | Yes | No | N/A | ___ |
| 8. The role and contributions of American Indians and Alaskan Natives, Black Americans, Mexican and other Hispanic Americans, Asian and Pacific Islander Americans, European Americans, and members of other ethnic and cultural groups to the total development of California and the United States. (Ed. Code 60040 (b)) | Yes | No | N/A | ___ |
| 9. The role and contributions of the entrepreneur and labor in the total development of California and the United States. (Ed. Code 60040 (c)) | Yes | No | N/A | ___ |
| 10. The place of human beings in ecological systems and the necessity for the protection of our environment. (Ed. Code 60041 (a)) | Yes | No | N/A | ___ |
| 11. The effects on the human system of the use of tobacco, alcohol, narcotics, restricted dangerous drugs, and other dangerous substances. (Ed. Code 60041 (b)) | | | | |
| 12. The diversity of roles and the specific contributions of people with disabilities in our society in the past, present, or future. (State Board of Educational and LAUSD Board Resolution) | Yes | No | N/A | ___ |
| 13. The diversity of activities in which older persons are involved with people of all ages. (State Board of Education and LAUSD Board Resolution) | Yes | No | N/A | ___ |

OVERALL JUDGEMENT FOR COMPLIANCE	YES	NO
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*If material is not in compliance, cite page numbers in a book, time into a videocassette, chapters, segments, or bar code numbers in CDs and DVDs.

Publishers' Contact Information

Cambridge University Press	(800) 872-7423
Delta Systems Company	(800) 323-8270
Heinle & Heinle	(800) 354-9706
Longman ESL	(800) 922-0579
McGraw-Hill/Contemporary	(800) 624-7294
Oxford University Press	(800) 451-7556

Index of Recommended Adult ESL/CBET Textbooks

<i>Book Title</i>	<i>Page</i>	<i>Book Title</i>	<i>Page</i>
<i>Access</i>	3	<i>Foundations</i>	10
<i>Apple Pie 1A</i>	9	<i>Focus on Grammar Int.</i>	62
<i>Apple Pie 1B</i>	17	<i>Focus on Grammar High Int.</i>	67
<i>Apple Pie 2A</i>	35	<i>Going Places 1</i>	28
<i>Apple Pie 2B</i>	36	<i>Going Places 2</i>	42
<i>Collaborations Literacy</i>	4	<i>Longman ESL Literacy</i>	5
<i>Collaborations Beg. 2</i>	37	<i>New Vistas 1</i>	19
<i>Collaborations Int. 1</i>	49	<i>New Vistas 2</i>	43
<i>Collaborations Int. 2</i>	59	<i>New Vistas 3</i>	55
<i>Contemporary English 1</i>	18	<i>New Vistas 4</i>	63
<i>Contemporary English 2</i>	38	<i>New Vistas Getting Started</i>	11
<i>Contemporary English 3</i>	50	<i>Short Cuts 1</i>	12
<i>Contemporary English 4</i>	60	<i>Short Cuts 2</i>	20
<i>Crossroads 1</i>	25	<i>Short Cuts 3</i>	44
<i>Crossroads 2</i>	39	<i>Side by Side 1</i>	29
<i>Crossroads 3</i>	51	<i>Spectrum 3</i>	56
<i>Crossroads 4</i>	52	<i>Spectrum 4</i>	64
<i>Crossroads Café A</i>	40	<i>Spectrum 5</i>	68
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