

To the Graduate Council:

I am submitting herewith a thesis written by Penelope D. Myers entitled "An Annotated Bibliography of Text Material in ESOL 1968-1978." I recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Science in Library Science.

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AN ANNOTATED BIBLIOGRAPHY OF TEXT MATERIAL IN ESOL

1968-1978

A Thesis

Presented for the

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ABSTRACT

Over the last decade, the field of Teaching English to Speakers of Other Languages (TESOL) has grown rapidly; likewise, many titles have been published to provide materials for the ESOL classroom. This bibliography is an annotated listing of 1968-1978 titles. As such, it supplements the last comprehensive annotated TESOL bibliography, published in 1968.

The bibliography includes works published in English in the United States or for the U.S. market between 1968-1978. It does not include texts for bilingual programs, materials for students of specific language backgrounds, or the majority of materials published outside the United States. Information included in the annotations was obtained from personal examination of the texts, publishers' catalogs, earlier ESOL bibliographies, and standard bibliographic sources.

The 308 works included in the bibliography are arranged under the following subject headings: General; Grammar and Usage; Pronunciation; Composition; Conversation; Vocabulary; Reading and Comprehension; and Study Skills. Under each of the main headings, the texts are further divided under the subheadings: K-6--Multi-Volume; 7-College--Multi-Volume; K-6--Single Volume; and 7-College--Single Volume.

In addition, the bibliography includes a comparison of selected features of the titles included with features of titles included in the 1968 Reference List of Materials for English as a Second Language. The data provided by this analysis indicate methodological trends and the general direction of the field's development during the 1968-1978 period--areas in need of further research.

TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION.	1
II. A STUDY OF TRENDS IN ESOL TEXT MATERIAL: 1953-1978 . . .	13
III. AN ANNOTATED BIBLIOGRAPHY OF ESOL TEXT MATERIAL:	
1968-1978	25
BIBLIOGRAPHY.	111
APPENDIX.	114
INDEX	118
VITA	134

CHAPTER I

INTRODUCTION

Teaching English to speakers of other languages (TESOL) is an area that has seen rapid growth in the last two decades. Twenty years ago, many of the instructors in the field were traditionally-trained English teachers who had been asked, or forced, to instruct a group of non-native speakers; today, universities commonly include methods courses in TESOL as part of their English and/or English Education curriculum, and many universities offer M.A. programs in TESOL.¹ The growth of these programs is a reflection of several changes in U.S. education from the Fifties on: a wave of foreign students who began to come to U.S. universities and community colleges for their education after World War II; a new philosophy about immigrants to the U.S. which places more emphasis on their native culture and their immediate needs in the U.S. than on the concept of American as a "melting pot"; and new approaches to language learning in general, which make extensive use of audiovisual materials and emphasize conversational skills in contrast to the translation passages and the traditional recitation of previous days.

The number of foreign students attending U.S. colleges and universities has steadily increased during the sixties and seventies.

¹Institute of International Education, English Language and Orientation Programs in the United States (New York: IIE, 1980), p. 1.

In 1954-55, there were approximately 34,000 foreigners studying in the U.S.; in 1960-61, 53,000; in 1969-70, 135,000; and in 1977-78, 235,509.² Every year, nearly 70,000 foreigners take TOEFL, the Test of English as a Foreign Language, with an acceptable score being required by most U.S. universities for admission.³ The highest percentage of these students has consistently come from the Far East; the other major areas in descending order are Latin America and the Middle East. In a national survey of foreign students in the U.S. conducted by the U.S. Advisory Commission on International Educational and Cultural Affairs in 1966, it was noted that 50 percent of the students questioned stated that their language abilities were not adequate to cope with the work required of them when they began study in the U.S. The major proportion of these students were from the Far East and the Middle East.⁴ To address this problem, the majority of U.S. universities and colleges with foreign students have instituted TESOL programs, often remedial in nature. The creation of these programs has naturally led to the development of teacher-training programs in TESOL which supply personnel to teach in the remedial programs. A second result of the TESOL programs has been an increase in the number of texts and methodology materials being developed to deal with the growing market.

²Institute of International Education, Open Doors, 1970: Report on International Exchange (New York: IIE, 1970), p. 5 and Institute of International Education, Open Doors, 1977-78: Report on International Exchange (New York: IIE, 1978), p. 7.

³Pamela J. Sharpe, Barron's How to Prepare for the TOEFL, 2nd. ed. (Woodbury, NY.: Barron's Educational Series, 1977). Preface.

⁴U. S. Advisory Commission on International Educational and Cultural Affairs, Foreign Students in the United States: A National Survey (Washington, D.C.: U. S. Advisory Commission on International Educational and Cultural Affairs, 1966), p. 12.

In addition to foreign students at universities and colleges, other foreign populations exist in the U.S. which have also influenced the growth of TESOL over the past two decades. Although the U.S. has not had an "open door" policy toward immigrants for years, there is a steady stream of foreigners who immigrate to the U.S. each year. Political unrest in various foreign countries has produced sudden influxes of immigrants, such as the South Vietnamese in the mid-seventies. Also, minority American populations exist whose first language is not English, such as the American Indians and Puerto Ricans.

Originally, if a language learning approach was taken with both new immigrants and minority groups with a non-English background, the method used was to immerse them in a traditional program of translation and recitation which clearly implied that English was to become their first, if not only, language. Since the United States was a "melting pot," all Americans would speak English and have little need of second languages. As an outgrowth of the social consciousness of the early sixties, the image of a homogeneous language population of the U.S. gave way to one of respect for native cultures and native languages. This theory holds that the U.S. should provide the opportunity for all of its people to combine in one entity, but yet retain aspects of their native culture they deem important for individual identity. In language methodology, this gave rise specifically to bilingual and ESOD (English to Speakers of Other Dialects) programs and generally to a greater attempt to draw upon the students' native culture for examples and to put into the instructional unit situations common to the students' environment; for example, the story line of

lessons in an ESOL text would compare the Puerto Rican situation in New York City with that in San Juan.

This latter group of English learners was the main impetus for a reevaluation of the discipline's name. Originally called EFL (English as a Foreign Language), the field then shifted to ESL (English as a Second Language) and finally has become ESOL. In his 1970 report to the TESOL membership, David Harris states:

It was our growing involvement in domestic programs, where large numbers of learners could not be categorized as foreigners, that more than anything else led to the gradual disuse of the term "English as a foreign language," and its replacement by "English as a second language," and, later, "English to speakers of other languages."⁵

At present, the field of TESOL actually incorporates several types of English teaching situations. In an article on "The Domains of TESOL," Betty Wallace Robinett discusses five main classes of TESOL: EFL for students who have a cultural purpose for learning English, such as a German studying English in Germany; instrumental ESL for those who have a functional purpose in learning English such as attending a U.S. college; integrative ESL for those who join an English-speaking community, such as the Puerto Ricans in New York City; bilingual programs for those who need two languages in their environment, such as Mexican-Americans; and ESOL for speakers of non-standard dialects such as blacks in urban areas.⁶ Although Robinett argues that there are no major differences in methodology between EFL and ESL, the identification of

⁵ David Harris, "1970 TESOL Presidential Report to Membership," TESOL Newsletter 4:2&3 (1970), p. 2.

⁶ Betty Wallace Robinett, "The Domains of TESOL," TESOL Quarterly 3 (September 1972), pp. 197-198.

the various subgroups in TESOL has still led to an increase in the production of text materials used to address the different problems of the different populations.

Along with the increase of target audiences for TESOL programs over the last two decades has come the development, or revival, of several basic methodological approaches. The one probably most familiar to the general public is the grammar-translation method which emphasizes the grammar of the target language and written translations, but little, if any, oral work. The next approach, the direct method, emphasizes question and answer exchanges to develop conversational skills; all reading and writing exercises are preceded by oral work. These two basic approaches were joined in the forties by the audio-lingual method which places great stress on aural/oral drills for mastery of a carefully ordered presentation of English structures and the mastery of the English sound system. In early stages, little time is given to reading and writing under this method. In the seventies, the situational reinforcement approach, a method which teaches listening and speaking through oral dialogues concerning actual situations, was developed. Structures are introduced as they arise naturally in the speaking situation, and no oral drills are used. The four methods discussed are by no means all. Each year brings so-called "new" methods, often with intriguing names such as "The Silent Way," but these are usually but variations on the basic four methods. Few texts, except those whose titles are methodological trademarks, use only one of these methods, of course; but the variety of basic methodological approaches and variations upon them insure a sizeable number of textbooks in English for non-native speakers.

That fact combined with the steadily increasing audience for ESOL courses makes evident the importance of bibliographic material in TESOL. Although many of the present ESOL instructors have been trained in a university M.A. program which gives them a broad view of TESOL materials, a large number of ESOL instructors, both past and present, have received either no training in TESOL or merely a short-term course in the field. They obviously are in need of bibliographies of teaching materials to help select texts for their students. Since even the experienced teacher has difficulty keeping up with the ever-increasing text production, the bibliography becomes an essential tool for TESOL current awareness.

A good bibliography of TESOL teaching materials serves two major functions: it is a selection tool for ESOL instructors, and it gives historical perspectives of methodological developments in the field. Although both these functions are important, the first is much more so, for the majority of people who examine the bibliography will be doing so for selection purposes. To be of optimal value, a bibliography should be as comprehensive as possible, include annotations, and divide the works into classifications which facilitate the user's finding what he desires in the least amount of time.

Early attempts at compiling lists of text material in TESOL include Robert Lado's 1955 Annotated Bibliography for Teachers of English as a Foreign Language⁷ and several pamphlets from the Center

⁷ Robert Lado, Annotated Bibliography for Teachers of English as a Foreign Language (Washington, D.C.: U.S. Government Printing Office, 1955).

for Applied Linguistics.⁸ Lado's work of 720 items, about half of which are on text material, provides good coverage of materials from 1946-1954.

In 1964-1966, the two-volume Reference List of Materials for English as a Second Language appeared; this work, along with its Supplement: 1964-68, remains the definitive bibliography of TESOL materials.⁹ The work was produced by the Center for Applied Linguistics as a part of a Survey of Second Language Teaching sponsored by a grant from the Ford Foundation. The bibliography, a compilation of resources for second language teaching, was originally to be a joint effort of the Center and the British Council, but the British Council began publishing its own lists which were eventually collected in English-Teaching Bibliography in 1963.¹⁰ The Center continued the survey alone but insured an international scope by including works published in many different countries. The items included in all three volumes of the Reference List are taken from the Center's 2500-volume library and earlier bibliographies, periodicals, and journals of

⁸ Sirarpi Ohannessian, Interim Bibliography on the Teaching of English to Speakers of Other Languages (Washington, D.C.: Center for Applied Linguistics, 1960) and 30 Books for Teachers of English as a Foreign Language (Washington, D.C.: Center for Applied Linguistics, 1963).

⁹ Sirarpi Ohannessian et al., eds. Reference List of Materials for English as a Second Language, 2 vols. (Washington, D.C.: Center for Applied Linguistics, 1964-1966).

¹⁰ English-Teaching Information Centre, English-Teaching Bibliography (London: The British Council, 1963). This bibliography places its emphasis on methodological works and includes few texts for ESOL students.

abstracts. The original Reference List includes works primarily from 1953-1963, although a few earlier seminal works are cited. The first volume covers text material and the second, methodology. The text material is divided into text material-general (33 pages), -specific language backgrounds (82), -specialized fields (11), -readers (6), dictionaries (4), and tests and examinations (6). Each entry includes complete cataloging data and a thorough descriptive annotation. Volume 2 includes sections on background materials, methodology, teacher preparation, language testing, and programs in specific geographical areas. The Supplement 1964-68 both extends the chronological scope of the Reference List and improves upon its format. Of the work's 190 pages, 86 are devoted to text material. Here the works are divided according to specialization: general; pronunciation; grammar and usage; vocabulary; conversation; comprehension and reading skills; composition, handwriting and spelling; specific language backgrounds; specialized fields; readers; dictionaries; and tests. This division makes the work far more effective as a selection tool, since a user can quickly locate works that apply to his particular concerns. However, the fact that over one-third of the titles covered by the Reference List are not published in the U.S. limits the List's usefulness as a selection tool for the U.S. instructor. Of course, this international scope, particularly in the area of methodology, enhances its status as a historical reference source.

The next major bibliography was Allen and Forman's English as a Second Language - A Comprehensive Bibliography, an unannotated bibliography of the holdings of the special library for English as a

foreign or second language at Teachers College, Columbia.¹¹ The bibliography is in the form of a computer-produced book catalog and provides author, title, collation, pagination, illustrations, series note, price, and language for each entry. Of the work's 213 pages, 88 are devoted to texts and other teaching materials. This section is subdivided into texts-general; texts-readers; supplementary instructional materials; programmed texts; and texts for specific languages. The work's value as a selection tool for text material is minimal since the entries are neither annotated nor grouped narrowly enough to be easily recognized by the user as meeting a specific need. However, the number of titles included and the author and title indexes make the work a significant contribution.

Since 1969, several bibliographies of text materials have been published, but none which effectively update the Reference List. Two works which provide annotations of specific library collections are Jacques and Schwartz's English as a Second Language Bibliography: A Selected Listing of Abstracts from the National Multimedia Center for Adult Education, Montclair State College (1975)¹² and Escobar and Daugherty's An Annotated Bibliography of Adult ESL Instructional

¹¹Virginia F. Allen and Sidney Forman, English as a Second Language--A Comprehensive Bibliography (New York: Teachers College Press, 1966).

¹²Joseph W. Jacques and Beverly Schwartz, eds. English as a Second Language Bibliography: A Selected List of Abstracts from the National Multimedia Center for Adult Education Montclair State College (Montclair, N.J.: The National Multimedia Center, 1975).

Materials (1976),¹³ which covers the collection of the English as a Second Language/Adult Basic Education (ABE) Service Center of the University of Illinois. The former contains 86 pages, 64 devoted to classroom materials. Materials are grouped under these headings: integrated skills programs; pre-vocational and vocational; high school equivalency; citizenship; composition; and miscellaneous classroom aids. The value of these divisions is not apparent, particularly since subject specializations are intermingled with audience specializations. The work also follows an unusual practice of providing separate annotations for each volume of a multi-volume set. Thus only 30 separate texts are actually covered in 64 pages. The lack of an author/title index makes the work very difficult to use as a reference tool.

Escobar and Daugherty's work divides the materials by subject specialization: basic texts, composition, spelling, conversation, pronunciation; grammar/structure, life coping skills, etc. Each entry includes a descriptive annotation, along with pertinent information for each work, i.e., audience, teaching approach, level of reading material, language areas covered, life skills, answer keys, etc. Since this data is organized on a chart, the bibliography is an excellent selection tool, for it presents a great deal of relevant information in a small space. The work includes a thorough explanation of its categories; it provides a title index but no author index.

¹³Joanna S. Escobar and John Daugherty, An Annotated Bibliography of Adult ESL Instructional Materials (Arlington Heights, Ill.: Illinois ESL/ABE Service Center, 1976).

Adolph Hieke's Master Locator Booklet for Classroom Materials in TESOL (1975)¹⁴ is a classified, unannotated bibliography of texts, readers, and supplementary materials. In the classification system, the main entry which includes author, title, and collation, appears under subject specialization headings, i.e., composition, vocabulary and idioms, grammar and usage, etc. A short form of the entry may appear under another specialization, i.e., grade level, intensive courses, series, etc. This system permits access from various points. In addition, an author index makes entries easy to locate. However, the information provided is minimal, and many of the symbols used in the entries are not explained.

A final bibliography which covers both text and methodology materials is Wallace Goldstein's Teaching English as a Second Language: An Annotated Bibliography (1975).¹⁵ Of the 852 entries, however, only 49 are devoted to text material, and the text material includes works for both students of ESOL and teachers of ESOL. This work organizes monographs and articles published after 1965 into a wide variety of subject specializations: adult, audio-visual, grammar, language-learning, socio-cultural, etc. An entry appears only once in the first specialization to which it applies; if it applies to a later area also, its entry number will be included in a list of cross references that appears at the end of each section. Obviously the limited number of

¹⁴Adolph Hieke, Master Locator Booklet for Classroom Materials in TESOL (Bloomington, Ind.: Indiana Linguistics Club, 1975).

¹⁵Wallace L. Goldstein, Teaching English as a Second Language: An Annotated Bibliography (New York: Garland Publishing, 1975).

texts covered in the work make it of minor importance as a selection tool.

In a paper on "TESOL Today" that was presented at the 1969 TESOL convention, Sirarpi Ohannessian, editor of the Reference Lists, called for the continuing maintenance of the existing TESOL bibliographic sources and cited the ". . . urgent need for an assessment of what materials are available for various levels and for the different aspects of the field as a guide to new directions to be followed."¹⁶ Unfortunately, the bibliographies that have appeared in the seventies have been either comprehensive but unannotated or annotated but limited to particular collections. This bibliography has no pretensions of continuing the international scope of the Reference Lists for 1968-1978. It does, however, intend to provide as comprehensive as possible an annotated bibliography for texts in TESOL published in the United States between 1968-1978.

¹⁶ Sirarpi Ohannessian, "TESOL Today--A View from the Center," TESOL Quarterly 3 (June 1969), p. 141.

CHAPTER II

A STUDY OF TRENDS IN ESOL TEXT MATERIAL: 1953-1978

This study was conducted in an attempt to identify trends in the field of ESOL text material by comparing characteristics of the titles annotated in this bibliography with characteristics of a similar number of titles from an earlier period. Since the most definitive annotated bibliography found for the pre-1968 period is the Center for Applied Linguistics Reference List of Materials for English as a Second Language, cited above, it was chosen as the source for pre-1968 titles. Although no attempt was made to have the same number of titles for each period, the actual number is quite close. The Reference List contains 312 titles suitable for the study as compared with the 308 titles included in this bibliography.

This analysis consists of a comparison of characteristics of titles published in the period, 1953-1968, and characteristics of titles published in the period, 1968-1978.¹ Text materials for 1953-1967 are all of those included in the Reference List which meet the requirements for inclusion in this bibliography. For example, this bibliography excludes materials intended for bilingual or specific language backgrounds and the majority of works published outside the United States; consequently, all text titles appearing in the Reference List which fell into these categories were not included in the

¹The time periods are, of course, those of the Reference List and the time period of this bibliography.

comparison. In specific figures, 1158 text titles appear in the Reference List, but only 312 have this 1968-1978 bibliography qualification. The omitted texts include 677 titles for specific language backgrounds, 115 titles published outside the United States, and 14 titles published in 1968, the first year covered by this bibliography.

In the analysis, titles were compared using the subject categories employed by both the Reference List and this bibliography: general, grammar and usage, pronunciation, composition, conversation, vocabulary, reading and comprehension, and special fields. Within these subject categories, figures were obtained for the two periods in the following divisions: total number of titles; number of multi-volume titles; number of single volume titles; number of titles with accompanying audio-visual material; number of titles for grades K-6; and number of titles for grades 7-College. In addition, a count of number of revised editions was obtained for the titles published between 1968-1978. Information was also gathered for all publishers who produced five or more titles during either of the two periods. This data is provided on the four tables which follow.

On Table 1, "Texts: General Comparison 1953-1967," and Table 2, "Texts: General Comparison 1968-1978," Total Titles refers to the total number of titles found under this category in the Reference List whereas Specific Titles refers to those titles included in the comparison. The titles included in Table 3, "Major Publishers of ESOL Texts: 1953-1967" and Table 4, "Major Publishers of ESOL Texts: 1968-1978," are the specific titles employed in the comparison.

The first factor that is obvious from these figures is that

TABLE 1

TEXTS: GENERAL COMPARISON - 1953-1967

Subject Area	Total Titles	Specific Titles	Multi- Volume	Multi- Volume %	Single Volume	Single Volume %	Audio- Visual	Audio- Visual %
General	161	113	61	54%	52	46%	27	24%
Grammar & Usage	48	42	13	31%	29	69%	0	--
Pronunciation	50	33	5	15%	28	85%	9	27%
Composition	29	24	5	21%	19	79%	0	--
Conversation	37	23	6	26%	17	74%	3	13%
Vocabulary	10	7	1	14%	6	86%	0	--
Reading & Comprehension	42	41	10	24%	31	76%	0	--
Special Fields	87	29	11	38%	18	62%	6	21%

15

Source: Sirapi Ohannessian, et al., eds. Reference List of Materials for English as a Second Language, 2 vols. (Washington, D.C.: Center for Applied Linguistics, 1964-1966).

TABLE 2

TEXTS: GENERAL COMPARISON - 1968-1978

Subject Area	Specific Titles	Multi-Volume	Multi-Volume %	Single Volume	Single Volume %	Audio-Visual	Audio-Visual %	Revised Editions	Revised Editions %
General	66	42	64%	24	36%	31	47%	14	21%
Grammar & Usage	40	8	20%	32	80%	4	10%	8	20%
Pronunciation	14	0	--	14	100%	6	43%	3	21%
Composition	38	5	13%	33	87%	2	5%	4	11%
Conversation	33	3	9%	30	91%	14	42%	2	6%
Vocabulary	12	3	25%	9	75%	0	--	1	8%
Reading & Comprehension	61	20	33%	41	67%	11	18%	7	11%
Special Fields	37	16	43%	21	57%	9	24%	3	8%

Source: An Annotated Bibliography of Text Material in ESOL, 1968-1978.

TABLE 3
MAJOR PUBLISHERS OF ESOL TEXTS: 1953-1967

Publisher	No. of Titles	% of Titles
Longmans	64	20%
Oxford University Press	40	12%
Collier Macmillan	28	9%
American Book	14	4%
Regents	14	4%
Prentice Hall	11	3%
English Language Services	10	3%
McGraw-Hill	10	3%
Thomas Crowell	9	3%
Holt, Rinehart & Winston	7	2%
Cambridge University Press	6	2%

Source: Sirarpi Ohannessian, et al., eds.
Reference List of Materials for English as a Second Language, 2 vols. (Washington, D.C.: Center for Applied Linguistics, 1964-1966).

TABLE 4

MAJOR PUBLISHERS OF ESOL TEXTS: 1968-1978

Publisher	No. of Titles	% of Titles
Regents	38	12%
Longmans	37	11%
Oxford University Press	29	9%
Collier Macmillan	26	8%
Prentice-Hall	26	8%
English Language Services	19	6%
Newbury House	19	6%
Heinemann Educational Books	18	6%
American Book	10	3%
Institute of Modern Languages	9	3%
Harper & Row	8	3%
Univ. of Michigan Press	8	3%
Cambridge Univ. Press	7	2%
Univ. of Pittsburg	7	2%
Holt, Rinehart & Winston	6	2%
McGraw-Hill	6	2%
Harcourt Brace	5	1%
Oceana	5	1%

Source: An Annotated Bibliography of Text Material in ESOL, 1968-1978.

while the number of titles in vocabulary, composition, conversation, reading and comprehension, and special fields increased during 1968-1978 and grammar and usage titles remained constant, the number of general and pronunciation titles decreased. In 1953-1967, general titles accounted for 36 percent of the total ESOL texts; in 1968-1978, they accounted for only 21 percent. Obviously in the seventies, emphasis on specific ESOL skills increased as the emphasis upon the integration of skills declined. As one might assume, general texts constituted the only category with more multi-volume works than single volume in both periods; in 1953-1967, 54 percent of general texts were multi-volume. This is obviously a result of the fact that general titles by definition cover two or more skills and often more than one skill level, i.e., intermediate to advanced. Of much greater significance is the unexpectedly large percentage of single volume, general texts which indicates the popularity of the one-volume, one-course review or remedial work. This contention is supported by the fact that almost all K-6 texts are multi-volume, written for an age group developing skills in English but without the fairly extensive control of the language which can be treated through single volume review texts. Of importance also is the almost complete domination of the K-6 grade category by general texts for both periods. In 1953-1967, all of the nineteen K-6 titles found were general; in 1968-1978, eight of the eleven K-6 titles found were. The figures seem to indicate continuation of emphasis, at this early age level, upon all skills and skill integration.

The amount of attention which British and American publishers

give to this age level is suggested by the small percentage of total titles in each period: 6 percent, 1953-1967; 3 percent, 1968-1978. Possible explanations are that K-6 ESOL in the United States is often a part of bilingual education and in other countries is a need met by local publishers. Materials produced by foreign publishers, except the major British ones, and U.S. publishers in the bilingual field are not included in this comparison.

The decrease in the number of pronunciation titles from 11 percent of the total titles published in 1953-1967 to 4 percent of those published in 1968-1978 certainly reflects the latter period's emphasis on the communicative aspects of language use. Most pronunciation texts of both periods emphasize the practice of sounds with little emphasis on specific content and meaningful utterances. In the 1968-1978 period, there was a growing insistence that a student should understand the meaning of all that he says and be motivated by a purpose for saying it.² Additionally, an instructor may change his grammar and usage text frequently to avoid repetition of the same exercises, which are more likely to be meaningful statements about a student's environment than exercises in a pronunciation text. He does not have this same problem with a pronunciation text, for the practice of pronunciation can be done with any linguistic material--a fact that may lead an instructor to question the necessity of a separate pronunciation text altogether. This lack of necessity for new pronunciation

²See Wilga Rivers, Teaching Foreign Language Skills (Chicago, Ill.: University of Chicago Press, 1968), Chapter I and Kenneth Chastain, Developing Second Language Skills: Theory to Practice, 2nd. ed. (Chicago, Ill.: Rand McNally, 1976), pp. 1-3, 35.

material is supported by a survey entitled "A Bare-Bones Bibliography for Teachers of ESL," in which many subject specialists cited list the same two pronunciation texts as their choice.³ Pronunciation thus seems to be an area in which a small number of seminal works cover the field.

The latter period's emphasis upon communication and meaning is more likely to have resulted in the increase in number of vocabulary titles in 1968-1978 which is much larger than the other categories. Vocabulary titles nearly doubled in number from seven titles published in 1953-1967 to twelve in 1968-1978. Moreover, during the period of 1953-1967, only four years saw the publication of any vocabulary titles; in 1968-1978, vocabulary titles appeared in nine of the eleven years.⁴ In percentage of total ESOL titles published, the increasing importance of vocabulary titles is also apparent in the increase from 2 percent to 4 percent in the latter period. That a greater increase did not occur is, perhaps, related to the inclusion of vocabulary exercises in the majority of general and reading comprehension texts, two categories, one of which remained stable while the other increased, precluding the necessity for a large number of specific titles in vocabulary since the area became more readily

³John Haskell, "A Bare-Bones Bibliography for Teachers of ESL," TESOL Newsletter (December 1979), pp. 13-22. The two titles cited were Donald J. Bowen's Patterns of English Pronunciation and Clifford H. Prator and Betty Wallace Robinett's Manual of American English Pronunciation.

⁴In 1953-1967, vocabulary titles appeared in 1959, 1960, 1964, and 1965; in 1968-1978, they appeared in all years except 1974 and 1977.

available to students using general and reading and comprehension texts.⁵

Of the four other subject areas, reading and comprehension titles showed an increase in percentage of total texts published from 13 percent in 1953-1967 to 20 percent in 1968-1978; composition titles from 8 percent to 12 percent, special fields from 9 percent to 12 percent; and conversation titles from 7 percent to 10 percent. These increases, particularly when added and combined with the vocabulary increase, confirm the ESOL trend toward purposeful use of language in meaningful situations.

In the area of audio-visual materials that accompany ESOL texts, the statistics reveal a definite increase from 13 percent of the total titles of 1953-1967 to 25 percent of 1968-1978. All of the subject categories, except special fields, show an increase ranging from 60 percent for pronunciation to 5 percent for composition. As expected, the three categories with the highest percentages of audio-visual materials are pronunciation, general, and conversation, all areas that often employ recorded material to provide practice in oral English. Areas that emphasize spoken English less--composition, grammar and usage, reading, vocabulary--evidence the lowest percentages. However, it is significant that titles in these four areas have audio-visual materials in 1953-1967, yet constituted 30 percent of the total titles with audio-visual supplements in 1968-1978.

⁵For example, the majority of general and reading and comprehension titles included in this bibliography contain vocabulary exercises.

The continued emphasis upon audio-visual materials across the 1968 boundary was matched by the continued importance of certain selected titles. Of the 308 titles published between 1968-1978, 42 titles or 14 percent of the total were revised editions of works that had first appeared in 1953-1967.

Some change is also apparent in a study of publishers producing five or more ESOL titles during each period. In 1953-1967, 138 titles or 44 percent of the total were published by British firms, Longmans, Oxford, Collier Macmillan, and Cambridge University Press; in 1968-1978, they accounted for 99 titles or only 32 percent of the total titles published. Likewise, Longmans lost its lead (20 percent of 1953-1967 titles) to the U.S. firm of Regents (12 percent of the 1968-1978 total). However, with the exception of Regents, a subsidiary of Simon and Schuster, no other publisher in the United States has a number of in-print ESOL titles to match that of Longmans, Oxford, or Collier Macmillan. Since the majority of their titles are geared to British English, however, their large share of number of titles does not necessarily indicate a similarly large share of the U.S. market.

Another publishing change is revealed by the analysis of publishers producing at least five titles. In 1953-1967, only eleven publishers produced five or more titles, whereas, from 1968-1978, eighteen publishers did so. The rise in number of publishers offering several ESOL titles appears to indicate a growing, profitable market. This increase in the number trend of publishers producing several titles is paralleled by an increase in market control. In 1953-1967,

the total number of titles of the eleven publishers producing at least five titles represented 68 percent of total titles published. However, in 1968-1978, the titles of the eighteen publishers represented 92 percent of the total titles published.

Although the figures cited in this chapter are not intended to produce conclusive data about the field of ESOL text material, they do clearly suggest trends which should be explored with further research. This data, supplemented by research in methodological trends, should provide TESOL subject specialists with data to draw significant conclusions about changes and developments in the materials and methods of the field.

CHAPTER III

AN ANNOTATED BIBLIOGRAPHY OF ESOL TEXT MATERIAL:

1968-1978

This bibliography of text material includes works published in English in the United States or for the U.S. market between 1968-1978. The following types of ESOL text material are not included: texts for bilingual programs; materials for students of specific language backgrounds; and the majority of text materials published outside the United States. The only foreign publishers included in the bibliography are those who actually publish texts in the United States for the U.S. market. The bilingual area in ESOL is so large that these materials deserve a bibliography of their own. The other two types have been excluded on the basis that few of the titles would be of value in ESOL programs in the United States.

Information included in the annotations was obtained from personal examination of the texts, publishers' catalogs, earlier ESOL bibliographies noted in the "Introduction," and such standard bibliographic sources as Books in Print, Publishers Trade List Annual, Cummulative Book Index, American Book Publishing Record, and the Library of Congress catalogs. A list of publishers and addresses is included at the end of the bibliography to aid readers who would like to request further information about a text.

The works included in the bibliography are arranged under the following subject headings: General (works which emphasize two or

more aspects of the language; for example, grammar and pronunciation); Grammar and Usage; Pronunciation; Composition; Conversation; Vocabulary; Reading and Comprehension; and Study Skills. Under each of the main subject headings, the texts are further divided under these subheadings: K-6 - Multi-Volume; 7-College - Multi-Volume; K-6 - Single Volume; and 7-College - Single Volume. K-6 texts are those intended for use with children in pre-primary through the sixth grade; 7-College texts are intended for use with secondary school students, college students, and other youth and adults; for example, those in ABE programs.

Within each subheading, the individual titles are arranged alphabetically by author or editor. The only exception to this rule is the case in which two or more authors have produced works with individual titles which actually form a series; all annotations appear under the author of the first title in the series, and a cross reference is provided for authors of other titles in the series in the index. Basic information supplied for each text includes author or editor, title, edition, number of volumes, place of publication, publisher, date, and pagination for single volume works, if available. An index of all authors, editors, and titles is provided at the end of the bibliography.

AN ANNOTATED BIBLIOGRAPHY OF ESOL TEXT MATERIAL

1968-1978

GENERAL - K-6 - MULTI-VOLUME

Bumpass, Faye L. The New We Learn English. Rev. ed. 5 vols. New York: American Book, 1968.

Revised edition of We Learn English (1959), a basic course in listening, speaking, reading, and writing for elementary students. Individual volumes include Language Readiness Book at Play; Language Readiness Book at Home; Language Readiness Book at School; Language Readiness Book in Town and on the Ranch; and Language Readiness Book in the English Class. Employs international characters and settings. Frequent use of color illustrations.

de Cotto, Lucila S., Hall, Adrian L., and Pono, Filomena P. American English as a Second Language. 3 vols. Lexington, Mass.: D. C. Heath & Co., 1965-1969. Tapes.

Rewriting of Fries American English Series (1952), early attempt to apply linguistic science to ESOL in elementary and secondary schools. Contains six units of twenty lessons, each unit to cover a year's work and intended to be used with a text of reading selections. Lessons and exercises reflect the following theoretical concepts: primacy of speech in language acquisition; listening-speaking-reading-writing as natural learning order; avoidance of explicit statements about language; and mastery of basic structural patterns through use of prepared dialogues and repetition and substitution drills. Includes detailed Teacher's Guide for each volume.

Finkel, Lawrence S. and Krawitz, Ruth. Learning English as a Second Language, Levels 1 & 2. 2 vols. Dobbs Ferry, N.Y.: Oceana Publishing Co., 1970.

_____, Krawitz, Ruth, and White, Sheila Golden. Learning English as a Second Language, Level 3. Dobbs Ferry, N.Y.: Oceana Publishing Co., 1970.

Morton, Lois. Learning English as a Second Language, Levels 4 & 5. 2 vols. Dobbs Ferry, N.Y.: Oceana Publishing Co., 1974-1976.

Intended for elementary students in grades 1-4, Levels 1-3 stress oral mastery of language patterns. Main technique used is repetition of natural speech order. Level 1 consists primarily of oral exercises, whereas Levels 2 and 3 add written

exercises. Levels 4 and 5 intended for students in grades 4-9. Reading skills primary emphasis. Each lesson has "Aim" at bottom of page which states goal for that exercise. Includes black and white illustrations on most pages. Activities and drills used include dialogues, rhymes, puzzles, and games.

Lismore, Thomas. Welcome to English. Rev. ed. 6 vols. N.Y.: Regents Publishing Co., 1973-1974. Tapes. Workbook.

Constructed for children in the first three grades of elementary school. Series consists of a workbook of games which introduce student to English; five texts which cover basic English skills; and a set of multi-voiced cassettes which provide pronunciation and intonation models for the text lessons. Teacher's Manuals offer suggestions for presenting material found in workbook and texts. Major emphasis is spoken English. Ample exercises dealing with classroom and home situations provided to develop conversational skills. Colorful illustrations introduce language elements and capture attention.

Mellgren, Lars and Walker, Michael. Yes! English for Children. 3 vols. Reading, Mass.: Addison-Wesley, 1977. Tapes. Picture Cards.

Three entry level texts intended for children from 5-11: Book A, Listening and Speaking, for the 5-7 age group; Book B, Listening, Speaking, and Reading, for the 7-9 group; and Book C, Listening, Speaking, Reading and Writing, for the 9-11 group. Types of activities included are question/answer exercises, dialogues, stories, games, songs, puzzles, and projects. Exercises and reading selection subjects chosen for appeal to children; for example, visiting the circus or playing games and sports. Books include numerous color illustrations. Characters depicted are primarily children and reflect all racial groups. Teacher's Guides are available.

_____ and Walker, Michael. Yes! Young English Series. 3 vols. Reading, Mass.: Addison-Wesley, 1978. Tapes. Workbooks.

Companion set to Yes! English for Children (see above). Intended for children age 10-12, set includes review of skills mastered in earlier work but places increased emphasis on reading and writing. New elements introduced include past and perfect verb tenses, passive voice, gerunds, infinitives, and possessive and reflexive pronouns. Three workbooks provide opportunity for students to work independently.

Slager, William, et al. Core English One, Two, Three, Four; English for Speakers of Other Languages. 4 vols. Lexington, Mass.: Ginn & Co., 1972. Phonodiscs. Workbooks. Visual Aids.

Oral program which focuses on English language use in the school environment for the elementary student from pre-school level on. Emphasizes structural elements through short conversational exchanges, role-playing, brief talks and story-telling. Typical subjects include identifying people, locating objects in the classroom, shopping for groceries, etc. Teacher's Manuals contain basic material of program. Student has workbooks for each of the four levels. Visual aids include puppets, games, flannel board, wall charts, and picture cards.

Wardhaugh, Ronald, et al. English Around the World. Rev. ed. 6 vols. Glenview, Ill.: Scott, Foresman, 1975-1979. Tapes. Posters. Display cards.

Aural-oral approach for students from pre-school level through fifth grade. Level I emphasizes conversation and listening comprehension through games, songs, and role-playing. Level II continues emphasis on oral English but adds reading. Level III adds writing exercises, and Levels IV-VI review and develop all four basic skills. Constant use of brightly colored illustrations. Characters and settings are international. Teacher's Guide available. Additional teaching aids development, word cards, posters with scenes for discussion, and tapes with songs and rhymes.

GENERAL - 7-COLLEGE - MULTI-VOLUME

Alesi, G. E. and Pantell, Dora. New American English. 2 vols. N.Y.: Oxford Book, 1972.

Graded series for intermediate and advanced students. Each book contains twenty-five lessons and five review units which stress repetition and provide explanations and illustrations of English sounds. Included dialogues and aural notes. Occasional use of illustrations.

Alexander, L. G., Kingsbury, R. H., and Vincent, M. C. Mainline. 4 vols. London: Longmans, 1973-1975. Tapes.

Course for high-beginner and intermediate students that emphasizes spoken English. First two books, Mainline Progress, are for pre-intermediate level, and second two, Mainline Skills, are for the intermediate level. Each lesson includes reading passage on topics of general interest: holidays, advertising, generation gap, stress in modern life, superstitions. Oral

exercises include questions and question-forming based on passages and free conversation; guided oral composition; discussion topics; and songs. Grammar and writing exercises include sentence construction, multiple-choice, guided summaries and compositions, crossword puzzles, and language games. Teacher's Book available. Tapes containing supplementary material are available which include listening practice, question and answer practice, pattern drills, role-playing exercises, and pronunciation and sound drills.

Benardo, Leo U. and Dora F. Pantell. English: Your New Language. 2 vols. Morristown, N.J.: Silver Burdett, 1972. Tapes. Phonodiscs. Flash cards.

An audio-visual approach for beginning students, texts start at most basic level of language instruction. Book I emphasizes development of basic conversational abilities and literacy skills in everyday situations. Book II advances these skills and provides greater emphasis on pronunciation, vocabulary, reading, and writing. Book I has seventeen units, each of which includes two short dialogues, pronunciation, intonation and stress drills, pattern practices, a reading passage, and writing assignments. Book II follows the same pattern but includes two versions of the dialogue and more writing exercises. Story line of all dialogues concerns the Grecos, immigrants from Argentina and Italy. Both books are fully illustrated and display some use of color. Teacher's editions available.

Breckenridge, Robert G. Access to English as a Second Language. 2 vols. N.Y.: McGraw-Hill, 1973-1974. Tapes. Workbooks. Cue cards.

Basic course for beginning students, texts contain seventeen lessons each. Each lesson in Book I includes listening drills, short reading selection, questions, conversation practice, and drills which review preceding material. Lessons in Book II include a reading passage of several paragraphs, comprehension questions, conversation practice, and drills. Drills in both texts include picture drills, minimal writing, substitution and transformation drills, cloze writing practice, and situational practice suggestions. Both texts contain explanatory grammar notes. Workbooks contain controlled writing drills. Occasional use of illustrations.

Chapman, John. Adult English. 3 vols. Englewood Cliffs, N.J.: Prentice-Hall, 1978.

Provides basic ESOL program for beginning student through use of reading passages, illustrations, and exercises dealing with real-world experiences. Book I emphasizes four verb

tenses and fifteen grammar-related items and limits vocabulary to 400 words. Book II and III review basic verb tenses and grammar items and also include instruction in finding main ideas, forming inferences, and following sequence of events in a story. Frequent use of photographs and drawings to illustrate grammatical structures and introduce vocabulary words. Teacher's Manual available.

Dixson, Robert J. Complete Course in English. 4 vols. N.Y.: Regents Publishing Co., 1972. Tapes.

Intensive course in basic English suitable for secondary school, college, or ABE students. Lessons in Books 1 and 2 include dialogue, explanation of grammar and usage points with exercises, and reading comprehension section for conversation and dictation practice. Book III follows the same format with New York City as a setting for the dialogues. Book IV includes adaptations from such authors as Twain, Melville, and O. Henry. Tapes contain all dialogues, readings, comprehension questions, and exercises.

. Modern American English. New ed. 6 vols. N.Y.: Regents Publishing Co., 1977-1978. Tapes. Workbooks. Test Books.

Course in spoken English for all levels, junior-high through adult. Books I and II contain fifteen lessons each, divided into reading and oral practice, structure and pattern practice, pronunciation and intonation drills, and conversation practice. Other texts continue basic format. Book III contains dialogues centered around student's environment; Book IV contains subject matter about public places such as airports, restaurants, and post offices; Book V contains subject matter about various occupations; and Book VI is a reader. Workbooks and Teacher's Manuals available for each text. Tapes are available for all readings and dialogues and many exercises. Frequent use of illustrations.

Doty, Gladys G. and Ross, Janet. Language and Life in the U.S.A. 3rd. ed. 2 vols. N.Y.: Harper & Row, 1973.

Third edition of text which originally appeared in 1960 divides the work into two volumes. Volume I, Communicating in English, develops the intermediate student's speaking and writing ability through systematic drills on phonological and grammatical structures. Each lesson begins with a "prologue," a short reading about an aspect of American history, and includes pattern practice drills, pronunciation drills, and speaking and writing assignments. Tear-out workbook exercises for each lesson are included in the back of the book. Volume II: Reading English, contains seventeen original essays on life in the United States. Each lesson includes word study,

the essay, comprehension questions, skimming exercises, vocabulary questions, grammar exercises, and composition assignments. Although the works form a series, each may be taught separately.

English Language Services. Audio-Lingual English: A Self-Instructional Language Laboratory Program. 6 vols. N.Y.: Collier Macmillan, 1967-1968. Tapes.

Intended to move adult beginner to advanced level, course includes 230 pre-recorded tapes and six student workbooks. Material is arranged to allow each student to progress at his individual rate. Workbooks 1 and 2, the introductory level, emphasize pronunciation and basic structures. Workbooks 3-5, the intermediate level, include exercises and substitution drills to reinforce earlier material and discrimination drills, repetition practice exercises, dictations, and conversational dialogues to introduce new material. Workbook 6, the advanced level, moves student from memorization of dialogues to free responses. Teacher's Guide available.

. Intensive Course in English. 3 vols. Portland, Oreg.: English Language Services, 1969. Tapes.

Series of three texts and 130 tapes for intermediate and advanced students. Volume I, ICE Intermediate, is a remedial course of thirty lessons which include readings, dialogues, and pronunciation, stress, and intonation drills. Volumes II and III, ICE Advanced I and ICE Advanced II, contain sixteen learning units (three lessons each) and two review lessons each. First lesson in unit is "head" lesson which includes reading selection with questions, dialogue, sentences for memorization, and conversation practice. Second lesson includes intonation drill, dialogue repetition, and pronunciation drill. Third lesson includes dialogue participation, conversation practice, pronunciation drill, sentences for memorization, dictation, and grammar points and exercises.

. New Ways to English. 3 vols. Portland, Oreg.: English Language Services, 1974. Tapes.

Designed for students in grades 7-9, texts provide work in communication skills from elementary through intermediate levels. Each unit includes mini-dialogues, conversations, completion exercises, and drills. Life skills are emphasized. Frequent use of illustrations. Tapes contain dialogues of real-life situations read by American school children and require the student to respond and deduce meaning from context.

Finocchiaro, Mary. Learning To Use English. 2 vols. N.Y.: Regents Publishing Co., 1966-1968.

Basic course in spoken English for beginning to low-intermediate student. Each lesson begins with a brief dialogue involving situations from secondary school student's experience (first day of school, shopping for clothes, summer plans) and includes pronunciation practice, pattern drills, and conversation practice. Illustrations used frequently. Characters in dialogues mainly middle-class, white Americans, but a few black characters are included.

Granger, Colin and Hicks, Tony. Contact English. 2 vols. Exeter, N.H.: Heinemann Educational Books, 1977-1978. Tapes. Wall Charts.

Designed to take adult student from beginning to intermediate level. Teacher's Manual contains ideas for introducing and practicing structures and complete lesson plans. Student's books include illustrated follow-up material for reading and writing practice and summaries of class work. Stress is on oral practice. Tapes contain dialogues, drills based on picture prompts in student's books, and oral tests. Ten black and white wall charts available.

Hall, Eugene J. English Self-Taught. New ed. 12 vols. N.Y.: Regents Publishing Co., 1974-1976. Tapes. Filmstrips.

Multimedia programmed course which provides listening, speaking, reading, and writing practice for self-study. Set includes twelve tapes, twelve filmstrips, and twelve worktexts which present structure and vocabulary through life experiences such as family life, education, entertainment, and occupations. Levels 1-4 are elementary; 5-8, intermediate; and 9-12, advanced.

and Costinett, Sandra. Orientation in American English. Rev. ed. 6 vols. Silver Spring, Md.: Institute of Modern Languages, 1977. Tapes. Tapebooks. Workbooks. Readers.

Course emphasizing situational reinforcement for beginning to advanced students. All text lessons include sequencing of situations and structures, response sequences, listening practice, readings and structure notes and emphasize life skills. In Level 1, student becomes familiar with basic elements of his environment--classroom, apartment, car, TV, weather; in Level 2, he develops capability to shop in the grocery store, to use laundromat, and to rent an apartment; in Level 3, to understand news media, purchase a car, apply for credit; and in Level 4, to investigate career opportunities, prepare a budget, seek medical aid. Levels 5 and 6

contain more sophisticated material on social issues such as automation, women in the labor force, and population mobility. Characters presented in readings include minorities. Workbooks available for Levels 1-4; readers for levels 2-6. Tape-books and tapes are available for Levels 1-4 which can be used in class or for self-study. Teacher's Manuals available for all levels. Frequent use of illustrations.

Hill, L. A. Elementary Stories for Reproduction. N.Y.: Oxford Univ. Press, 1971.

_____. Intermediate Stories for Reproduction. N.Y.: Oxford Univ. Press, 1971.

Along with Advanced Stories for Reproduction (1965), texts train students to understand and reproduce short pieces. All three contain short reading passages (two to three paragraphs) and questions which guide the student in using various sentence structures to retell or rewrite the story. Vocabulary is limited to 1,000 words in the elementary volume, 1,500 in the intermediate volume, and 2,075 in the advanced volume. Occasional use of illustrations.

Lado, Robert. Lado English Series. New ed. 6 vols. N.Y.: Regents Publishing Co., 1977-1978. Tapes. Workbooks. Tests.

Course in listening, speaking, reading, and writing for beginning and intermediate students. Each lesson introduces basic patterns through dialogues, model sentences, and explanations, and includes audio-lingual drills and speaking and writing exercises. Frequent use of illustrations. Six workbooks provide exercises which parallel the text for self-study. Answer key provided in Teacher's Manual for each text. Tapes contain all exercises and dialogues in texts recorded by variety of speakers. Oral and written review tests available.

Mellgren, Lars and Walker, Michael. New Horizons in English. John A. Upshur, Consulting Ed. 6 vols. Reading, Mass.: Addison-Wesley, 1973-1975. Tapes. Workbooks. Flash Cards.

Series of six texts, six workbooks, and tapes covering listening, speaking, reading, and writing for the beginning to intermediate student. Main emphasis on presenting structure through realistic contexts. Each lesson in Books 1-5 contains "Small Talk," a section which introduces basic structure and vocabulary; "Word Wise," which defines words; a reading passage accompanied by a set of illustrations of action; comprehension questions; exercises on structure; a second reading passage; and a final set of exercises. Self-tests are included in all six texts. Book 6 introduces longer reading selections and emphasizes more advanced reading skills--contextualizing,

generalizing, drawing conclusions, predicting, and forming opinions. Six workbooks provide additional exercises for each text. Additional composition exercises for Books 1-3 found in Mellgren and Walker's Write! (See Composition section below). The New Horizons in English Picture Book Show, a set of twenty-four visuals, is available for Books 1-2. Six tapes provide three and a half hours of conversation exercises for each text. Teacher's Resource Books available.

National Council of Teachers of English. English for Today. 2nd. ed. 6 vols. N.Y.: McGraw-Hill, 1972-1975. Tapes. Tests. Cue Cards. Workbooks.

First three volumes comprise basic ESOL course for secondary school students. Book 1: At Home and At School, presents basic grammatical structures with various exercises such as substitution drills, question and answer, and controlled conversation. Picture cue cards available. Book 2: The World We Live In, stresses full acquisition of language structures and gradual development of verb constructions. Includes graded readings with oral and written exercises in pronunciation, grammar, and comprehension. Book 3: The Way We Live emphasizes reading and writing skills. Lessons include key words and phrase study, readings on various aspects of modern culture, comprehension and vocabulary questions, grammar drills, dialogues, and composition assignments. Books 1-3 all offer tapes, a test package with duplicating masters, Teacher's Manuals with answer keys, and workbooks. Book 4: Our Changing Technology contains readings on electronics, transportation, communications, medicine and surgery, urban renewal and land use, followed by pattern practice reviewing grammar, comprehension and general discussion questions, and composition exercises which culminate in the writing of a technical report. Book 6: Literature in English contains unabridged selections in fiction, non-fiction, plays and poetry by authors from Australia, Canada, England, India, Ireland, Nigeria, Scotland, and the United States. Selections are followed by factual and interpretive comprehension questions; biographies of authors and vocabulary aids are provided. All texts have Teacher's Manuals.

New English 900. 6 vols. N.Y.: Collier Macmillan, 1977. Tapes. Workbooks. Readers.

A course in listening, speaking, reading, and writing for beginning through advanced students. Modeled on format of English 900 (English Language Services, 1964), texts contain 900 base sentences that cover essential grammatical structure and vocabulary. Sentences are introduced in the context of a continuing story line about international characters at the New York World's Fair. Six workbooks concentrate

on writing and pronunciation. Tapes contain dialogues, readings, and substitution and pronunciation drills. Series of six graded readers available which accompany the texts. (Lanzano, Collier Macmillan, 1979-1980) Teacher's Books available with answer keys to student texts and workbooks. Frequent use of illustrations.

Porter, Patricia and Sharp, Allen W. Active English: Understand Practice, Communicate. 3 vols. Englewood Cliffs, N.J.: Prentice-Hall, 1977. Tapes. Workbook.

Three books include thirty lessons to help beginning student develop listening, speaking, reading, and writing skills. Each lesson includes a dialogue with accompanying illustration, new vocabulary, and a series of "cycles," or graduated drills on the structural patterns introduced in the dialogue. A Listening Comprehension Student Workbook is available to use with the tapes for each lesson. Teacher's Manual offers instruction on teaching of drill cycles and also includes narrative drills and reading and writing assignments. For pronunciation drills, student is referred to Bens' Active English: Pronunciation and Speech (see Pronunciation section below).

Rutherford, William E. Modern English. 2nd. ed. 2 vols. N.Y.: Harcourt Brace Jovanovich, 1975.

Provides instruction and practice in grammar, sound and spelling, word formation, reading, and writing for beginning to intermediate students. In contrast to the 1968 edition, the second edition places greater emphasis on language use, provides more writing exercises, adds information on sound-spelling correspondences, and replaces most dialogues with new, shorter examples. Each of the fifteen units includes a dialogue, vocabulary and sound pattern practice, dialogue improvisation, reading exercises, role-playing, dictation, and writing exercises. Instructor's Manual available.

Samelson, William. English as a Second Language; Phase One: Let's Converse. Reston, Va.: Reston Publishing Co., 1974. 285 pp. Tapes.

A course in spoken English for the beginning student. Ten chapters center around initial dialogues on life skills subjects: getting a job, visiting the doctor, shopping for clothes. Characters in dialogues are predominantly American, and no non-Europeans are included. Dialogues involve everyday situations but language used is formal. Each chapter also includes pronunciation drills, grammar and syntax rules and exercises, and a list of idioms. Appendix includes a vocabulary list and an example of a petition for naturalization. Index included. Occasional use of illustrations.

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- . English as a Second Language; Phase Two: Let's Read.
Reston, Va.: Reston Publishing Co., 1975. 268 pp.

Intensive course in reading for low-intermediate student with some knowledge of spoken English. Each of the ten chapters begins with a narrative and includes sentence drills, grammar and syntax rules and exercises, word and concept recognition, comprehension questions, and composition and discussion suggestions. Subjects covered include caving, abused children, and the American personality; most characters are middle-class white Americans. Occasional use of illustrations.

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- . English as a Second Language; Phase Three: Let's Write.
Reston, Va.: Reston Publishing Co., 1976. 273 pp.

Basic course in writing for high-beginner. Includes four chapters on writing the sentence, two chapters on writing the paragraph, and three chapters on writing the composition. Each chapter begins with a model composition and also includes sample analytical questions about the composition, vocabulary exercises, grammar and syntax rules and exercises, and composition assignments. Appendix contains sections on principal parts of irregular verbs and parts of speech. Index included.

- Sheeler, Willard D. Elementary Course in English. 2 vols. Portland, Oreg.: English Language Services, 1971. Tapes.

Designed for secondary and adult students. Uses oral-aural approach with dialogues, basic sentences, repetition drills, and reading and comprehension materials. Basic organization around verb and verb phrase. Both volumes include fifty lessons divided into seventeen units. Book 1 provides beginning level materials for students with no previous oral-aural training. Book 2 includes additional types of drills. Vocabulary includes approximately 1,350 items. Teacher's Manual available.

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- . Welcome to English. 6 vols. N.Y.: English Language Services, 1976-1977. Tapes.

Series presents all essential language skills through examples which depict a variety of characters involved in current, everyday situations. Books 1-4 employ progressive story line which teaches basic verb structure and common vocabulary in context. New vocabulary listed by grammatical category for each lesson. Situations of the story line include family, social, and business activities. Books 5 and 6 place increased emphasis on vocabulary and content through lessons in the subject areas of food, language, and nationality (5) and shelter, climate, and clothing (6). Additional grammatical

elements developed include two-word verbs, formation of noun phrase, direct and indirect speech forms, modal, perfect, and conditional verb forms and noun determiners and substitutes. Both texts contain "Topics for Discussion," a section in which current topics are presented to stimulate research and class discussion. Ample illustrations are provided. Includes Teacher's Manual. This series is intended to be used with Reading and Exercise Series by Jean Dale and Sheeler (see Reading and Comprehension section below), a series of six graded readers.

, Dale, Jean N. and Bayley, Susan C. Foundations for Reading and Writing. 4 vols. Portland, Oreg.: English Language Services, 1977-1978. Tapes.

Intended to be used with Sheeler's Welcome to English series (see above) but can be used with any basic ESOL text. Gives beginning student additional practice in reading short passages and writing sentences. Includes work in grammar, vocabulary, dialogues, paragraph comprehension and writing, and punctuation and capitalization. Types of exercises include fill-in-the-blank, substitution, copying, dictation, and short answer. Occasional use of illustrations. Answer key provided in texts.

Wardhaugh, Ronald, et al. English for a Changing World. 4 vols. N.Y.: Scott, Foresman & Co., 1976-1979. Tapes. Exercise Books. Posters.

Multi-level program for grades 7 through adult. Levels 1 and 2 emphasize fundamentals of language through common situations involving young people that occur at home, at school, or in the community. Characters include good mix of male/female and white Americans/black Americans/international students. Each lesson includes a dialogue or reading/dialogue passage, and an "Insight" page which presents new structures. Levels 3 and 4 follow the same pattern but provide more reading practice. All student's books are fully illustrated. Student's books for 1 and 2 have Cue Books of illustrations to prompt responses when used with the text and exercise book. Books 3 and 4 have a fold-out pronoun chart. Exercise Books available for each level to provide additional practice. Teacher's edition available for Levels 1 and 2; Teacher's Manuals available for 3 and 4. Ten two-sided posters of illustrations from the Cue Book, Level 1, available. Tapes for Levels 1 and 2.

White, Oscar and Martin, Sonja. Learning English as a Second Language for Secondary Schools and Continuing Education. 4 vols. Dobbs Ferry, N.Y.: Oceana Publishing Co., 1976-1977.

Series of lessons on reading, writing, speaking, and listening for beginning to intermediate student. Each lesson

contains dialogues concerning everyday situations which are used to present grammatical structures. Series is non-graded, so students can progress at individual rate. Content has been kept culture-free so it will relate to students with various backgrounds. Appendix contains rules for capitalization, punctuation, verb tenses, numbers, and spelling. Occasional use of illustrations.

Wright, Audrey L. and McGillivray, James H. Let's Learn English: Beginning Course. 4th. ed. 2 vols. N.Y.: American Book, 1971.

Intended to provide beginning student with practice in listening, speaking, reading, and writing. Audio-lingual approach emphasized. Each volume contains twelve lessons built upon oral practice which includes dialogues, structure and pronunciation drills, dictation, grammar explanations, and oral readings. Vocabulary words include phonetic spellings. Composition section included in lessons in volume two. Teacher's Guides available. Occasional use of illustrations.

_____, et al. Let's Learn English: Intermediate Course. 2nd. ed. 2 vols. N.Y.: American Book, 1973. Tapes.

Continues audio-lingual approach for intermediate student. Reviews grammar and pronunciation from first two volumes. Each volume contains fifteen lessons which cover vocabulary, punctuation, verb forms, conditional sentences, adjective and adverb clauses, and the subjunctive. Exercises also include dictation and composition. Readings in Volume 3 are in the form of dialogues which are marked with intonation patterns; readings in Volume 4 consist of dialogues and short stories. Tapes available for dialogues for Volume 3. Teacher's Guides available for both volumes. Occasional use of illustrations.

Van Syoc, W. Bryce and Van Syoc, Florence S. Let's Learn English: Advanced Course. 2 vols. N.Y.: American Book, 1971.

Volume 5 reviews material covered in earlier volumes of series but places more emphasis on reading. Each of the fifteen lessons includes a reading passage, comprehension questions, structure explanations and exercises, punctuation exercises, vocabulary, and writing assignments. Three lessons include dialogues with intonation patterns marked. Volume 6 is organized around types of writing: social letters, business letters, and the essay (narrative, personal, descriptive, definition, biographical, etc.). Appendix includes a basic reference grammar and sections on verbs and pronunciation. Occasional use of illustrations.

Yorkey, Richard C., et al. Intercom: English for International Communication. 6 vols. N.Y.: American Book, 1978. Tapes. Workbooks. Visual Aids.

Provides material on grammar, pronunciation, conversation, and composition for secondary school and adult students. Books 1-3 are geared to the beginning level; 4 and 5 to the intermediate level; and 6 to the advanced level. Each lesson includes a dialogue or reading passage; explanation of new structures; skill building exercises which include comprehension questions, substitution and transformation drills, and completion exercises; an interaction exercise for conversation practice; pronunciation drills; silent reading; writing and listening exercises; and reentry or review exercises. Characters used for examples have international backgrounds and exhibit nontraditional sex roles, i.e., women telephone installers, men who cook and clean. Life skills emphasized. Additional teaching materials for each text include a workbook, audio program, and visual aids. Audio program is taken directly from texts, so student can use text for self-study. Teacher's editions contain tests and additional exercises as well as instructional objectives. Frequent use of illustrations and colored type.

GENERAL - 7-COLLEGE - SINGLE VOLUME

Abbs, Peter, Ayton, Angela and Freebairn, Ingrid. Strategies; Integrated English Language Materials. London: Longmans, 1975. 144 pp. Tapes. Phonodiscs.

Provides pre-intermediate student with skills required for various communicative situations. Typical situations covered are telephoning, giving and asking instructions, describing people and places, and reporting conversations. Setting is London, and all examples are British. Each of the fifteen units contains a model dialogue, patterns for oral practice, writing exercises and role-playing dialogue. Frequent use of cartoons, photographs, charts and maps to advance structural practice. Teacher's Book available. Tapes available for oral exercises, dialogues, and songs. Songs also available on phonodiscs.

Alexander, L. G. and Cornelius, Edwin T. Comp; Exercises in Comprehension and Composition. N.Y.: Longmans, 1978. 135 pp.

American edition of A First Book in Comprehension, Precis and Composition. Text in reading comprehension and writing skills for beginning to low advanced students. Material is

divided into four sections: simple sentence, compound sentence, complex sentence, and comprehension and composition. Can be used as supplement to basic general text.

Archibald, B. and Mentzer, A. E. Audio-Lingual Series; Units 1-5. Belmont, Calif.: Fearon Publishers, 1969. 48 pp. Phonodiscs. Workbooks. Tests.

Series for beginning student which has an oral grammatical focus. Includes text, three workbooks, three twelve-inch phonodiscs, and a set of diagnostic tests. Emphasizes rapid, idiomatic speech. Exercises progress from drills to oral composition. Answer key provided in teacher's edition.

Baumwoll, Dennis and Saitz, Robert L. Advanced Reading and Writing; Exercises in English as a Second Language. 2nd. ed. N.Y.: Holt, Rinehart & Winston, 1978. 237 pp.

Intended to prepare advanced student for university-level assignments. Each chapter contains reading selection on general subject of "modern societies: contrasts and transitions," glossary list, editor's comments on selection, comprehension exercises, topics for class discussion, exercises on vocabulary, prepositions, and sentence structure, and a paragraph and theme topic. Only one of the fourteen reading selections included appeared in the first edition. All selections display standard, formal English, and have not been edited or simplified in vocabulary or sentence structure.

Boggs, Ralph S. and Dixon, Robert J. English Step by Step with Pictures. Rev. ed. N.Y.: Regents Publishing Co., 1971.

Intended for beginning students, text uses pictures to introduce and reinforce new vocabulary, aid retention through association, and encourage comprehension. Introduces approximately eight hundred words and presents basic grammar and structure in conversational context.

Byrne, Donn and Wright, Andrew. What Do You Think? London: Longmans, 1974.

Pictures for free oral and written expressions. Student's book contains only photographs and illustrations. Teacher's Book includes guidelines for using visual situations which emphasize skill in communicating in everyday situations, public and personal.

Campbell, Russell N. and Bracy, Maryruth. Letters From Roger: Exercises in Communication. Englewood Cliffs, N.J.: Prentice-Hall, 1972. 140 pp.

Collection of letters from American college junior to a prospective foreign student who plans to attend his college. Intended for low-intermediate to advanced students, text provides variety of examples of informal American English found in letters, newspaper articles, application forms, songs, and textbooks. Each chapter includes letter, other writing examples, comprehension questions, questions for composition or class discussion, vocabulary and grammar pointers, a dictation, and a composition assignment. Topics discussed in letters are of interest to a college student.

Crymes, Ruth, et al. Developing Fluency in English: With Sentence Combining Practice in Nominalization. Englewood Cliffs, N.J.: Prentice-Hall, 1974. 204 pp.

Intensive drills for intermediate and advanced student. Listening and speaking practice stresses trial-and-error communication, and exercises present major English nominalization process. Part I encourages students to listen and speak without emphasizing grammatical correctness. Part II stresses syntax and grammar through exercises. Answer key provided. Occasional use of illustrations.

Draper, George and Sather, Edgar. It's All in a Day's Work. Rowley, Mass.: Newbury House, 1977. 189 pp.

Intended for intermediate students, work introduces semi-technical words and word forms related to various professional fields and provides exercises which use the words in structures new to the student. Each of the eight lessons is organized around a profession: bank teller, teacher, industrial engineer, businesswoman, lawyer, medical intern, ombudsman, and college dean. Each lesson includes a glossary, reading text with comprehension exercises, oral exercises, a dialogue with exercises, a dictation, and controlled and free composition assignments. Answer key included in text.

Finocchiaro, Mary and Lavenda, Violet. Growing in English Language Skills; Steps to Communicative Competence. N.Y.: Regents Publishing Co., 1977. Tapes.

Emphasizes the development of communicative competence of intermediate and advanced students. Each of the thirty units includes a reading passage, comprehension exercises, vocabulary study, grammar review, and picture study. Provides variation in learner participation, so instruction may be individualized. Answer key available. Tapes contain all reading passages.

- Fisher, Isobel Y. and Dixon, Robert J. Beginning Lessons in English. New rev. ed. Dixon English Series. N.Y.: Regents Publishing Co., 1971. 197 pp.

Intended for beginners, work emphasizes conversation and pronunciation and covers grammar through pattern practice. Each lesson includes three parts: pronunciation drills; grammar exercises; and conversation practice with dialogues. Dialogues consist of answering questions using complete sentences. Occasional use of illustrations.

- Dixon, Robert J. Second Book in English. Rev. ed. Dixon English Series. N.Y.: Regents Publishing Co., 1971. 122 pp.

Sequel to Beginning Lessons in English (see above) for intermediate students. Introduces new vocabulary, extended reading and conversation exercises, and additional grammar practice. Text stresses reading and answering questions orally on reading selections. Each lesson begins with pronunciation exercise.

- Gonshack, Sol. Little Stories for Big People. N.Y.: Regents Publishing Co., 1976. 129 pp.

Collection of sixty-five half-page stories of humorous situations used to develop comprehension, conversation, reading, and vocabulary skills. Stories all illustrate basic feelings: love, jealousy, anger, fear. Each lesson includes the story, a full page cartoon depicting scene from story, vocabulary list, and questions for discussion. Intended for use as supplementary text.

- Hill, L. A. and Mallet, D. Cartoons for Students of English. 4 vols. London: Oxford Univ. Press, 1972.

Series of cartoons which can be used for independent reading practice for beginning and intermediate students. Variety of situations are pictured. Cartoons also serve as source of conversation practice and writing assignments.

- Kurilecz, Margaret. A Remarkable Half-Dozen: Reading and Writing in English as a Second Language. N.Y.: Harper & Row, 1978. 131 pp.

Contains six essays about people who have had a significant impact on modern life: Florence Nightingale, Picasso, Einstein, Henry Ford, Gandhi, and Mao Tse-Tung. Each selection includes a reading passage, comprehension questions, word study, dictation, and writing assignments. Provides explanations and practice in expository writing for advanced students.

Lawrence, Mary S. Reading, Thinking, Writing: A Text for Students of English as a Second Language. Ann Arbor, Mich.: Univ. of Michigan Press, 1975. 236 pp.

Designed to help intermediate student develop proficiency in grammar, vocabulary, and logical organization through reading and writing. Each of the eight units includes a reading, comprehension questions (information, inferences, and generalities and examples), oral practice (sentence drills and conversation), writing exercises, composition assignments, and vocabulary and spelling review. In addition to reading passages, text uses material like charts, graphs, maps, application forms, and library catalog cards as basis for writing projects. Teacher's Manual available. Occasional use of illustrations.

McIntosh, Ramos, et al. Advancing in English. N.Y.: American Book, 1970. 278 pp.

For high-intermediate and advanced students. Each unit includes narrative passage and exercises in comprehension, oral practice, grammar drills, writing, pronunciation, stress, and intonation. Occasional use of illustrations.

Maley, Alan and Duff, Alan. Sounds Interesting. N.Y.: Cambridge Univ. Press, 1975. 36 pp. Tapes.

Tape recording of sounds like typing, phones ringing, and doors slamming, intended to serve as tool to stimulate oral and written work for beginning and intermediate students. Introduces sound sequences in three stages: meaning of a sound which is isolated and easy to identify; sound groups with common features; and sound sequences, series of sounds that suggest train of events. Text provides instructions for using tapes for vocabulary expansion, guided conversation, writing, and structure drilling.

Mitchell, Elizabeth G. Beginning American English. Englewood Cliffs, N.J.: Prentice-Hall, 1975. 250 pp.

Intended to move beginning student to intermediate level. Each lesson contains several dialogues, reading selection for vocabulary building and pronunciation, study of sentence patterns with intonation, and copying, question and answer, completion, and transformation exercises. Answers to exercises included in student text. Frequent use of illustrations.

O'Neill, Robert, et al. American Kernel Lessons: Intermediate. N.Y.: Longmans, 1978. 152 pp. Tapes. Tests.

Course for secondary and adult learners which covers listening, speaking, reading and writing in twenty-five six-page

units. Each unit contains the following: illustrations with questions for oral practice; a series of short passages and questions based on illustrations; formation and manipulation exercises emphasizing new structures; a continuing detective story; and a final section of invention and transformation exercises and conversations, summary of grammar points, and homework exercises which include a guided composition. Teacher's Manual and Tests are available. Tests include Entry Test, five Progress Tests, and a Final Test. Three tapes contain recording of detective story, situations and conversations for each unit, and laboratory drills for practice of structures in each unit.

Schmidt-Mackey, Ilonka. English 1; A Basic Course for Adults. Rowley, Mass.: Newbury House, 1972. 154 pp.

Intended for beginning student, emphasizes essentials necessary for new immigrants to English-speaking countries. Student's book includes picture drills and substitution tables, dialogues, reading passages, and a vocabulary enrichment table. Each lesson includes variety of structural exercises from very simple for the slow learner to more complex to allow more advanced student to progress at his own pace. Teacher's Manual provides detailed instructions for conducting each lesson.

Situational English Language Picture Series. London: Longmans, 1974. 20 pp.

Spiral-bound set of twenty pictures which show people at work, at play, or around the home. Day of week, hour, and time frame for the activity depicted are indicated on the picture. Serves as stimulus for oral and written work for beginning and intermediate student.

Troyka, Lynn Quitman and Nudelman, Jerrold. Taking Action: Writing, Reading, Speaking, and Listening Through Simulation-Games. Englewood Cliffs, N.J.: Prentice-Hall, 1975. 149 pp.

Collection of six simulation games, replications of real environments that call for students to make appropriate oral and written responses as if they were acting in that environment. Subjects include prison reform, car purchase, conservation, sex roles, government spending, and world population control. Typical material includes charts, graphs, photographs, cartoons and drawings, as well as reading passages. Each simulation presents the situation and offers "communicative actions," speaking, listening, and writing activities to help student develop role and participate in simulation. Instructor's Manual available which includes advice on holding simulation games and additional communicative activities.

Young, William L. Teach Yourself English; Preparation for English Proficiency Examinations. Woodbury, N.Y.: Barron's Educational Series, 1968. 128 pp.

Programmed workbook which covers parts of speech, sentence style, punctuation, spelling, and diction. Suitable for both self-study and classroom use. Contains inventory test and final examination. Answer key available in text. Includes index.

GRAMMAR & USAGE - 7-COLLEGE - MULTI-VOLUME

Dart, Allan Kent. ESL Grammar Workbook 1 & 2; For Intermediate Speakers and Writers of English as a Second Language. 2 vols. Englewood Cliffs, N.J.: Prentice-Hall, 1978.

Survey of English language for intermediate students. Volume 1, for the low-intermediate student, includes simple present tense, present continuous tense, simple past tense, conjunctions and compounds, adverbial clauses, past continuous tense, modal auxiliaries, future tense, and numbers, dates, and arithmetic. Volume 2, for the high-intermediate student, reviews all areas covered in Volume 1 and also includes the present, past, and future perfect tenses, noun clauses, gerunds and infinitives, adjective clauses, and the passive voice. Lessons are sequential with review exercises scattered throughout, so material should be taught in order. Pages are perforated, so exercises can be torn out.

Dixon, Robert J. Tests and Drills in English Grammar. Dixon English Series. Rev. ed. 2 vols. N.Y.: Regents Publishing Co., 1972.

Companion volumes to Dixon's Exercises in English Conversation (see Conversation section below). Exercises emphasize acquisition of correct English usage through drill and repetition. Each lesson includes a brief explanation of grammatical structure and a variety of practical exercises. Constant review sections to reinforce student's grasp of earlier material.

Frank, Marcella. Modern English: Exercises for Non-native Speakers. 2 vols. Englewood Cliffs, N.J.: Prentice-Hall, 1972.

Controlled and integrated practice of usage for advanced student. Sequence of practice moves from usage connected with parts of speech to usage connected with complex syntactic structures. Emphasis is on exercises, so explanatory material is brief. Volume 1 covers nouns, pronouns, verbs, auxiliaries, adjectives, articles, adverbs, and prepositions. Volume 2

includes sentences, adverbial, adjective and noun clauses, participial, gerund, and infinitive phrases, absolute constructions, abstract noun phrases, and appositive phrases. Exercise pages are perforated. The chapters are correlated with the chapters in Frank's Modern English: A Practical Reference Guide (see below), but the work can be used with any basic grammar text.

. Modern English: A Practical Reference Guide. Englewood Cliffs, N.J.: Prentice-Hall, 1972. 414 pp.

Provides detailed information on current English usage for advanced student. Emphasis is on American English, but comparisons are drawn to British usage. Chapters are self-contained, i.e., Pronouns, Adverbial Clauses, Participial Phrases, so they may be taught out of sequence. Designed to be used with Frank's Modern English: Exercises for the Non-native Speaker (see above) which provides exercises to give practice in the categories covered by the Guide. Appendix contains punctuation and spelling rules. A sixteen-page index provides access to the text's contents, so the work can be used for self-study.

Hall, Eugene J. Building English Sentences. 10 vols. N.Y.: Regents Publishing Co., 1973. 80 pp.

Series of ten exercise books with oral and written practice in sentence patterns for intermediate students. Stress placed on verbs and verb phrases. Oral and writing exercises include substitution, transformation, combination, addition, arrangement, and question and answer.

. Grammar for Use. 2 vols. Silver Spring, Md.: Institute of Modern Languages, 1974.

Descriptive approach to grammar study for high-intermediate and advanced students. Volume 1 contains "Language and Experience," "Word Order," and "Substantive and Adjective Slots." Volume 2 contains "The Verb Slot," "Adverbs and Adverbial Concepts," and "Connectors and Sentence Types." Each chapter includes a lesson, conversation and discussion questions, and a section on thinking and writing. Provides guidance in writing of paragraphs and outlining and organization of school papers, business memos, and reports.

Heaton, J. B. Using Prepositions and Particles. 3 vols. London: Longmans, 1975.

Three graded workbooks which were designed to be used with Heaton's Prepositions and Adverbial Particles (Longmans, 1965), but can be used as supplement to any basic grammar. Separate answer key available.

Nadler, Harvey, et al. Grammatical Structure. American English Series. Philadelphia, Penn.: Center for Curriculum Development, 1971.

Course in English grammar for beginning to intermediate students. Book 1 introduces basic structures in sequential order. Book 2 covers habitual present tense and past tense of irregular verbs, time expressions, linking verbs, adverbs of place, question words, and past continuous tense. Book 3 introduces modals, present perfect tense, question words, and comparisons. Occasional use of illustrations.

Pack, Alice C. Prepositions in Dyad Learning Program. Rowley, Mass.: Newbury House, 1977. 293 pp.

_____. Pronouns and Determiners in Dyad Learning Program. Rowley, Mass.: Newbury House, 1977. 293 pp.

_____. Verb Choices and Verb Forms in Dyad Learning Program. Rowley, Mass.: Newbury House, 1977. 293 pp.

Uses student interaction, cloze, and individual pacing to teach grammatical structures. Students pair off in teams (dyads), with one student as tutor and the other as respondent. Basic texts contain both tutor's and respondent's versions, so tutor has answers and need not be more proficient than respondent. Emphasis is on constant repetition of form being learned within sentence structure.

GRAMMAR & USAGE - 7-COLLEGE - SINGLE VOLUME

Akhand, Dorothea Gottlieb. Student's Workbook of Grammar Exercises. Pittsburgh, Penn.: Univ. Center for International Studies, 1976. 96 pp.

Intended as supplement to Bruder's MCC: Developing Communicative Competence in English as a Second Language (see below), exercises include key to corresponding section in text. However, can be used as supplement to any grammar text. No grammatical description or explanation given. Appropriate for in-class use or homework assignments but not self-study. No answer key available.

Baker, Ann. English To Get On With. Exeter, N.H.: Heinemann Educational Books, 1975. 96 pp.

Situational/structured approach to teaching and practice of prepositional-phrasal verbs for intermediate students. Designed to supplement a basic grammar text, the work emphasizes phrasal verbs such as get on, get off, get over,

get on with, which play a large role in conversational English. Provides material for practicing idioms involving these verbs.

Barnes, Ronald. Get Your Tenses Right. N.Y.: Cambridge Univ. Press, 1977. 160 pp. Tapes.

Directed toward the lower-to-upper intermediate student, work is intended to serve as a supplement to general grammar text. Units present tenses to be practiced or contrasted through illustrated dialogues. Intonation practice, an oral comprehension section, and written exercises are included. Summary of formation and use of all tenses appears in back of text.

Bruder, Mary Newton. MCC: Developing Communicative Competence in English as a Second Language. Pittsburgh, Penn.: Univ. Center for International Studies, 1974. 479 pp. Tapes.

Textbook of English grammar for beginning and intermediate students. Presents structural patterns most common in English. Each of the twenty-two lessons includes introductory dialogues, a vocabulary list, explanation and practice of five structural patterns, and a summary dialogue. Subjects discussed in dialogues are designed to help student become accustomed to life in the United States. Teacher's Manual available.

Close, R. A. A Reference Grammar for Students of English. London: Longmans, 1975.

Guide for intermediate and advanced students which employs traditional grammatical terminology. Part 1 introduces English grammar and covers basic sentence structure. Part 2 examines individual grammatical points. Examples are taken from informal, contemporary English.

Danielson, Dorothy and Hayden, Rebecca E. Using English: Your Second Language. Englewood Cliffs, N.J.: Prentice-Hall, 1973. 278 pp.

Handbook/workbook for intermediate and advanced students. Units 1-5 cover questions, attached statements and rejoinders, commands and requests, and emphasize oral practice. Units 6-19 cover clauses and punctuation and stress written work. Material in each unit is self-contained, so units may be taught in sequence or separately. Additional material includes a list of English sounds, a subject index, and a word index.

Davis, Polly. English Structure in Focus. Rowley, Mass.: Newbury House, 19-7. 375 pp.

Intermediate grammar review which can be used in class for group work or for self-study. Major areas stressed are verb system and formation of complex sentences. Eight of the nine units begin with a short passage with a cultural, historical, or human-interest theme which is continued throughout the controlled exercises and composition topics which focus on a particular clause type and/or subsystem of the verb system. Unit 1 provides a basic review. Teacher's Manual available. Includes a few black and white illustrations.

Dixson, Robert J. Graded Exercises in English. New rev. ed. Dixon English Series. N.Y.: Regents Publishing Co., 1971. 182 pp.

Practice book in English grammar which deals with special difficulties in structure, usage and punctuation. Defines grammatical principles and presents parts of speech in different forms. Appendix includes principal parts of irregular verbs and sample conjugations of active and passive verbs. Answer key available.

English Language Services. A Practical English Grammar. N.Y.: Collier Macmillan, 1968.

Provides instruction in English sentence building for intermediate and advanced students. Twenty chapters cover definition of sentence and its parts; nouns, pronouns, and clauses as subjects; verb structures with objects; structures of subordination and modification; exclamations; the imperative; and sentence connectors. Brief exercises follow each lesson. Includes reference list of irregular verbs and phonemic symbols. Answer key provided. Occasional use of illustrations.

. A Practical English Grammar Programmed Workbook. N.Y.: Collier Macmillan, 1968. 152 pp.

Designed to accompany A Practical English Grammar (see above), twenty lessons cover material contained in chapters of the same number in the textbook. Stress is on expository parts of the text. Student is tested on his understanding of grammatical statements and their application. Lessons are programmed for self-study. Student is given only that information essential for him as determined by his answers to the questions.

Ferreira, Linda A. Verbs in Action. Rowley, Mass.: Newbury House, 1978. 159 pp.

Collection of drills on all verb tenses, conditionals, wishes, hopes, modals, and passives for intermediate student. Each chapter contains a brief explanation of tense being taught and numerous substitution exercises. Drills are intended to be done as oral work in class but could also be used for written homework assignments. Emphasis is on aural-lingual approach.

Giggins, L. W. and Shoebridge, D. J. Tense Drills. London: Longmans, 1975.

Collection of drills and plans for oral practice in the use of tenses. Intended as a self-instructional tool for the adult student and an aid for the ESOL teacher. Drills are separated into elementary, intermediate, and advanced levels and display variety of types.

Graver, B. D. Advanced English Practice. 2nd. ed. London: Oxford Univ. Press, 1975. 384 pp.

Grammar reference for advanced student. Provides review of structures that often cause students difficulty. Text is divided into four parts: fundamentals of grammar; sentence structure and synthesis; vocabulary work; and composition work. Emphasis is on free-completion exercises in which students create sentences within a given context. Answer key provided.

Heaton, J. B. Practice Through Pictures. London: Longmans, 1975.

Drawings are used as visual aids for pattern drills for students at elementary or intermediate levels. Pictures, which form greatest part of text, illustrate particular situations which prompt the use of grammatical structures that appear with examples at the top of each page. Teacher's Book available.

Hill, L. A. A Guide to Correct English. 2nd. ed. London: Oxford Univ. Press, 1968. 406 pp.

Collection of large number of problems in English which often cause foreigners difficulty. Material is arranged in three sections: parts of speech; functional vocabulary; and syntax. Each section contains problems with illustrations of incorrect and correct usage, explanations, and tables which show correct patterns.

- Hopper, Vincent F. English Verb Conjugations. Woodbury, N.Y.: Barron's Educational Series, 1975. 352 pp.

Intended as a reference tool, work contains 123 irregular verbs conjugated in tense, mood, and number. Also describes unusual features of "regular" English word formation. Additional features covered are use of negative, nouns and their plural forms, numbers, prefixes, prepositions, pronouns, punctuation, spelling, and suffixes.

- Hornby, A. S. Guide to Patterns and Usage in English. 2nd. ed. London: Oxford Univ. Press, 1975. 256 pp.

Designed for advanced student, handbook provides explanations and examples of basic sentence patterns of contemporary English. Includes section on language used in special situations, i.e., obligation, possibility, cause and result, comparison, request and invitation. Distinction made between formal, informal, and idiomatic varieties of English in speaking and writing.

- Jupp, T. C. and Milne, John. English Sentence Structure. Exeter, N.H.: Heinemann Educational Books, 1968. 208 pp.

Provides intensive written practice in structure and patterns of English for intermediate student. Emphasizes analysis of student's individual stock of language as tool in increasing his understanding of written English. Teacher's Book available.

- Krohn, Robert, et al. English Sentence Structure. Intensive Course in English Series. Ann Arbor, Mich.: Univ. of Michigan Press, 1971. 305 pp.

Complete rewriting of English Language Institute of University of Michigan's English Sentence Patterns (1958), collection of graded lessons for intermediate and advanced students. Stress is on oral practice. Contains thirty sequential lessons with frequent review sections of past chapters. Each chapter contains brief explanation of structure to be taught, but emphasis is on oral exercises.

- Leech, Geoffrey and Svartvik, Jan. A Communicative Grammar of English. London: Longmans, 1971.

Provides instruction to help advanced student use grammar to communicate effectively. Part 1 describes and illustrates labels commonly used in grammar study: formal versus informal; written versus spoken; and American versus British. Part 2 introduces main features of English intonation. Part 3 emphasizes actual use of grammar in everyday speech and writing. Part 4 provides an alphabetically arranged guide to English grammatical forms and structures. Includes index.

Lorenz, Marion Brown. Patterns of American English; A Guide for Speakers of Other Languages. Rev. 1st. ed. Dobbs Ferry, N.Y.: Oceana Publishing Co., 1976. 201 pp.

Ten units of grammar material for the intermediate student. Emphasis on spoken forms used in standard American English, but also provides written assignments. Areas covered include verb tenses, countable and uncountable nouns, two-word verbs, positions of adverbs of frequency, uses of adjectives and adverbs, modal auxiliaries, passive voice, and subordinate clauses. Each lesson is organized around one theme such as geographical facts about the United States or descriptions of professions. Exercises include questions, stories, dialogues, guessing games, itineraries, and debates.

Morley, Joan. Listening Dictation; Understanding English Sentence Structure. Intensive Course in English Series. Ann Arbor, Mich.: Univ. of Michigan Press, 1976. 138 pp. Tapes.

Series of thirty-two language laboratory lessons written to correspond to Robert Krohn's English Sentence Structure (see above). Can also be used as independent set of materials or with other grammar texts to develop basic skill in discriminative listening. Each lesson contains first, exercises which focus on parts of the sentence and second, exercises which focus on the whole sentence. Students constantly participate, through both oral and written responses. Answer key provided which can serve as teacher's script if no language laboratory is available.

O'Neill, Robert. English in Situations. N.Y.: Oxford Univ. Press, 1970. 216 pp.

Designed to deal with eleven basic concepts of English at three levels of difficulty for intermediate and advanced students. Teacher may move through all three levels of one concept or all eleven at one level, depending on the individual students' needs and abilities. Each of the concepts includes various exercise types: problem situations, illustrative situations, progressive substitution drills, invention exercises, practice situations, and conversations. Appendix includes summary of grammar rules.

Palmer, Harold E. A Grammar of Spoken English. 3rd. ed. Rev. and rewritten by Roger Kingdom. Cambridge: Cambridge Univ. Press, 1969. 361 pp.

Major revision of Palmer's landmark Everyday Sentences in Spoken English (Cambridge: Heffer, 1922), an introduction to practical English conversational patterns for intermediate to advanced students. British orientation. Major headings

include explanations of symbols and tone, easy laconic expressions, everyday sentences, methods of expression, and idiom material. Kingdom's two major innovations are a description of the verb system and a presentation of the English tense system.

Praninskas, Jean. Rapid Review of English Grammar. 2nd. ed. Englewood Cliffs, N.J.: Prentice-Hall, 1975. 370 pp.

Second edition of general review text which employs structural approach for students with traditional language training. Concerned with Collegetown, U.S.A., each of the twenty structured lessons include model paragraphs or dialogues, explanations of grammatical patterns, oral exercises, and writing assignments. Some attention to pronunciation. Characters in model paragraphs are predominantly American but include a few international students. Appendix includes spelling and punctuation guides. Occasional use of illustrations.

Rand, Earl. Constructing Sentences. N.Y.: Holt, Rinehart & Winston, 1969. 197 pp.

One-hundred twelve transformational drills in joining kernel sentences by coordination and subordination for the intermediate and advanced student. Semi-programmed format permits student to progress at his individual rate of speed. Answer for each drill is included immediately below answer blank, so student gets instant response and work can be used for self-study. Sequencing of drills is a result of placing grammatically similar constructions together, rather than using frequency or usefulness as a determiner. No rules or explanations are included. Drills may be used for oral as well as written practice, and lead sentences in each drill have intonation markings.

Sheeler, Willard D. Extra Drills and Practices. Portland, Oreg.: English Language Services, 1978. 136 pp.

Supplement to Sheeler's Welcome to English, 5 & 6 (see above) and Grammar and Drillbook (see below) but can be used independently or to support other grammar texts. Contains two hundred drills organized around sixty-eight grammatical points found in Grammar and Drillbook. Types of drills include repetition, build-ups, substitution, cued reply, transformation, combination, expansion, fixed reply and restatement. Answers are included for many of the drills.

_____. Grammar and Drillbook. Portland, Oreg.: English Language Services, 1978. 213 pp.

Designed for intermediate to low-advanced student. Grammar is divided into sixty-eight numbered points under the general headings of noun phrases, direct and indirect speech, infinitives and gerunds, and appositives, participles, indirect objects, and other complement constructions. Explanations given are not too difficult for student to understand on his own. Grammar points are keyed to Books 5 and 6 of Sheeler's Welcome to English (see General section above). Occasional use of illustrations.

Templer, J. C. Interlock. Exeter, N.H.: Heinemann Educational Books, 1976. 96 pp.

Intensive structure practice for intermediate student. Part 1 contains fifteen units which include explanations and exercises on standard language items such as articles, tenses, verbs with two objects, reported speech, phrasal verbs, and prepositions. Part 2 contains one-hundred exercises in passage or sentence-set form which provide further practice of items covered in Part 1. Answer key available.

Thiele, Margaret and Messec, Jerry. Communication Skillbook: Beginning in English, Level I. Silver Spring, Md.: Institute of Modern Languages, 1978.

Intended as a grammar complement to Hall and Costinett's Orientation in American English (see General section above), text emphasizes written communication through situational reinforcement. Situations include greetings, food, clothing, family members, time, occupations, budgeting. Exercises on usage and vocabulary include cloze tests, puzzles, completion of sample forms, transformations, categorizing, alphabetizing, and writing numbers. Frequent use of illustrations.

Thomason, A. J. and Martinet, A. V. A Practical English Grammar. 2nd. ed. London: Oxford Univ. Press, 1969. 288 pp.

Reference grammar for intermediate and advanced student. Comprehensive view of structure of English in language without technical phraseology. Includes thorough treatment of tense forms and verb combinations, chapter on spelling rules, and indication of differences between ordinary conversational usage and formal grammatical structure. Accompanying exercise books include present and past tenses; future and conditional tenses; gerunds, infinitives and participles; verb plus pre-position/adverb combination; auxiliary verbs; indirect speech and passive voice; articles, prepositions and relative pronouns.

Whitten, Mary E. Creative Pattern Practice. 2nd. ed. N.Y.: Harcourt, Brace Jovanovich, 1975. 349 pp.

Oral and written pattern practice for intermediate student. Text divided into three sections: forms of English (verbs, nouns and pronouns, modifiers and connectives); structures in English (questions, negatives, appositives, coordinate adjectives, ellipsis, etc.); and paragraphs (single and combined). Each lesson includes brief explanatory section and exercises which require the student to make substitutions. Review exercises are included periodically to reinforce early lessons. Exercises can be torn out. Appendix includes spelling and punctuation rules.

PRONUNCIATION - 7-COLLEGE - SINGLE VOLUME

Baker, Ann. Ship or Sheep? Introducing English Pronunciation. N.Y.: Cambridge Univ. Press, 1977. 231 pp.

Intended for beginning and intermediate students, work emphasizes sounds of language and includes work on stress and intonation. Typical material included in each unit: diagrams of vocal chords with description of how sound is made; minimal pairs; listening test of differences between two sounds; dialogue practicing the sound; intonation and stress practice; and game or other class activity providing additional practice. Includes eight-hundred line diagrams and black and white cartoons.

Bens, Allis R. Active English: Pronunciation and Speech. Englewood Cliffs, N.J.: Prentice-Hall, 1977. 314 pp.

Intended to introduce beginning student to English sounds and ultimately to help him attain fluency necessary for short talks. Typical lesson includes a review of preceding lesson; illustration of organ of speech with articulation indicated; vowel contrasts; consonant contrasts; particular structure such as reduced forms or contractions; rhythm drills; and homework exercises. Students give short speech once a week. Teacher's Manual available which includes three sound discrimination tests. Text written to supplement Porter and Sharpe's Active English: Understand, Practice, Communicate (see General section above) but can be used with any basic text.

Bowen, J. Donald. Patterns of English Pronunciation. Rowley, Mass.: Newbury House, 1975. 276 pp.

Intended for elementary or intermediate student. Objectives are comprehension of informal American English and

increased accuracy and fluency of oral production. Work moves from presentation of individual sounds to patterns showing influence of sounds on each other to a final synthesis of the patterns. Includes illustrations of oral cavity which show details of articulation. Major technique is use of "paired sentences" to help student perceive differences in English sounds.

Croft, Kenneth. A Practice Book on English Stress and Intonation. Portland, Oreg.: English Language Services, 1974. Tapes.

Stress and intonation course for beginning student. Forty-six oral practice drills with dot-and-line notations. Four horizontal lines mark pitch level and dots of varying size mark degree of loudness (stress) of syllables. Tapes contain accurate models of patterns presented in oral drills.

Davidson, Walter. Sound To Speech: A Pronunciation Manual for English as a Foreign Language. Pittsburgh, Penn.: Univ. Center for International Studies, 1973.

Thirty-nine lessons providing practice exercises in English segmental phonemes. Each lesson presents different sounds within words for recognition and reproduction of the sounds in words, phrases, and sentences. Includes an index to the sounds.

Decker, Donald M. Mastering the International Phonetic Alphabet. N.Y.: Regents Publishing Co., 1970.

Workbook on phonetic alphabet. Serves as tool to verify correct pronunciation of unfamiliar words and provides reading and writing exercises which review the lessons.

Esarey, Gary. Pronunciation Exercises for Advanced Learners of English as a Second Language. Pittsburgh, Penn.: Univ. Center for International Studies, 1977. 132 pp. Tapes.

Dialogues and exercises for practice on sounds, stress, and intonation problems for advanced students. Each of the thirty lessons includes exercises and an illustrative dialogue which concerns the adventures of international graduate students coping with family and academic problems. Dialogues illustrate stress and intonation as displayed through emotions expressed by characters: anger, humor, surprise, disappointment.

Gordon, Morton J. Speech Improvement: A Practical Guide for Native and Non-native Speakers of English. Englewood Cliffs, N.J.: Prentice-Hall, 1974.

Provides explanatory material and exercises on pronunciation for advanced students. Exercises can be used with entire class or for individual development. Includes material on phonetics and diagnosis of speech problems.

Guierre, Lionel. Drills in English Stress Patterns. London: Longmans, 1970. 127 pp. Tapes.

Pronunciation text on word stress. Word classes included were determined to be statistically important by author's computer analysis of 40,000 words. Four chapters treat words with "i" endings and "u" endings, or strong endings; three chapters treat words with weak endings; the last two chapters treat stress patterns of Greek-origin words and noun-verb pairs. Includes drills on word level.

Jones, Daniel. An Outline of English Phonetics. 9th. ed. Cambridge: Cambridge Univ. Press, 1972. 398 pp.

Practical introduction to British English phonetics for high-intermediate and advanced students. Includes explanations of English speech sounds, stress, rhythm, and intonation, followed by instructions on how to produce the sound and avoid common errors. Index includes typical mistakes made by various language groups. Frequent use of charts and diagrams.

Nilsen, Don L. F. and Nilsen, Alleen Pace. Pronunciation Contrasts in English. N.Y.: Regents Publishing Co., 1973.

Contains exercises that isolate and correct pronunciation problems evolving from sounds that are difficult for non-native speakers of English. Includes sound production charts, profile diagrams, minimal pairs, minimal contrast sentences, sound pronunciation exercises, glossary of special terminology, and sound-locator charts.

Prator, Clifford H., Jr. and Robinett, Betty Wallace. Manual of American English Pronunciation. 3rd. ed. N.Y.: Holt, Rinehart & Winston, 1972. 181 pp. Tests.

Intended for the high-intermediate and advanced student. Manual includes lessons on major pronunciation problems of foreign students as determined by a frequency count of "errors" in pronunciation of group of several hundred students at the University of California. Sixteen lessons begin with phonetic alphabet and continue through vowels, intonation, and

consonants. Lessons include analytical explanations, articulatory diagrams, and a variety of drills in pronunciation and intonation. Accent Inventory which accompanies text provides initial diagnosis of individual student's problems and aids in teacher's selection of pronunciation problems to emphasize.

Trager, Edith Crowell and Henderson, Sara Cook. Pronunciation Drills for Learners of English. Portland, Oreg.: English Language Services, 1969. Tapes.

Drills to help students master sound system of American English in classroom or language laboratory. Part 1 covers vowels and features of English stress and intonation. Part 2 covers consonants and English spelling. All vowels, consonants, and stress phonemes are drilled alone, in contrast with similar phonemes, and in short sentences. List of special problems in English pronunciation typical of speakers of particular foreign languages is included. Tapes contain listening and repetition drills.

Trim, John. English Pronunciation Illustrated. 2nd. ed. Cambridge: Cambridge Univ. Press, 1975. 96 pp. Tapes.

Course in English pronunciation for intermediate and advanced students. Explanatory material is illustrated with amusing drawings. Areas covered include pure vowels, diphthongs, consonants, word divisions, word indexes (forward and reverse), and minimal pairs. Tapes contain all practice material.

COMPOSITION - K-10 - MULTI-VOLUME

Dykstra, Gerald, Port, Richard, and Port, Antonette. Composition: Guided Free. 8 vols. N.Y.: Teachers College Press, 1973, 1978.

Course in controlled composition for grades 1-10. Lessons include written models and step instructions which lead student through the practice of writing increasingly more difficult structures. Step instructions move from simple copying of a model to making changes in the model to creating original sentences to writing original compositions based on the models. Frequent use of illustrations. Teacher's Manuals for Books 1-4 and 5-8 available.

COMPOSITION - 7-COLLEGE - MULTI-VOLUME

Blanton, Linda Lonon. Elementary Composition Practice. 2 vols. Rowley, Mass.: Newbury House, 1978-1979.

Text built on theory that beginning students can write a composition if they are given proper organizational and situational framework and supplied with vocabulary and grammatical structures to use within framework. Book 1 is directed toward the basic beginner and Book 2 toward the high-beginner or low-intermediate student. Each of the ten units in each volume contains a reading passage accompanied by a set of illustrations which depict the action in the passage; exercises on comprehension, grammatical structure and vocabulary; a second reading passage similar to the first in vocabulary, structure, and content; and instructions for the student's own composition.

Galligane, Gloria and Byrd, Donald R. H. Write Away: A Course for Writing English. 2 vols. N.Y.: Collier Macmillan, 1977-1979.

Provides writing practice for intermediate student through rewriting and sentence combining exercises. Lessons begin with dialogue or paragraph with numbered sentences and include structural exercises which require students to alter sentences, and free writing assignments with the model as a guide. Answers to exercises included. Index lists activity (exercise) numbers for five main categories: subordinate writing activities; lexical writing activities; inflectional writing activities; coordinate writing activities; and paragraph writing. Occasional use of illustrations.

Matthews, Patricia E. and Tura, Sabahat. Practice, Plan and Write: Guided Composition for Students of English. 2 vols. N.Y.: American Book, 1973.

Practice in sentence and paragraph writing for intermediate and advanced students. Book 1 covers paragraphs and personal letters, and Book 2 more complex grammatical structures and vocabulary and a greater number of supplementary writing assignments. Each of the eight units includes a model paragraph; language practice; structural exercises; form and organization; explanation of writing techniques; and a writing assignment. The model paragraphs have international settings and are about subjects common to the student environment. Appendices include index of structures and vocabulary and a list of metric measurements. Teacher's Guides available. Occasional use of illustrations.

Wohl, Milton. Preparation for Writing: Grammar. Rowley, Mass.: Newbury House, 1978. 191 pp.

_____. Techniques for Writing: Composition. Rowley, Mass.: Newbury House, 1978.

Designed to prepare intermediate and advanced students for formal and informal writing expected of college freshmen. Volume 1, Grammar, emphasizes common faults found in foreign student compositions through chapters on such problems as tense and aspect, use of determiners, alternate forms and stylistic variations, relative clauses, and nominalizations and related transformations. Chapters can be taught out of sequence. Answer key provided so books can be used for self-study. Pretests included which determine initial proficiency of students. Volume 2, Composition, introduces student to essay composition through a series of exercises and ultimately covers technical writing techniques and the college term paper. Provides reading selections and suggested writing topics geared to the college level.

COMPOSITION - 7-COLLEGE - SINGLE VOLUME

Alexander, L. G. A First Book in Comprehension, Precis and Composition. London: Longmans, 1974. 121 pp.

Teaches composition through comprehension questions on reading passages for advanced beginner and intermediate student. Material is presented in four chapters, graded in difficulty. Teacher's notes are detailed and include tests to determine student readiness.

_____. Sixty Steps to Precis. Rev. ed. London: Longmans, 1975.

Sixty graded passages for intermediate students. Part 1 provides guidance in summary writing, and Part 2 introduces formal precis writing. Each passage is followed by vocabulary questions, language exercises, and essay topics.

_____, and Wilson, Catherine. In Other Words. London: Longmans, 1974.

Twenty graded composition exercises which emphasize student's skill in writing complex ideas in English. Lessons include short compositions which student is asked to rewrite using different structures from the original. Sample versions of the rewritten compositions are included in text.

Arapoff, Nancy. Writing Through Understanding. N.Y.: Holt, Rinehart & Winston, 1970. 230 pp.

Composition text for intermediate student. Emphasis is on student's discovery of facts about the written language through comparison of model paragraphs, dialogues, etc. Types of writing included are direct and indirect address, factual account, cause-effect relationships, and summaries. Each chapter includes a pair of comparison passage, a set of questions about structures used in passages, a passage to rewrite, and a second passage to rewrite.

Bander, Robert G. American English Rhetoric: A Writing Program in English as a Second Language. 2nd. ed. N.Y.: Holt, Rinehart & Winston, 1978. 406 pp.

Intended for intermediate and advanced students, text combines an intensive expository composition program with a handbook approach to grammar, punctuation, and vocabulary. Of the text's eleven chapters, the first four are devoted to the paragraph and the last seven to the composition. Each chapter contains a written passage followed by writing analysis, punctuation points, grammar skills, questions for discussion and review, vocabulary growth, and composition assignments. Appendix includes rules for punctuation, capitalization and spelling, principal parts of irregular verbs, definite and indefinite articles, preposition uses, word stems, prefixes and suffixes, glossary of standard usage, glossary of grammatical terms, and principles of phonics. Index included. Occasional use of illustrations.

Baskoff, Florence. Guided Composition in American English: An Integrated Series for International Students. N.Y.: American Language Institute, 1971. 201 pp.

Designed to help beginning student move from aural-lingual drills of sentence patterns to written work. Contains thirty lessons which begin with a model paragraph about subject common to student's environment (families, national holidays, the weather). Student completes vocabulary exercises, comprehension questions, and usage drills, and then writes a paragraph by answering specific questions and using model as guide. Quiz is included for each lesson. Appendix contains a handbook of usage, punctuation, and spelling rules. Teacher's Manual available.

Byrne, Donn. Progressive Picture Compositions. London: Longmans, 1975. Pictures.

Text includes twenty-six compositions for oral and written work. Theme of each composition is illustrated by separately

bound progressive series of four pictures in four sets. Some pictures are reproduced in text with guided writing exercises for each composition. Teacher's Book includes oral drills to be done before composition work.

Chaplen, Frank. Paragraph Writing. London: Oxford Univ. Press, 1970. 90 pp.

Intended to introduce practical English necessary for writing examinations, reports of experiments, and letters to upper-intermediate and advanced students. Instruction built on concept that an effective paragraph should have one controlling idea. Chapters move from the controlling idea to topic sentence to dividing long, complicated paragraphs. Includes written exercises on a variety of subjects such as analyzing a diagram, writing a biography, describing a geographical region and explaining how a mechanical object operates. Occasional use of illustrations.

Friend, Jewell A. Writing English as a Second Language. Glenview, Ill.: Scott, Foresman, 1971. 136 pp.

Intended for intermediate and advanced students, text presents standard methods of rhetorical development through sample paragraphs. Methods covered include chronological process, description, classification, illustration, analysis, narration, cause and effect, contrast and comparison, precis, and composite. Forty-one chapters are divided into six units, each of which stresses knowledge of certain grammatical structures. Each chapter includes several sample paragraphs, analysis of rhetorical method, and exercises which provide topic sentences for students' paragraphs.

Gordon, Ian. Practical Punctuation. Exeter, N.H.: Heinemann Educational Books, 1978. 96 pp.

Suitable for class use or self-study, text is a useful reference tool. Covers capitals, hyphens, full stops, question marks, exclamation marks, commas, apostrophes, dashes, colons, semi-colons, brackets, and quotation marks.

Hall, Eugene. A Handful of Letters. N.Y.: Regents Publishing Co., 1969. 125 pp.

Introduces students to cursive writing through copying of model letters. Vocabulary words are noted in the margins. Each letter is followed by comprehension questions, word study, exercises, and topics for class discussion.

Heaton, J. B. Beginning Composition Through Pictures. London: Longmans, 1975.

Twenty-eight picture compositions which provide practice in oral and written work for beginning and intermediate students. Pictures are followed by list of controlled vocabulary and basic sentence patterns that student will use in his composition. Picture stories, pictures for description and comparison, maps, and plans for instructions and descriptions are included. Appendix contains main structures and helpful phrases for describing the pictures.

Hill, L. A. Note-taking Practice. London: Oxford Univ. Press, 1968. 89 pp.

Provides intermediate and advanced students with training in note-taking at lectures. Sixteen lectures to be read to students at normal lecturing pace and accompanying diagrams are included. Vocabulary of lectures is limited to 2,075 words. Model notes available in answer key in text.

Horn, Vivian. Composition Steps. Ed. and annotated by Esther Rosman. Rowley, Mass.: Newbury House, 1977. 149 pp.

For intermediate and advanced students. Explication of rhetoric types. Some features of controlled composition such as dictation. Twenty units begin with discussion of types of writing, and include sentence structure, paragraph development, and letter writing. Types of exercises include following directions, imitating model paragraphs, paragraph completion, scrambled paragraphs, copying, imitating model paragraphs, dicto-comps, and free writing. Teacher's Manual available.

Howatt, Anthony. Put It In Writing: A Natural Approach to Writing English. London: Oxford Univ. Press, 1972. 68 pp.

Course in guided composition for intermediate student. Continuous story line of reading passages concerns teenage boy and his friends. Characters in story write letters, postcards, telegrams, diaries, and articles which are used for composition models and assignments. Occasional use of illustrations.

Jaramillo, Barbara L. Conventions in the Mechanics of Writing: A Language Laboratory Manual for Foreign Students. Pittsburgh, Penn.: Univ. Center for International Studies, 1974. 89 pp. Tapes.

Thirty lessons on tape for beginning and intermediate students. Each lesson includes explanation of particular convention in mechanics of writing and exercise, usually

dictation or sentence to punctuate. Student uses answer key in Manual to correct work and records his score on a progress chart. Each lesson takes ten to fifteen minutes.

Jupp, T. C. and Milne, John. Guided Paragraph Writing; A First Course in English Composition with Structural Practice. London: Heinemann Educational Books, 1972. 105 pp.

Uses structural practice to lead student from simple sentences to planning and writing a paragraph. Eighteen lessons are organized around universal themes of interest to students: a journey, a dream, unexpected money. Each lesson includes structurally controlled question and answer sequences, written exercises on sentences, a sample paragraph composed of sentences from first two activities; vocabulary study; and free writing in which student writes his own paragraph. Occasional use of illustrations.

. Guided Course in English Composition. London: Heinemann Educational Books, 1969. 98 pp.

Provides detailed guidance in language control and subject matter in composition for intermediate student. Each of the twenty-four lessons includes brief introduction to the composition subject; a section on structure practice for oral drills on sentences about the subject; a sample composition; and the composition assignment. Example section in back of text provides answers for many of the exercises, so text may be used for self-study. Teacher's Handbook is available.

Kunz, Linda A. Twenty-six Steps: Controlled Composition for Intermediate and Advanced ESL Students. N.Y.: Language Innovations, 1972. 56 pp.

Collection of fifty-four short passages which serve as models for controlled compositions for high-beginner to intermediate students. Exercises require student to copy entire passage or part of passage, making specified substitutions in person, verb tense, etc. Chart included for student to plot his progress. Subjects of passages stress topics of contemporary interest--discotheques, woman's liberation, open marriages, and horoscopes.

, and Viscount, Robert R. Write Me a Ream: A Course in Controlled Composition. N.Y.: Teachers College Press, 1973. 62 pp.

Sixty model passages with twenty-six numbered "steps" (grammatical operations) for students to follow which range from copying to clause subordination. Student stays at same step until it is completed with no errors. In case of error, model passage is changed to avoid application of same "step"

to same passage. Emphasis is on supervised practice in punctuation, capitalization, paragraph indention, letter shapes, spelling, and proofreading. Teacher's Handbook available with key to step groupings and list of model passages with steps they include.

Lawrence, Mary S. Writing as a Thinking Process. Ann Arbor, Mich.: Univ. of Michigan Press, 1977. 204 pp.

Semantic and cognitive approach to expository composition for intermediate and advanced student. Student is presented with data about general topics such as communications, transportation, and government and given exercises which require he form questions and inferences. Exercises progress from controlled to free writing. Major emphasis is on logical organization.

Markley, Rayner W. Handwriting Workbook; Handwriting and Letter Recognition Practice for Learners of the English Alphabet. Portland, Oreg.: English Language Services, 1977. 52 pp.

Intended for student whose native language does not use Roman alphabet. Provides practice in forming cursive letters, placing words in alphabetical order, and recognizing the printed form of the letters. Answer key available which makes workbook suitable for self-study.

Mellgren, Lars and Walker, Michael. Exploring English for Speakers of Other Languages: Write! Reading, Mass.: Addison-Wesley, 1976. n.p.

Writing workbook for intermediate students. Each of the nineteen lessons includes an illustration or short reading passage on a topic dealing with everyday life and a series of questions requiring written responses. Answer key is included so workbook can be used for self-study. Typical exercises include fill-in-the-blank, rewrite the story, and underline the correct response. Exercises are numbered and lettered (19A, 19B, etc.), but book has no pagination.

Paulston, Christina Bratt and Dykstra, Gerald. Controlled Composition in English as a Second Language. N.Y.: Regents Publishing Co., 1973. 91 pp.

Intended for high-intermediate student, emphasis of controlled exercises is on grammar, sentence structure, idiomatic usage, spelling, and punctuation. Text contains sixty-five model passages from well-known authors and a series of 122 steps for student to follow in rewriting the models. Chart at front of book indicates which model passages emphasize certain

structures. Appendices include notes on verb system, transition words in a paragraph, parallelism, prepositions and conjunctions, use of article, and reduction of clauses to phrases for synthesis.

Raines, Ann. Focus on Composition. N.Y.: Oxford Univ. Press, 1978. 181 pp.

Text for intermediate and advanced students which presents syntactic tasks as they develop from composition topics. Each chapter introduces a rhetorical mode and method of development and its accompanying syntactic structures through the example of a core composition related to a work of art, literature, popular culture, or scientific writing. Exercises and composition tasks are provided with a code to indicate their level of difficulty. Rhetorical modes covered include description, argumentation, comparison and contrast, and explanation and definition. An "Index of Syntactic Structures," directs the student to the sections of the text which cover the various structures. Occasional use of illustrations.

Rainsbury, Robert. Written English: An Introduction for Beginning Students of English as a Second Language. Englewood Cliffs, N.J.: Prentice-Hall, 1977. 111 pp.

Supplementary text to help beginning student master mechanical skills of composition through drills on spelling, punctuation, and sentence structure. Lessons are arranged sequentially with material from early lessons being reinforced in later sections. Typical lessons cover capitalization and punctuation, articles, possessive pronouns, verb forms, sequence of events, combining sentences, phrases, and clauses.

Robinson, Lois. Guided Writing and Free Writing: A Text in Composition for English as a Second Language. 2nd. ed. N.Y.: Harper & Row, 1975. 315 pp.

Intended for the intermediate student who will soon be taking work in the field of his specialization. Sections organized around grammatical structures: verb tenses, articles, adverbials, quantifiers, passive voice, gerunds and infinitives, relative clauses, etc. Each section includes oral practice, controlled written exercises, and a section of free writing assignments. Last section covers writing first term paper. Reference section includes rules for punctuation and list of principal parts of irregular verbs.

Ross, Janet and Doty, Gladys G. Writing English: A Composition Text in English as a Foreign Language. 2nd. ed. N.Y.: Harper & Row, 1975. 268 pp.

Directed toward intermediate and advanced students. Part 1 emphasizes grammatical patterns and Part 2, rhetorical patterns. Each lesson in Part 1 includes a passage by a well-known author; exercises on grammatical structure being emphasized; and a composition assignment. Lessons in Part 2 include the passage; questions on organization and rhetorical devices; and a composition assignment. Part 2 covers the research paper. Appendix contains charts of grammatical points and rules on punctuation and capitalization.

Seale, Barbara. Writing Efficiently: A Step-by-Step Composition Course. Englewood Cliffs, N.J.: Prentice-Hall, 1978. 228 pp.

Composition course for advanced student which emphasizes plan-write-judge process. Stresses preparation before writing and evaluation after writing, as well as writing process itself. Students perform written and oral exercises like sentence combining to learn how paragraph is put together and then progress to production of paragraphs and themes. Special features include reading guides which illustrate brief accurate summaries, and a "Clues for Correction" chart which provides an evaluation system for student to use in judging his work. Teacher's Manual available.

Troyka, Lynn Quitman and Nudelman, Jerrold. Steps to Composition. 2nd. ed. Englewood Cliffs, N.J.: Prentice-Hall, 1976. 436 pp.

Presents basic composition skills in rhetoric and grammar for advanced students. Each of the twelve chapters centers around an issue of contemporary concern. Lessons include an essay by a well-known author, reading survey, vocabulary building, spelling exercises, and writing assignments. Instructor's Manual available.

Turner, R. H. The Letters You Write. Turner-Livingston Communications Series. Chicago: Follett Publishing, 1974. 48 pp.

Series of letters written by a typical American family for intermediate student. Each lesson presents one type of letter and includes comprehension, vocabulary, and writing exercises which require the student to write his own letters.

West, W. W. Developing Writing Skills. Englewood Cliffs, N.J.: Prentice-Hall, 1973. 318 pp.

Emphasizes writing skills for advanced student. Contains written models but depends on instructor to provide explanations and activities.

Wishon, George E. and Burks, Julia M. Let's Write English. 2nd ed. N.Y.: American Book, 1968. 512 pp.

Provides practice in analyzing and using written forms of English for intermediate student. Part 1 emphasizes guided, controlled practice of grammatical structures necessary to construct sentence patterns and includes exercises in writing sentences, paragraphs, and short compositions. Part 2 discusses major prose forms (narration, description, argumentation, and explanation) and provides examples and exercises of how these forms are used in a variety of writing situations: letters, summaries, newspaper articles, and research papers. Each chapter contains explanatory notes and exercises which include a dicto-comp, sentences which need structural modification, and writing assignments. Material on outlining, note-taking, and use of the library is also included. Appendix contains reference guide on usage and punctuation rules.

CONVERSATION - 7-COLLEGE - MULTI-VOLUME

Carver, Tina Karloff and Fotinos, Sandra Douglas. A Conversation Book: English in Everyday Life. 2 vols. Englewood Cliffs, N.J.: Prentice-Hall, 1977.

Course in conversation for beginning to high-intermediate students. Texts contain over nine-hundred illustrations of everyday situations which provide subjects for conversation. Book 1 covers introductions, dates, holidays, weather, shopping, employment, health, and leisure time. Book 2 reviews several of these topics and adds travel and transportation, homes, family life and social customs, and a changing society. Conversation exercises include circle games, open dialogues, role-playing, questions for discussion, conversation matrix games, demonstration questions, and writing assignments.

Hall, Eugene J. Practical Conversation in English. 3 vols. N.Y.: Regents Publishing Co., 1965-1972. Tapes.

Set of three texts, beginning, intermediate and advanced, which are companions to Hall's Building English Sentences (see Grammar section above). Attempts to improve student's conversation and communication in practical situations through dialogues which are preceded by practice sentences, grammar explanations, and oral and written exercises. Typical lesson topics include home repairs, a blind date, looking for a car, and planning a wedding.

Jerrom, M. F. and Szkutnik, L. L. Conversation Exercises in Everyday English. 2 vols. London: Longmans, 1974.

Graded exercises on basic structures and sentence patterns of English. Book 1 is for beginning level, and Book 2 for intermediate level. Each lesson begins with a dialogue based on situation of everyday life and includes grammar exercises and suggestions for oral practice.

CONVERSATION - 7-COLLEGE - SINGLE VOLUME

Alexander, L. G. For and Against. London: Longmans, 1975.

Oral practice book designed to develop skills in discussion and debate for advanced students. Each lesson includes an argumentative essay, topics for discussion, and a summary of the argument and counter-argument.

_____ and Vincent, M. C. Make Your Point: 30 Discussion Topics for Students at Secondary Level. London: Longmans, 1975. 63 pp.

Conversation practice for intermediate secondary-school students. Thirty lessons, each consisting of short dialogue, reading passage or illustration which poses a problem; comprehension questions; exercises calling for student's opinion on problem; and discussion questions relating situation to student's personal experience. Situations are problems of modern teen-ager: job interview, pros and cons of football, career choice, and school curriculum. Orientation is British.

_____, Kingsbury, Roy, and Chapman, John. Take a Stand: Discussion Topics for Intermediate Adult Students. N.Y.: Longmans, 1978. 62 pp. Tapes.

American version of I Think You Think. Text in guided conversation for adult students at intermediate level. Thirty topics on controversial contemporary issues presented through debate notes, editorial letters, comic strips, etc. Exercises included. Tapes contain discussion passages. Occasional use of illustrations.

_____, Vincent, Monica C., and Chapman, John. Talk It Over: Discussion Topics for Intermediate Students. N.Y.: Longmans, 1978. 62 pp. Tapes.

American edition of Make Your Point. Provides oral practice for teen-agers and young adults at the intermediate level. Contains thirty lessons, each of which deals with a topic of

contemporary life. Topics are introduced through readings, photographs, dialogues, and cartoons and include exercises which range from highly controlled discussion to open debate. Can be used for timed readings, scanning dictation, and composition. Tapes include discussion passages. Frequent use of illustrations.

Black, Colin. A Handbook of Free Conversation. N.Y.: Oxford Univ. Press, 1970. 48 pp.

Planned approach to free conversation. Includes material for seventeen discussions which guides discussion but encourages expression of student's opinions. Subjects are relevant to experience of secondary school students as well as adults.

Brown, Thomas H. and Sandberg, Karl C. Conversational English. Waltham, Mass.: Blaisdell Publishing Co., 1969. Tapes.

Intermediate text intended for foreign students studying in American universities. Twenty lessons provide oral practice in life skills situations such as greetings and good-byes, talk at dinner, asking and giving directions, and talking about classes. Each lesson includes short dialogue with inflections indicated, cultural comments about semantic aspect of language used, supplements and variation exercises, pronunciation practice, oral grammar drills, and question and answer exercises in both controlled conversation and free situations. Lessons 12-20 also include controlled composition exercises. Tapes available include dialogue and various exercises for each lesson.

Costinett, Sandra. Advanced Readings and Conversations. Silver Spring, Md.: Institute of Modern Languages, 1973. 124 pp.

For high-intermediate student who has attained proficiency in reading and writing but lacks skill in conversation. Each lesson includes a reading passage, vocabulary list, comprehension exercises, word study and definition practice, paragraph composition, questions, and topics for group discussion. Typical subjects of reading passages are future of the city, unsolved mysteries, and utopia.

Dixson, Robert J. Everyday Dialogues in English. Dixon English Series. Rev. ed. N.Y.: Regents Publishing Co., 1971. 166 pp.

Conversation-drillbook for advanced students. Presents vocabulary and idiomatic forms used in wide variety of situations. Each lesson contains situational dialogue with questions for conversation practice, vocabulary drills, and sentence construction exercises. Occasional use of illustrations.

. Exercises in English Conversation. Dixon English Series. Rev. ed. N.Y.: Regents Publishing Co., 1971.

Series in conversational English for intermediate students which uses direct-method techniques and introduces grammar through conversation practice. Each lesson includes a dialogue or short reading, oral exercises, and a review. Coordinated for use with Dixon's Tests and Drills in English Grammar (see Grammar section above).

Dobson, Julia M. Effective Techniques for English Conversation Groups. Rowley, Mass.: Newbury House, 1972.

Intended to help intermediate student progress from drills to free conversation through use of questions and answers, dialogues, plays, speeches, field trips, and games. Covers techniques that will stimulate conversation.

and Sedwick, Frank. Conversation in English: Points of Departure. N.Y.: American Book, 1975. 107 pp.

Emphasizes conversation and oral and written practice for high-beginning, intermediate, and advanced students. Text presents fifty scenes, each depicted in an illustration, which are common to student's environment: library, super-market, hospital, airport, the weather, roommates. Each lesson includes illustration, vocabulary list, comprehension questions, "points of departure," questions to stimulate conversation, and composition topics.

and Hawkins, Gerald S. Conversation in English: Professional Careers. N.Y.: American Book, 1978. 108 pp.

Twenty-five units which provide conversation practice about what life in certain common careers might be like. Careers covered include traditional ones like doctor, lawyer, and secretary, as well as modern ones like computer programmer, marine biologist, petroleum engineer, and satellite operator. Each unit includes a black and white illustration of the career in action, a list of vocabulary words, a one-page dialogue, and a set of exercises which include role playing, analysis of the illustration, conversation topics and composition assignments. A set of dictation paragraphs for each unit is included at the back of the book.

Dubin, Fraida and Margol, Myrna. It's Time To Talk: Communication Activities for Learning English as a New Language. Englewood Cliffs, N.J.: Prentice-Hall, 1977. 214 pp.

One-hundred ninety-four communication exercises for intermediate and advanced students. Students work individually,

with partners, in small groups, or with entire class. Each of six chapters centers around area known to student: strategies in classroom; people in community; services in community; places in community; media in community; and family and fun. Types of activities included are share and tell; interviews, polls, and interactions; asking for information; discussion and debate; and creating stories. Teacher's Guide available.

Finocchiaro, Mary. Let's Talk. N.Y.: Regents Publishing Co., 1970. 177 pp.

Collection of situational dialogues for students of all levels which reinforce grammatical structures, provide practice in pronunciation and intonation, and stress conversational fluency. Dialogues are followed by substitution drills and suggestions for role-playing.

Graham, Carolyn. Jazz Chants: Rhythms of American English for Students of English as a Second Language. N.Y.: Oxford Univ. Press, 1978. Tapes.

Collection of chants and poems which set everyday situational English to jazz rhythms to demonstrate rhythm and intonation pattern of conversational American English. Text contains structure, pronunciation and presentation notes. Tapes include chants recorded by author and a choral group.

Harris, Jimmy G. and Hube, Ron. On Speaking Terms: Conversational English for Advanced Students. N.Y.: Collier Macmillan, 1975. 110 pp. Tapes.

Intensive oral practice in everyday conversation for advanced students. Text contains 102 short dialogues about familiar subjects like work, home, travel, leisure, health, people, and commuting. Conversations are between two unidentified people, so students can assert their own personalities in role-playing. Exercises that follow dialogues include substitution drills, implication questions, paraphrase, oral composition, and discussion questions. Glossary of idioms and vocabulary included. Tapes of dialogues available recorded by native American-English speakers.

Hines, Mary Elizabeth. Skits in English as a Second Language. N.Y.: Regents Publishing Co., 1973. 146 pp.

Collection of thirty-six two-page skits which provide conversation practice through role-playing. Emphasis is on pattern practice of basic English structure and mastery of idiomatic expressions. Skits are humorous and involve everyday situations: construction crew on job, family watching television, people shopping in a grocery store, group of ESOL

students waiting for class to begin. Each unit includes a full page illustration of the skit; the dialogue; a set of sentences to repeat; free writing exercise; and a set of sentences to either unscramble or fill-in-the-blank.

Jones, Leo. Functions of English: A Course for Advanced Students. N.Y.: Cambridge Univ. Press, 1977. 89 pp. Tape.

Designed for upper-intermediate and advanced students, work stresses making use of language rather than learning about structure. Main purpose is to build effective communication in such areas as starting a conversation, asking for information, getting people to do things, making suggestions and giving advice, and giving opinions. Techniques employed include paired practice and role-playing. Tape provides illustrative dialogue to introduce each unit and is suitable for classroom, language laboratory, or self-study. Includes cartoons.

Jupp, T. C., Milne, John, and Plowright, Piers. Talk English. Exeter, N.H.: Heinemann Educational Books, 1971. Tape.

Intended for intermediate students, text emphasizes colloquial language and idiomatic spoken expressions rather than formal conversation. Contains series of forty-seven dramatic dialogues about human situations. Accompanying tape presents the dialogues at natural speed of conversational English. Teacher's Book is available.

Kettering, Judith Carl. Developing Communicative Competence: Interaction Activities in English as a Second Language. Pittsburgh, Pa.: Univ. Center for International Studies, 1975. 55 pp.

Provides practice in mastering language ability needed to perform effectively in social situations, community activities, and problem solving and compromising. First section contains series of fourteen dialogues intended to help student manage different language levels in social situations. Typical examples are greetings, introductions, telephone conversations, complaints, asking and giving directions, eating at a restaurant, and excuses and apologies. Each unit introduces the necessary phrases, provides a formal and informal dialogue, and offers both structured and semi-structured exercises. Community Oriented Project section includes questions and exercises about nine common facilities: bank, post office, supermarket, etc. Final section on problem solving provides six problems and possible solutions for class discussion.

McCallum, George P. Seven Plays from American Literature. 3rd. ed. Portland, Oreg.: English Language Services, 1977. 114 pp. Tapes.

Collection of short plays by nineteenth and twentieth century American authors to provide oral practice for intermediate and advanced students. Each play includes brief biography of author, suggestions for production, and both oral and written exercises. All plays run approximately fifteen minutes and have male and female characters. Authors represented include Hawthorne, Garland, Twain, Irving, Poe, Frank Stockton, and Mary Freeman.

_____, adapter. Six Stories for Acting. Portland, Oreg.: English Language Services, 1976. Tapes.

Plays adapted from American and British literature to give intermediate and advanced students practice in pronunciation, intonation, and expression. Authors include Mary Shelley, O. Henry, Lewis Carroll, Bret Harte, Henry James, and Charles Dickens. Each unit includes biography of author, play, and questions and exercises. Tapes contain dramatizations of plays by British and American authors.

Mackin, Ronald. A Short Course in Spoken English. Portland, Oreg.: English Language Services, 1975. 150 pp. Tapes.

Intended for high-beginner or intermediate student who needs to improve communication proficiency. Emphasizes verb phrase, oral production and writing reinforcement. Text is divided into ten units which present language in meaningful contexts; drills on structural points, requiring selection as well as repetition; and written exercises in workbook style. Tapes include drills from text and additional drills and dialogues for practice. Frequent use of illustrations.

Methold, Kenneth. English Conversation Practice. London: Longmans, 1975.

Text which progresses from controlled to free composition for advanced beginners. Provides guidance in conversational skills necessary for everyday life.

Paliquin, Michel and Richards, Jack C. English Through Songs: A Songbook for English as a Second Language. Rowley, Mass.: Newbury House, 1972.

Songs and rhymes for beginning students, both elementary and adult. Graded according to difficulty and arranged by content and interest level. Teacher's Book available.

Paulston, Christina Bratt, et al. Developing Communicative Competence: Roleplays in English as a Second Language. Pittsburgh, Penn.: Univ. Center for International Studies, 1975. 53 pp.

Series of thirty-four situations which provide student material for role-playing to develop facility in use of language levels. Situations are those student may encounter. Each situation includes description of situation; role assignments; useful expressions; and other vocabulary. Typical subjects are "The Foreign Student Party," "Calling Long Distance," and "The Teaching Job Interview."

Phinney, Maxine Guin, et al. English Conversation Practices. An Intensive Course in English Series. Ann Arbor, Mich.: Univ. of Michigan Press, 1968. 117 pp.

Intended as a supplement to other volumes in An Intensive Course in English Series for high-intermediate and advanced students, but can be used as source of supplementary conversation exercises for any basic text. Exercises are grouped by grammatical structure (modals, relative clauses, pronouns, etc.) and include conversational drills, role-playing, and verbal games.

Rand, Earl. Constructing Dialogs. N.Y.: Holt, Rinehart & Winston, 1969. 158 pp.

Series of controlled dialogues, arranged by grammatical structure, which provide students practice in generating English dialogue structures. Based on transformational-generative theory, drills focus on teaching student to manipulate old and new information in sentences in context.

Rost, Michael A. and Stratton, Robert K. Listening in the Real World: Clues to English Conversation. Tempe, Ariz.: Lingual House Publishing Co., 1978. 143 pp. Tapes.

For intermediate to advanced student, work presents series of commonly spoken reductions to help student move from formal language of classroom to informal language spoken in real situations. Text is divided into three parts: set of thirty-six ordered reduction presentations; set of two-hundred situational dialogues; and a set of two-hundred activation exercises based on the dialogues. Reductions presented in earlier lessons are incorporated in later lessons.

Templer, J. C. and Nettle, Keith. Intermediate Oral Skills. Exeter, N.H.: Heinemann Educational Books, 1977. 64 pp. Tape.

Course in oral skills for intermediate students. Each of the fifteen units deals with a particular situation and

emphasizes one or more language features. Central theme of units is story of young visitor spending a few months in Britain. Tape contains spoken passages for listening comprehension and oral practice.

VOCABULARY - 7-COLLEGE - MULTI-VOLUME

Barnard, Helen. Advanced English Vocabulary. 7 vols. Rowley, Mass.: Newbury House, 1971-1975.

For intermediate student who already has vocabulary of one-thousand English words. Set of seven workbooks introduces two-thousand words as the "second thousand" and "third thousand" most commonly used words in English. Words are taken from counts of non-technical vocabulary in university science and social science textbooks and newspaper and journal articles. Each word is introduced in context and repeated at least ten times throughout workbooks. Each unit includes vocabulary to be practiced; word study; dictation exercises and passages; reading passages; and a vocabulary test. Teacher's Book available.

Hill, L. A. Contextualized Vocabulary Tests. 2 vols. N.Y.: Oxford Univ. Press, 1970.

Graded tests of contextualized vocabulary for high-beginner to advanced students. Book 1 contains thirty-five stories containing blanks which require a vocabulary ranging from five-hundred to one-thousand words; Book 2 contains twenty-seven stories requiring a vocabulary of fifteen-hundred words. Each story is preceded by a list of thirty words to be used to complete the blanks in the story. Answer key included in teacher's edition. Frequent use of illustrations.

_____ and Popkin, P. R. A First Crossword Puzzle Book. N.Y.: Oxford Univ. Press, 1968. 64 pp.

_____ and Popkin, P. R. A Second Crossword Puzzle Book. N.Y.: Oxford Univ. Press, 1969. 62 pp.

_____ and Popkin, P. R. A Third Crossword Puzzle Book. N.Y.: Oxford Univ. Press, 1970. 64 pp.

_____ and Popkin, P. R. A Fourth Crossword Puzzle Book. N.Y.: Oxford Univ. Press, 1971. 62 pp.

Series of graded puzzle books for all levels of ESOL students to practice spelling and develop vocabulary. Book 1 vocabulary limited to five-hundred words; Book 2, one-thousand;

Book 3, fifteen-hundred; and Book 4, two-thousand seventy-five. Puzzles contain three types of clues: pictures, simple definitions, and sentences to be completed. Answer key is provided in books. Frequent use of illustrations.

VOCABULARY - 7-COLLEGE - SINGLE VOLUME

Allen, Walter Powell. More Easy Crossword Puzzles. Portland, Oreg.: English Language Services, 1970.

Sequel to author's 1956 work, Easy Crossword Puzzles. Twenty puzzles are arranged according to vocabulary difficulty from five-hundred to one-thousand words. Provides beginning and intermediate students practice in vocabulary building, prefixes, suffixes, and common grammatical terms. Answer key included.

Boatner, Maxine Tull, et al. A Dictionary of American Idioms. Woodbury, N.Y.: Barron's Educational Series, n.d. 416 pp.

Intended primarily as a reference tool, work covers five-thousand idioms. Entries are arranged in alphabetical order by the first word of each phrase. Information provided includes part of speech, language level (slang, archaic or formal), and indication of phrases that are cliches.

Dixson, Robert J. Essential Idioms in English. Dixon English Series. Rev. and expanded. N.Y.: Regents Publishing Co., 1971. 217 pp.

Contains approximately six-hundred high-frequency idioms with definitions, illustrations, example sentences, and practice exercises. Idioms are divided into elementary, intermediate, and advanced levels, each with a review lesson. Appendix contains Spanish, French, and German equivalents for all idioms.

Gilbert, Doris Wilcox. Breaking the Word Barrier. Englewood Cliffs, N.J.: Prentice-Hall, 1972.

Collection of exercises which extend vocabulary by stressing determination of meaning through context. Includes lists of important words from variety of occupational areas and general words from current newspapers and magazines.

McCallum, George P. Idiom Drills: For Students of English as a Second Language. Crowell Contemporary English Series. N.Y.: Thomas Crowell, 1970. 132 pp.

Series of exercises on 180 idioms chosen on basis of frequency of usage in all areas of the United States. Work has six units, each containing five lessons. Each lesson covers six idioms with brief description and illustrations, short dialogues, substitution drills and simple homework exercises. Reading selection at end of each unit incorporates all thirty idioms covered in that unit. Includes index to individual idioms.

. More Idiom Drills for Students of English as a Second Language. Crowell Contemporary English Series. N.Y.: Thomas Crowell, 1978. 142 pp.

Patterned after McCallum's Idiom Drills (see above), work includes 180 idioms in use in the United States and England. Format of lessons is identical to that of earlier work, except reading selection at end of each unit is in play form.

Reeves, George. Idioms in Action: A Key To Fluency in English. Rowley, Mass.: Newbury House, 1975. 100 pp.

Provides practice in speaking and writing 150 frequent idioms for the advanced beginner and intermediate student. Emphasis is on using the idioms in context through thirty exercises which develop a continuing story line about a French girl and a Japanese boy. Index serves as quick reference to idioms by supplying definition and example for each one.

Spenser, Dwight. Word Games in English. N.Y.: Regents Publishing Co., 1976.

Intended as self-study tool for students who want to increase their vocabulary and improve conversational skills. Contains a variety of puzzles which include anagrams, hidden animals, mixed-up musical instruments, and scrambled words.

Whitford, Harold C. and Dixon, Robert J. Handbook of American Idioms and Idiomatic Usage. Rev. and expanded. N.Y.: Regents Publishing Co., 1973. 188 pp.

Includes over five thousand of most common American idiomatic words and phrases. Defines each idiom and illustrates its use in a sentence.

READERS AND COMPREHENSION - K-6 - MULTI-VOLUME

Finkel, Lawrence S. et al. Developing Reading Comprehension Skills. 36 vols. Dobbs Ferry, N.Y.: Oceana Publishing Co., 1974.

Course in reading comprehension graded in six levels from 1.9 to 6.9. Can be used for class instruction or self-study. Contains removable answer key. Covers six main skills: finding main idea; detecting sequence of events; drawing conclusions; using context clues; following directions; and reading critically. Spanish series also available. Teacher's Manual (English only) available. Frequent use of illustrations.

READERS AND COMPREHENSION - 7-COLLEGE - MULTI-VOLUME

Abbs, Peter. Stories for Today: First Series. New ed. 6 vols. Exeter, N.H.: Heinemann Educational Books, 1976.

_____ and Bergman, Carol. Stories for Today: Second Series. 6 vols. Exeter, N.H.: Heinemann Educational Books, 1975.

Series of original readers for teen-agers with reading age of nine-ten years. Stories display simple sentence structure but build to include advanced vocabulary. Situations have urban settings, reflect awareness of environment and attitudes of modern teen-agers and appeal to multi-racial classes. Both series contain illustrations, some in color. Teacher's Notes available.

Binner, Vinal O. American Folktales: A Structural Reader. 2 vols. N.Y.: Harper & Row, 1966-1968.

Structural readers for intermediate students. Contains simplified folktales with vocabulary of one thousand words which display extensive use of dialogues. Particular conversational sentence patterns repeated in the stories and reinforced by oral drills, discussion questions, and dictation exercises. Appendices include glossary of grammatical terms, comprehensive vocabulary list keyed to text, and guide to pronunciation.

_____. International Folktales: A Structural Reader. 2 vols. N.Y.: Harper & Row, 1967-1970.

Additional folktales for intermediate students, these books build on vocabulary of Binner's American Folktales (see above). Format of two works is identical.

Byrne, Donn. Listening Comprehension. 2 vols. London: Longmans, 1975.

Workbooks designed to give intermediate and advanced students training in listening comprehension. Book 1 includes listening practice on individual words, sentences, and short passages, each followed by tests for intermediate level. Book 2 contains informal talks and speeches with exercises on note-taking and other comprehension skills for advanced level. Teacher's Books available.

Croft, Kenneth and Croft, Edith Fries, adapters. Graded Readers for Students of English. 12 vols. Portland, Oreg.: English Language Series, 1972-1975.

Series of graded readers adapted from works of nineteenth and twentieth century American authors, brief biographies included. Stories divided into sections, followed by multiple-choice, true-false and completion exercises.

1500 WORD LEVEL:

Stockton, Frank. The Castaways.

2000 WORD LEVEL:

Irving, Washington. Stories.

London, Jack. Stories.

Selected Stories by American Authors (Stockton, Twain)

3000 WORD LEVEL:

Crane, Stephen. The Red Badge of Courage.

London, Jack. The Call of the Wild.

O. Henry, Stories.

Wharton, Edith. Stories.

4000 WORD LEVEL:

James, Henry. Two Short Novels.

Poe, Edgar Allan. Stories.

Twain, Mark. Huckleberry Finn.

Stories of the American West (Harte, Crane, O. Henry)

Dale, Jean N. and Sheeler, Williard D. Reading and Exercise Series. Rev. ed. 6 vols. Portland, Oreg.: English Language Services, 1975-1976. Tapes.

Set of graded readers designed to reinforce the structure presented in Sheeler's Welcome to English (see General section

above), but can supplement any general text. Includes both original and adapted stories and articles of mystery, science fiction, suspense and humor. Average length of readers is 120 pages. Exercises of first four books emphasize vocabulary development, grammar practice, and reading comprehension. Exercises of Books 5 and 6 add writing assignments of paragraphs and essays. Answer key provided in book. Tapes available with text of all six books.

- Book 1: The Whistler
- Book 2: The Angry Sea
- Book 3: Winds of Virtue
- Book 4: The Quiet Man
- Book 5: The Monkey's Paw
- Book 6: Tale from Tangier

Dixson, Robert J. American Classics. Rev. ed. 10 vols. N.Y.: Regents Publishing Co., 1973.

Ten masterpieces of American literature which have been simplified and adapted to form a graded series of readers for intermediate and advanced students. Each chapter is followed by questions and exercises to test comprehension, stimulate discussion on related topics, and build word usage skills. Tapes with complete text of readers available. Individual titles arranged by vocabulary level:

Hawthorne, Nathaniel. The House of the Seven Gables.
(Vocabulary range: 750 words)

Melville, Herman. Moby Dick. (1,000 words)

Poe, Edgar Allan. Murders in the Rue Morgue and The Gold Bug. (1,200 words)

Cooper, James Fenimore. The Pathfinder. (1,400 words)

Harte, Bret. The Outcast of Poker Flat, The Luck of Roaring Camp and Other Stories. (1,600 words)

Eggleston, Edward. The Hoosier Schoolmaster. (1,800 words)

James, Henry. The Portrait of a Lady. (2,000 words)

Howells, William Dean. The Rise of Silas Lapham. (2,200 words)

Twain, Mark. Huckleberry Finn. (2,400 words)

Crane, Stephen. The Red Badge of Courage. (2,600 words)

Dixson, Robert J. The U.S.A.: The Land and the People. Rev. ed. Regents Publishing Co., 1975. 169 pp.

_____ and Fox, Herbert. The U.S.A.: Men and History. Rev. ed. N.Y.: Regents Publishing Co., 1975. 149 pp.

Chapman, Rachael L. The U.S.A.: Men and Machines. Rev. ed. N.Y.: Regents Publishing Co., 1968. 186 pp.

Tiersky, Ethel and Tiersky, Martin. The U.S.A.: Customs and Institutions. Rev. ed. N.Y.: Regents Publishing Co., 1976. 273 pp.

Series of graded reading selections that help intermediate student develop reading skill and increase his knowledge of the United States. Texts contain short articles or stories followed by comprehension, vocabulary, and conversation exercises. Volume I, The Land and the People, describes different regions of the U.S. and the people who shaped them. Volume II, Men and History, contains biographies of twenty-three American men and women. Volume III, Men and Machines, contains biographies of twenty-three Americans prominent in science and industry, and Volume IV covers traditions, customs, and social institutions of the U.S. Vocabulary is controlled to 1,200 words in Volume I, 1,600 in II, 2,400 in III, and 3,000 in IV. Occasional use of illustrations.

English Language Services. Collier Macmillan English Readers. 22 vols. N.Y.: Collier Macmillan, 1966-1968.

Series of graded readers which range from 500 to 4,000 word vocabulary. Selections include original and adapted short stories, articles, biographies, modern novels, and simplified classics. Books contain comprehension exercises and review questions, and glossary notes to explain vocabulary, persons and places, and cultural patterns. Frequent use of line drawings. Individual titles:

500 WORD VOCABULARY:

Cornelius, E. Scenes of America.
 _____ and Sheeler, W. Cowboys in Alaska.
 _____ The Love Letter.
 McCallum, G. The Island of Truth.
 _____ The People Speak.
 _____ The Silver Elephant.

2000 WORD VOCABULARY;

Cornelius, E. Buffalo Bill.
 McCallum, G. The Mitchell Family.
 _____ Stories to Surprise You.

3000 WORD VOCABULARY:

Christie, A., et al. Three Detective Stories.
 Dumas, A. The Black Tulip.
 Heidemann, J. The Russells of Hollytree Circle.
 Manes, J. The Presidency Conflict.
 Slesar, H. Four Short Mysteries.
 Stockton, Frank. The Vanishing Lady and Other Stories.
 Waters, D. Fact or Fiction.
 Wister, O. The Virginian.

4000 WORD VOCABULARY:

Edmonds, W. A Magazine Reader.
Murder Now and Then.
New Lives in the New World.

. Readings and Conversations: About the United States, Its People, Its History, and Its Customs. 2nd. ed. 2 vols.
 Portland, Oreg.: English Language Services, 1976. Tapes.

Set of original writings on American culture for advanced students. Volume I covers U.S. history, geography, and government; Volume II, American culture, architecture, sports, food, art, and literature. Each volume contains ten lessons introduced by a reading, ten lessons introduced by a conversation, vocabulary drills, writing exercises, and punctuation practice. Tapes include readings, conversations, and some drills. Occasional use of illustrations.

Fitzgerald, Susan. Reading Your Way to English: With Word Study, Structural Notes and Exercises. 4 vols. Rowley, Mass.: Newbury House, 1974-1976.

Series of reader-grammar reviews for intermediate student who knows about 2500 English words. Each chapter contains an introduction to the reading selection, the selection, guided writing exercises, suggestions for discussion, additional readings suggestions, word study exercises (vocabulary, idioms, prepositions), and structural notes and exercises. Authors represented include Hemingway, Thurber, Art Buchwald, Carson McCullers, and Gerald Durrell. Book 1 has nine selections, and Books 2-4, six.

Howe, D. H. Oxford Progressive English Readers. 14 vols. N.Y.: Oxford Univ. Press, 1975-1976.

Adaptations of American, British, Spanish, and Asian classics. Graded to three levels of difficulty in vocabulary, grammatical structure, and size of print. Comprehension questions are provided. Includes color illustrations.

LEVEL I (1900 words):

- Cervantes, M. Don Quixote.
 Dickens, C. A Christmas Carol.
 Howe, D. H. The Stone Junk and Other Stories of East Asia.
 Wyatt, H. G. The Tale of the Bounty.

LEVEL II (2600 words):

- Doyle, A. C. The Hounds of the Baskervilles.
 Frazer, S. The Crocodile Dies Twice.
 Murphy, Michael. Asia Pacific Stories.
 Sheridan, T. J. Seven Chinese Stories.
 Wilde, Oscar. Five Tales.

LEVEL III (3500 words):

- Collins, W. The Moonstone.
 Hsiung. Lady Precious Stream.
 O. Henry. The Gifts and Other Stories.
 Poe, Edgar Allan. Tales of Mystery and Imagination.
 Wells, H. G. The War of the Worlds.

Lewis, Richard, Weir, Susan, and Vincent, M. C. Reading for Adults.
 3 vols. London: Longmans, 1971-1977.

Series of graded readers for intermediate students. Book 1 has controlled vocabulary of 1,000 words; Book 2, 1,500 words; and Book 3, 2,000 words. Books 1 and 2 include twenty short reading passages followed by comprehension questions. Book 3 also has twenty passages but follows a magazine format and includes exercises in vocabulary and usage, guided writing assignments, and discussion topics as well as comprehension questions. Subjects of reading passages are travel, world problems, sports, all geared to adult interest level. Frequent use of illustrations, many in color.

Mackin, Ronald and Carver, David. A Higher Course of English Study.
 2 vols. N.Y.: Oxford Univ. Press, 1968-1971.

Texts contain passages from short stories, novels, magazines, travel books, technical writing and newspapers which provide stylistic comparisons for advanced students. Book 1 includes thirty-one passages, and Book 2, twenty-nine. Passages are followed by notes on vocabulary and grammar and exercises on comprehension, vocabulary, pronunciation, grammar, stylistic features, and free composition.

Milne, John, ed. Heinemann Guided Readers. 31 vols. Exeter, N.H.: Heinemann Educational Books, 1975-1978. Tapes.

Series of graded readers divided into beginner, elementary, intermediate, and upper level for students from adolescent to adult. Majority of titles included written specifically for series. Typical subjects include sports, travel, adventure and life decisions. Average length of beginner reader, 32 pages; elementary, 55 pages; and intermediate and adult, 80 pages. Information, structure, and vocabulary controlled for difficulty. All texts contain illustrations; intermediate and adult contain glossaries. Guided Reader's Handbook provides outline of each level. Tapes available for several of the readers.

BEGINNER LEVEL:

Cox, A. Dangerous Journey.
 Esplen, M. Marco.
 Jupp, T. C. Rich Man, Poor Man.
 Laird, E. Anna and the Fighter.
 Laird, E. The House on the Hill.
 Milne, J. Money for a Motorbike.
 Prowse, P. Death of a Soldier.
 Prowse, P. This is London.
 Whitney, N. The Sky's the Limit.
 Whitney, N. The Truth Machine.

ELEMENTARY LEVEL:

Davies, E. and Town, P. The Man with No Name.
 Milne, J. The Black Cat.
 Milne, J. Road to Nowhere.
 Prowse, P. Star for a Day.
 Roberts, C. Madeleine.
 Scott-Buccleuch, R. The Promise.
 Whitney, N. The Cleverest Person in the World.
 Whitney, N. The Stranger.

INTERMEDIATE LEVEL:

Chisholm, R. Scottish Adventure.
 Forbes, D. Football.
 Frewer, G. The Raid.
 Milne, J. Queen of Death.
 Plowright, P. The Smuggler.
 Prowse, P. Bristol Murder.
 Prowse, P. The Woman Who Disappeared.

UPPER LEVEL:

Byrne, J. The Story of Pop.
 Dickens, C. Bleak House.
 Dickens, C. Our Mutual Friend.
 Ellis-Jones, B. The Cinema.
 Hardcastle, M. Money for Sale.
 Tulloh, B. The Olympic Games.

Newbury House Readers. 14 vols. Rowley, Mass.: Newbury House,
 1977-1979.

Series of six levels of graded readers for in-class or free reading. All titles written for series are graded by vocabulary and complexity of grammatical structures. Subjects include both fiction and non-fiction. Intensive readers contain short reading passages followed by exercises which require student to think critically. Extensive readers contain one story and have short exercises at end of book.
 Individual titles:

INTENSIVE READERS (All non-fiction)

STAGE 3 (1000 words):

Bosson, L. Soap and Water.
 Yamamoto, M. Bridges to Fear.

STAGE 4 (1500 words):

Harrison, B. The Danger Light and Other Stories.

STAGE 6 (2600 words):

Kearney, M. and Baker, J. Life, Liberty, and
 the Pursuit of Happiness.

EXTENSIVE READERS

STAGE 1 (300 words):

Dunkling, L. The Nightmare.

STAGE 2 (600 words):

Hutchinson, W. New York!
 Jones, L. Darkness by the River and Other
 Stories.
 Jones, L. The Tiger with the Bright Blue Eyes.

STAGE 3 (1000 words):

Allen, M. Murder in the Language Lab.

Folprecht, W. and Lefer, D. Superstars of Sports.

Jones, L. Portraits of Americans.

Yamamoto, M., adaptor. Call of the Wild.

Reader's Digest Adult Readers. 12 vols. N.Y.: Reader's Digest, 1972.

Collection of readings adapted from articles in Reader's Digest for advanced beginner and intermediate students. Readings are followed by comprehension questions. Answer key provided in student text. Frequent use of illustrations.

Reid, Charlotte, ed. Delta Readers: Adventure Series. 4 vols. N.Y.: Oxford Univ. Press, 1976.

Graded readers written for series with settings in various foreign locales. Intended for both high-school and adult students. Story is followed by exercises on grammatical structures, comprehension questions, and writing assignments. Frequent use of illustrations. Individual titles:

600 WORD LEVEL:

Kaye, G. and Siswojo, I. The Fisherman of Sadang.

900 WORD LEVEL:

Tedman, J. and Tedman, A. The Secret of the Fort.

1200 WORD LEVEL:

Watts, D. Hijacked in Borneo.

1500 WORD LEVEL:

Simms, P. Treasures of a Kingdom.

Templer, J. C. Listening Comprehension Tests. 2nd ed. Exeter, N.H.: Heinemann Educational Books, 1974. 80 pp. Tapes.

_____. Further Listening Comprehension Tests. Exeter, N.H.: Heinemann Educational Books, 1972. 64 pp.

Intensive practice in listening comprehension and oral work for high-intermediate and advanced students. Texts contain multiple-choice questions on spoken passages and exercises testing differentiation between English sounds, stress, and intonation.

READING AND COMPREHENSION - K-6 - SINGLE VOLUME

Berman, Aaron. Forestville Tales. N.Y.: Collier Macmillan, 1977. 71 pp.

Contains eight short folk tales in simplified English to develop reading and speaking skills of students in elementary grades. Folktales are French, Japanese, African, Mexican, Latvian, Brizilian, and Black American. Each tale is sequentially illustrated and includes comprehension questions, vocabulary practice, and sentence construction exercises.

READING AND COMPREHENSION - 7-COLLEGE - SINGLE VOLUME

Alexander, L. G. Question and Answer. London: Longmans, 1977.

Graded oral comprehension exercises for intermediate students. Each lesson contains a reading passage followed by oral exercises which consist of graded questions and answers.

Baudoin, E. Margaret, et al. Reader's Choice: A Reading Skills Textbook for Students of English as a Second Language. Ann Arbor, Mich.: Univ. of Michigan Press, 1977. 277 pp.

Collection of exercises and reading selections geared to develop student's ability to employ proper skills in achieving efficient reading habits. Stress is on reading as an active problem-solving process. Language skills exercises include word study, sentence study, and paragraph reading and analysis. Reading skills exercises include skimming, scanning, reading for thorough comprehension, and critical reading. Types of reading material covered are menus, dictionaries, classified ads, newspaper and magazine articles, and maps, as well as larger reading selections.

Beesley, Alan R. All Work and No Play. . . . London: Collier Macmillan, 1971. 58 pp.

Beginner to intermediate level reader. Reading passages and dialogues describe leisure activities such as travel, buying clothes, seeing friends, planning parties, and holidays. Includes written exercises on reading comprehension. Answer key included in text. Occasional use of illustrations.

Bodman, Jean and Lanzano, Michael. No Hot Water Tonight. N.Y.: Collier Macmillan, 1975. 187 pp.

Controlled elementary readings that have sophisticated content but simple grammatical structure. Each chapter contains a reading, learning activities, and comprehension questions. Readings contain continuing story line of characters who live in a New York City tenement building. Situations presented concern problems that a new arrival to the United States must deal with: finding an apartment, dealing with the landlord, buying clothes and furniture, going to the hospital. Occasional use of illustrations.

Byrne, Donn and Cornelius, Edwin T. 30 Passages: Comprehension Practice for High Intermediate and Advanced Students. N.Y.: Longmans, 1978. 161 pp.

Provides material in written and oral comprehension for intermediate and advanced students. Section one contains thirty reading passages followed by comprehension exercises which include multiple-choice, wh-type questions, sentence completion, word meaning, matching, guided composition, and grammar notes and usage. Section two contains recall exercises to be taken a week after reading passages. Section three includes aural comprehension passages and dictation passages. Occasional use of illustrations.

Croft, Kenneth and Brown, Billye Walker. Science Readings for Students of English as a Second Language. N.Y.: McGraw-Hill, 1968. 192 pp.

Text of adapted reading and vocabulary exercises for intermediate student interested in the biological, physical, or applied sciences. Selections concern science education, biology, chemistry, earth sciences, engineering, mathematics, medicine, meteorology, oceanography, physics, and space exploration. Includes glossary of vocabulary words and expressions introduced in selections. Comprehension and vocabulary exercises are provided.

Danaher, Jo. Six Ghost Stories. London: Collier Macmillan, 1972. 58 pp.

Modern ghost stories for lower-intermediate level. Vocabulary limited to 1500 words. Lessons emphasize enlarging vocabulary and reviewing structures. Includes lexical and grammatical exercises and comprehension questions. Answer key provided in text. Frequent use of illustrations.

Dixson, Robert J. Easy Reading Selections in English. Dixon English Series. N.Y.: Regents Publishing Co., 1971. 137 pp. Tapes.

Adaptations of classic American short stories for intermediate and advanced students. Authors include O. Henry, Poe, and Hawthorne. Sequel to Dixson's Elementary Reader in English (see below). Stories are divided into sections appropriate for class periods and include questions and exercises for conversation practice.

. Elementary Reader in English. Dixon English Series. Rev. ed. N.Y.: Regents Publishing Co., 1971. 158 pp. Tapes.

Collection of articles, short stories, and anecdotes which have been simplified and adapted for beginning students. Vocabulary within 1,000 words in basic Thorndike Vocabulary List. Each reading selection is followed by exercises in comprehension, conversation, and vocabulary. Selections and conversation drills available on tapes. Occasional use of illustrations.

. Modern Short Stories in English. Dixon English Series. Rev. ed. N.Y.: Regents Publishing Co., 1971. 106 pp. Tapes.

Short stories by well-known authors which have American settings but universal themes: love, work, and the human condition. Stories are only slightly adapted and include comprehension questions, sentence construction exercises, and vocabulary practice. Occasional use of illustrations.

Erazmus, Edward T. and Cargas, Harry J. English as a Second Language: A Reader. 2nd ed. Dubuque, Iowa: Wm. C. Brown, 1977. 463 pp.

Includes fifty graded selections that present a chronological view of U.S. history. Vocabulary level ranges from 500 to 2,000 words. Each reading is introduced by a note which includes biographical material on the author and presents historical context of the selection. Each selection is followed by vocabulary builder exercises, comprehension quizzes, and structure drills. Answer book available.

Finocchiaro, Mary and Lavenda, Violet. Selections for Developing English Language Skills. Rev. ed. N.Y.: Regents Publishing Co., 1973. 230 pp. Tapes.

Workbook of short reading selections to improve listening, reading and writing skills of intermediate and advanced students. Selections are listened to, read, or dictated and

are followed by comprehension questions. Answer key available. Occasional use of illustrations. Tapes contain all listening comprehension passages.

Green, Gordon. Contrast. N.Y.: Oxford Univ. Press, 1974. 152 pp.

Twenty selections from variety of sources designed to develop reading, comprehension, conversation, and writing skills. Includes dialogues, interviews, descriptive pieces, news reports, and magazine articles which display contrasting styles and subject matter. Vocabulary level controlled at about 2,075 words. Teacher's edition available.

_____. Read, Think and Answer. N.Y.: Oxford Univ. Press, 1969. 80 pp.

Twenty reading passages, graded by difficulty of vocabulary and subject matter, for intermediate students. Vocabulary level controlled at about 2,075 words. Exercises include comprehension questions and multiple-choice questions on vocabulary. Teacher's edition available.

Hall, E. J. The Food We Eat. N.Y.: Simon & Schuster, 1969. 93 pp.

Reader for intermediate student which covers food planning, shopping, cooking, sanitation, and health. Each lesson includes short reading selection, comprehension questions, vocabulary usage exercises, and grammar-structure exercises. Occasional use of illustrations.

Hill, L. A. Intermediate Comprehension Pieces. London: Oxford Univ. Press, 1969. 79 pp.

Sequel to Hill's Elementary Comprehension Pieces (1963), contains thirty-four reading selections, each approximately 300 words long, using vocabulary limited to 1,500 words. Each selection is followed by objective and essay-type questions which test comprehension of the stories. Frequent use of illustrations.

Hirasawa, Louise and Markstein, Linda. Developing Reading Skills: Advanced. Rowley, Mass.: Newbury House, 1974. 169 pp.

Designed to develop reading skills of intermediate and advanced students to enable them to deal with college texts. Contains twelve articles on contemporary subjects from magazines and newspapers. Articles and accompanying exercises are graded in difficulty. Exercises include comprehension questions, interpretation of words and phrases, word forms, vocabulary, topics for discussion and composition, and reading reconstruction. Answers included for exercises, so can be used for self-study. Each reading has one full-page illustration.

Horning, Alice. Readings in Contemporary Culture. N.Y.: McGraw-Hill, 1977. 120 pp.

Reader for intermediate and advanced students. Twenty of the twenty-five lessons include an objective reading selection, comprehension exercises, discussion questions, directed sentence exercises, and suggestions for further reading. Typical subjects of reading selections are male/female roles, football versus baseball, lasers, television, and linguistics. Five review lessons include an "opinion paper" which displays subjective writing, a review of vocabulary, comprehension and discussion exercises, and word study.

Kenan, Lucette. Modern American Profiles. N.Y.: Harcourt, Brace Jovanovich, 1975. 213 pp.

Includes twelve original selections in writing style found in newspapers, periodicals, and colloquial speech which provide informal portraits of prominent Americans. Examples are Andrew Wyeth, Margaret Mead, Leonard Bernstein and Norman Mailer. Each selection is followed by exercises on idioms and comprehension and suggestions for discussion topics and composition assignments.

Kingsbury, Roy. A Science Fiction Reader. London: Collier Macmillan, 1970. 66 pp.

Science fiction anthology for advanced students. Includes five stories, three by British authors and two by American. Vocabulary limited to 3,000 words. Each story followed by comprehension questions, composition assignments, and vocabulary exercises. Glossary of technical words and expressions for each story included. Frequent use of illustrations.

Kurilecz, Margaret. Man and His World: A Structured Reader. N.Y.: Harper & Row, 1969. 114 pp.

Emphasizes reading, speaking, and writing for intermediate students. Subjects covered include races of man, man and geography, man and his work, man and language, Albert Schweitzer, man and his material progress, Leonardo de Vinci, man and government, Dag Hammarskjold. Each section contains reading passages followed by comprehension questions, word study, structure patterns, discussion questions, comprehension assignment, pronunciation practice, and dictation exercises.

Live, Anna Harris. Yesterday and Today in the U. S. A.: Intermediate ESL Reader. Englewood Cliffs, N.J.: Prentice-Hall, 1977. 267 pp.

Collection of forty-eight readings on the development of the United States from the Indians to the second-half of the twentieth century. Readings center on specific individuals or happenings which illustrate a facet of the American experience, i.e., Benjamin Franklin, Henry Thoreau, Susan B. Anthony or the California gold rush or the civil rights movement. Each chapter contains an illustration (usually photograph), vocabulary words, reading, explanatory comments on pronunciation, word formation, structure, spelling and paraphrase, idioms and semantics, comprehension exercises, and suggestions for further reading. Appendix includes lists of definitions of American terms and proper names used in readings.

Lugton, Robert C. American Topics: A Reading-Vocabulary Text for Speakers of English as a Second Language. Englewood Cliffs, N.J.: Prentice-Hall, 1978. 250 pp.

Text for intermediate students which emphasizes different trends in current American culture and mastery of colloquial American English. Each of the fifteen chapters includes a reading selection with accompanying illustration and introduction, questions for oral response, and exercises in reading, writing, listening, and speaking. Typical subjects of reading selections include food in the U.S., pollution, disappearing wildlife, marriage problems, and family finances.

McConochie, Jean A. Twentieth Century American Short Stories. N.Y.: Collier Macmillan, 1975. 123 pp.

Collection of unabridged short stories for advanced students. Provides introduction to reading American literature. Authors represented include Thurber, Hemingway, Updike, and E. B. White. Exercises and comprehension questions follow readings. Includes glossary.

Markstein, Linda and Hirasawa, Louise. Expanding Reading Skills: Advanced. Rowley, Mass.: Newbury House, 1977. 194 pp.

Like authors' Developing Reading Skills (see Hirasawa above), work emphasizes guided reading practice and development of reading speed. Twelve reading selections are taken from current non-fiction, magazine, and newspaper writing and reflect international settings and subjects on contemporary controversial issues. Format is identical to earlier work. Answer key included. Occasional use of illustrations.

Miller, Wanda, Dye, Anna, and Ladd, Doris Flood. Reading Faster and Understanding More. Cambridge, Mass.: Winthrop Publishers, 1976. 343 pp.

Reading improvement workbook for intermediate students. Intensive drills in areas of perception and comprehension.

Contains readings edited to level below college reading skills on a wide range of subjects. Each lesson includes perception and comprehension drills and timed prose readings.

Morley, Joan. Improving Aural Comprehension. Ann Arbor, Mich.: Univ. of Mich. Press, 1972. 297 pp.

Text for aural comprehension/pronunciation class or supplemental text in basic English program designed for upper-level secondary school students and adults. Places stress on improving memory span through specific listening tasks in units one through seven. Major concept areas include numbers, letters, directions, times, dates, measurements, proportion, and amounts. Unit eight contains fifteen graded readings for summary practice. Main emphasis on factual listening with secondary emphasis on abstracting, analyzing, and organizing. Teacher's Book and answer key available. Eight tapes contain exercises for all units.

Neudstadt, Bertha C. Speaking of the U. S.A.: A Reader for Discussion. N.Y.: Harper & Row, 1975. 275 pp.

Intended to prepare intermediate students for American university study. Includes instructions in note-taking, discussion, and library use and introduction to American culture. Essays are devoted to different aspects of American life: libraries, government, news media, arts, education, and family. Each chapter includes essay, listening and vocabulary exercises, and glossary of new terms. Occasional use of illustrations.

Pifer, George and Mutoh, Nancy W. Points of View. Rowley, Mass.: Newbury House, 1977. 129 pp.

Fifteen case studies to develop intermediate and advanced students' ability to analyze and solve problems. Subjects are all problems common to general experience: getting married, choosing a place to live, studying a foreign language. Part 1 includes seven analysis units with reading passage, questions which require students to analyze as well as recall information, and group discussion on personal opinions about passage. Part 2 includes eight problem solving units which use same format as analysis units but add group discussion activities such as brain-storming, argumentation, and group consensus. Frequent use of illustrations.

Pimsleur, Paul and Berger, Donald. Encounters: A Basic Reader. N.Y.: Harcourt Brace Jovanovich, 1974. 205 pp.

Twenty-seven simplified articles from American newspapers and magazines for intermediate students on aspects of life in

the United States and Canada. Articles contain basic vocabulary of 1418 words. Typical subjects include social issues like women's liberation and urban problems, geographical spots like Niagara Falls, and American sub-cultures like the Cajuns. Each lesson includes vocabulary, structure and comprehension exercises. Frequent use of photographs.

Plaister, Ted. Developing Listening Comprehension for ESL Students; The Kingdom of Kochen. Englewood Cliffs, N.J.: Prentice-Hall, 1976. 286 pp. Tapes.

Series of lectures about mythical Southeast Asia country called Kochen. Emphasis is on developing listening comprehension and study skills. Each chapter has reading preparation passage to help student comprehend lecture, a dictation of key words in lecture, three auding prompts to help students identify essential words, sample notes, and a quiz. Vocabulary study sections include idioms and special words used in the lectures. Can be used in class or for self-study. Tapes include the lectures.

Plowright, Piers. Read English. Exeter, N.H.: Heinemann Educational Books, 1973. 80 pp. Tapes.

Designed to develop reading and comprehension skills of high-beginner in secondary school. Includes eight original dramatic episodes, each based on a mystery with an incomplete ending. Clues at beginning of each story and comprehension questions included at various points of story help student deduce how story might end. Vocabulary is limited to 700 words. Comprehension questions are multiple-choice. Accompanying tapes include dramatised recording of all eight episodes. Occasional use of illustrations.

Saitz, Robert L. and Stieglitz, Francine B. Challenge: A First Reader/Workbook in English. Cambridge, Mass.: Winthrop Publishers, 1978. 299 pp.

Collection of readings for low to low-intermediate level students. Each of the nine chapters contains readings on a topic of contemporary interest such as learning a language, exploration, or peoples of the world. Readings include both those written for text and those taken from other textbooks, magazines, and encyclopedias. Styles included illustrate narration, argument, technical writing, and poetry. Readings are followed by variety of exercises for oral and written work. Types of exercises include dictionary work, comprehension questions, vocabulary expansion and practice, sentence ordering, paragraph writing, oral and written responses to illustrations, puzzles and games, and search and research. Frequent use of illustrations.

Saitz, Robert L. and Carr, Donna. Selected Readings in English: For Students of English as a Second Language. Cambridge, Mass.: Winthrop Publishers, 1972. 136 pp.

Collection of twelve brief reading selections for intermediate and advanced students. Selections include both fiction (Thurber, Twain, Saint-Exuprey) and non-fiction (Gerald Durrell, Norman Cousins, Joseph W. Krutch). Each paragraph of a selection is set off and numbered to permit rapid access in discussion. Selections include a variety of writing patterns and rhetorical techniques used in narration, description, process, and argumentation. Each reading is followed by an exercise section which includes vocabulary, comprehension questions, word formation, and writing patterns and paragraph assignments.

Saitz, Robert L. and Stieglitz, Francine, eds. Ideas in English: For Students of English as a Second Language. Cambridge, Mass.: Winthrop Publishers, 1974. 129 pp.

One-to-two page readings by twentieth-century authors for high-intermediate students. Provides insight into American culture and thought. Each selection followed by definitions, comprehension, vocabulary, and language exercises.

Towsend, Alan. A Day in the Life of. . .. London: Collier Macmillan, 1972. 60 pp.

Stories about a day in the life of typical British people for intermediate students. Characters include parliamentary candidate, apartment hunter, student teacher, policeman, home owner, and driving instructor. Lessons include reading passage, dialogues suitable for role-playing, comprehension questions, and grammar exercises. Answer key provided in text. Vocabulary level controlled to 1500 words.

Troyka, Lynn Quitman. Structured Reading. Englewood Cliffs, N.J.: Prentice-Hall, 1978. 361 pp.

Collection of readings from textbooks, magazines, and newspapers for advanced students. Provides explanatory material on reading skills and developmental exercises on vocabulary, finding central themes, locating details, making inferences, reading critically, and forming opinions. Exercises include fill-in-the-blank, true-false, and open-ended. Also includes student progress charts and dictionary exercises. Teacher's Manual available. Occasional use of illustrations.

Weaver, A. P. From Recall to Fluency. London: Oxford Univ. Press, 1971. 30 pp.

Thirty short reading selections to develop intermediate students skill in reading comprehension and vocabulary. Each

selection contains missing words (all nouns, all verbs, all adjectives, etc.) which the student must provide from context. Answer key available. Frequent use of illustrations.

Webster, Diana. England from the Outside. London: Collier-Macmillan, 1972. 92 pp.

Anthology of extracts from foreign writers on Britain for advanced students. Writers include Casanova, Dostoevsky, Hawthorne, Lowell, Santayana, and Taine. Vocabulary is limited to 2000 words. Includes comprehension and vocabulary exercises. Occasional use of illustrations.

Yeadon, Tony. When In Britain. London: Collier-Macmillan, 1971. 90 pp.

Collection of readings on Britain from point-of-view of two foreign students. Subjects covered include finding an apartment, travelling and transport, buying and running a car, talking about weather, getting a part-time job, and registering for a language course. Vocabulary limited to 2000 words. Exercises include comprehension questions, structural practice, vocabulary drills, and review tests. Answer key provided. Frequent use of illustrations.

SPECIAL FIELDS - 7-COLLEGE - MULTI-VOLUME

Allen, J. P. B. and Widdowson, H. G., eds. English in Focus. 4 vols. N.Y.: Oxford Univ. Press, 1974-1975.

Designed for intermediate and advanced students who need to develop language skills in special disciplines for college work. Each text contains eight units devoted to eight aspects of the subject. Units include brief reading passage, comprehension questions, section on grammar and language, and exercises in transfer of information, guided writing, and note-taking. Occasional use of charts, diagrams, and illustrations. Teacher's editions available. Individual titles:

Allen, J. P. B. and Widdowson, H. G. English in Physical Science. 1974. 104 pp.

Covers properties of air, acids, matter and volume, force and pressure, magnets, electrolysis, and the electric bell.

Glendinning, Eric H. English in Mechanical Engineering. 1973. 104 pp.

Covers engineering materials, vectors, force, friction, levers, stress and strain, ideal and practical machines, and the four-stroke petrol engine.

Maclean, Joan. English in Basic Medical Science. 1975. 128 pp.

Includes compartments of the body, sources of energy, gross anatomy of the trunk, epithelial tissue, cell structure and histological technique, heart and circulation, nervous system, and anatomical terms.

Mountford, Alan. English in Workshop Practice. 1975. 128 pp.

Covers calipers, micrometer, bench work, metals and their properties, forge, heat treatment, and sheet metal work.

Bates, Martin and Dudley-Evans, Tony. Nucleus: English for Science and Technology. 10 vols. London: Longmans, 1976.

Series of books which develop language skills necessary to understand specialized scientific and technical texts. Consists of core book, General Science, and nine specific books on different subjects. General Science contains aspects of language use common to all disciplines which are presented through readings, dialogues, and oral and written exercises. Specific books include Agriculture, Biology, Chemistry, Engineering, Geology, Mathematics, Medicine, Nursing Science, and Physics. Teacher's Notes available for all books.

Beardwood, Lynette, Templeton, Hugh, and Webber, Martin. A First Course in Technical English. 2 vols. Exeter, N.H.: Heinemann Educational Books, 1978-1979. Tapes.

Intended for beginning student in secondary school or college who needs English for technical occupations or studies. Each book contains ten units based on technical theme. Units include explanatory material on technical concepts, listening and reading passages, and oral and written exercises. Teacher's Books available.

Binham, P. Executive English. 3 vols. London: Longmans, 1975.

Commercial English course which emphasizes spoken and written command of contemporary business English for intermediate students. Each lesson includes reading passage and dialogue on subject of commercial interest and practice sections of oral and written exercises.

Bolitho, A. R. and Sandler, P. L. Learn English for Science. 2 vols. London: Longmans, 1977-1978.

Introduction to skills needed for scientific and technical reading material for low-intermediate to advanced students. All chapters contain passages which exhibit controlled vocabulary, structure, and scientific content. Exercises cover items specific to scientific writing. Teacher's Notes contain answer keys to exercises.

Dewar, Darrell. Fundamental Math Workbooks. 2 vols. Silver Spring, Institute of Modern Languages, 1972.

Introduces basic mathematical skills in graduated steps with limited vocabulary while reinforcing basic English structure and vocabulary of intermediate student. Each volume has ten lessons divided into three sections. Section 1 provides explanations of mathematical concepts and word problems, Section 2 includes exercises in the concepts, and Section 3 is a glossary of mathematical terms. Answer key is available.

Hall, Eugene, et al. English for Careers. 23 vols. N.Y.: Regents Publishing Co., 1976-1978.

Series of books which provide broad introduction to use of English in specific fields for high-intermediate and advanced students. Emphasizes duties of different kinds of jobs and problems that are encountered at work. Each unit includes glossary of terms, vocabulary exercises, a reading selection, questions for comprehension and discussion, and typical problems and situations student may encounter on job. Individual titles:

Accounting in English

The Air Force in English

Air Travel in English: Ground Services

Air Travel in English: In-Flight Services

The Army in English

Atomic Energy in English

Aviation in English: Flying and Traffic Control

Chemical Engineering in English

Civil Engineering in English

Computer Programming in English

Electrical and Electronic Engineering in English

Hospital Services in English

Hotels in English

International Finance in English

International Trade in English

Mechanical Engineering in English

The Merchant Marine in English

Mining and Metallurgy in English

National Defense in English

The Navy in English

The Petroleum Industry in English

Restaurants and Catering in English

Tourism in English

Institute of Modern Languages. Prevocational English. 2 vols.
Silver Spring, Md.: Institute of Modern Languages, 1971.
Workbooks.

Provides instruction in basic language skills, job information, and technical concepts for intermediate students. All texts and workbooks contain twenty lessons. Level 1 provides materials, problems and procedures in work of mechanics, electricians, plumbers, general repairmen, etc. Level 2 includes information on job hunting, employment applications, and job descriptions and provides exercises in measurements, diagrams, charts and graphs, map-reading, and instrument-reading. Teacher's Guides available. Occasional use of illustrations.

Mackin, Ronald, ed. English Studies Series. 9 vols. London: Oxford Univ. Press, 1964-1973.

Series of texts that provide readings in specific disciplines for intermediate students with firm grasp of a subject area. Each volume includes passages taken from standard writings in textbooks and professional articles, explanatory notes on grammatical constructions and vocabulary, and

exercises on comprehension, grammatical patterns, and vocabulary. Answers are provided in student texts. Individual titles:

Adamson, Vera and Lowe, M. J. B. General Engineering Texts. 1971. 203 pp.

Biddulph, G. M. Geography. 1971. 159 pp.

Clarke, M. J. History, Sociology, Politics, Economics, Law. 1964. 248 pp.

_____. Anthropology, Psychology, Education, Language, Philosophy. 1966. 209 pp.

Gethin, R. H. and Mackin, R. Zoology and Botany. 1969. 240 pp.

Hawkins, W. F., Mackin, R. and Taylor, G. V. Chemistry. 1973. 313 pp.

Hawkins, W. F. and Mackin, R. Liberal Studies. 1967. 164 pp.

Widdowson, H. G. Language Teaching Texts: A Manual for Teachers. 1971. 346 pp.

Methold, K. and Waters, D. D. Understanding Technical English. 2 vols. London: Longmans, 1975.

Series of graded language practice books for vocational students. Includes reading passages on technical topics followed by comprehension and composition exercises.

Pearson, Christopher. Getting Down to Business in English. 2 vols. Exeter, N.H.: Heinemann Educational Books, 1975-1976. Tapes.

Provides instructions in English for work and social situations for beginning student in commercial school. Emphasizes functional English for life and work skills, so student can immediately use English in non-class situations. Book 1 builds vocabulary to 1,000 words and Book 2 to 2,000 words. Situations covered include travel, offices, telephoning, banks, restaurants, hotels, simple personal and business correspondence, and buying and selling. Teacher's Books available. Tapes with readings and exercises from books also available.

Strevens, Peter. Special English. 15 vols. London: Collier Macmillan, 1971-1975.

Series of texts that contain material on various technical subjects for high-intermediate and advanced students. Each unit includes dialogue based on everyday situations, exercises on structures in dialogue, and passage for reading comprehension followed by questions. Each book contains answer key to exercises and a glossary of technical terms. Frequent use of illustrations. Individual titles:

Air Travel

British Banking

British Banking Overseas

Computers

Computer Programming

The Department Store

Import/Export

The Jet Engine

Legal Problems

Marketing Petroleum Products

The Motor Car

Nursing

Office Practice, Book 1

Office Practice, Book 2

Seafaring

Taylor, Marcia E. Orientation in Business English. 3 vols. Silver Spring, Md.: Institute of Modern Languages, 1972. Workbooks.

Readings and response sequences which provide vocabulary and job-related information for broad range of clerical, secretarial, and administrative positions in business and government. Level 1 covers office equipment, secretarial duties, office situations, employment applications, and job interviews. Level 2 provides information on various types of office jobs, operation and management of many types of

businesses, domestic and international business problems, and practice and work in social English. Level 3 contains specialized information on the responsibilities of personal, executive, legal, editorial, university, and other types of secretaries. Accompanying workbooks provide additional structure exercises. Teacher's Guide available. Frequent use of illustrations.

Technical English Supplementary Readers. 3 vols. London: Longmans, 1969-1975.

Ongley, P. A. Chemistry. 1975.

Scott, J. S. Civil Engineering. 1969.

Wells, G. W. Electronics and Communication. 1970.

Readers contain original writings based on 2,000-word "Supplementary Scientific and Technical Vocabulary," in A General Service List of English Words. Contains glossary of specialized words. Occasional use of diagrams and photographs. Each text includes multiple-choice comprehension questions and written exercises.

Worsdall, Vivian. Hotel Personnel, Book 1: Office Managers, Clerks, Cashiers, and Telephone Operators. London: Collier Macmillan, 1971. Tapes.

_____. Hotel Personnel, Book 2: Bar and Restaurant Employees. London: Collier Macmillan, 1972.

Texts contain dialogues of real-life situations in which hotel employees come into contact with English-speaking guests and other hotel employees. Tapes with dialogues are available. Book 1 contains glossary of hotel words and expressions, and Book 2, a glossary of words used by food and beverage personnel and a list of common French restaurant expressions.

_____. Tourism, Book 1: Charters, Tours, and the Package Deal. London: Collier Macmillan, 1973. Tapes.

_____. Tourism, Book 2: Managers, Agents, and the Agency. London: Collier Macmillan, 1974.

English for the industry of tourism for intermediate student. Book 1 includes twenty-one dialogues which cover typical tourism situations and which specify different kinds of travel and types of tours available in various geographical situations. Lessons include structural and lexical exercises. Book 2 gives practice in terminology and methods used to advertise, sell, arrange and conduct tours. Includes glossary of travel terms and appendix of key business letters.

SPECIAL FIELDS - 7-COLLEGE - SINGLE VOLUME

Abrams, Sharon and Wales, Hugh. Special English for Business. N.Y.: Collier Macmillan, 1977. 102 pp. Tapes.

Provides technical terms and vocabulary necessary for intermediate students to handle jobs in business. Fifteen lessons include practice dialogues on business theory and concepts and general office procedure. Dialogues and exercises are available on tapes. Appendix contains glossary of business terminology and examples of business forms and charts.

Atkinson, P. S. and Reynolds, H. Business Writing and Procedures. N.Y.: American Book, 1970. 252 pp.

For advanced student with some knowledge of business skills. Provides instruction in writing business letters, documents, and reports.

Austin, David and Crosfield, Tim. English for Nurses. London: Longmans, 1976.

Intended for nurses and other hospital staff who need working knowledge of English required for medical care. Covers both English of medical science and the ward. Provides practice in oral communication and reading and writing of medical reports and hospital instructions. Teacher's Notes available.

Beesley, A. R. English for Your Business Career. N.Y.: Collier Macmillan, 1975. 112 pp. Tapes.

Course in oral and written office communication for beginning student. Stresses fluency in both formal and social situations. Includes exercises and drills. Answer key included in teacher's edition.

Bernstein, Rosella, et al. English At Your Fingertips. Portland, Oreg.: English Language Services, 1975.

Provides practice in spelling, vocabulary, writing and the use of structures and idioms while developing skill and accuracy in typing letters, reports, and manuscripts. Unit 1 covers typing keyboard and basic sentence patterns. Unit 2 emphasizes question transformations and passive transformations. Unit 3 covers essentials necessary for typing letters and manuscripts. Teacher's Manual available.

Close, R. A., compiler. The English We Use for Science. London: Longmans, 1974.

Presents written and spoken English used in science and technology for intermediate to advanced students.

Eisenberg, Anne. Reading Technical Books. Englewood Cliffs, N.J.: Prentice-Hall, 1978. 256 pp.

Provides instruction in organizing information from general science, automotive, construction, and other technical and vocational texts for advanced students. Lessons cover definitions and terms, development of reading skills through analysis of readings from introductory technical textbooks, comprehension exercises, outlining and note-taking. Frequent use of drawings, graphs, tables, diagrams, and charts. Teacher's Manual available.

Ewer, J. R. and Latorre, G. A Course in Basic Scientific English. Rev. ed. London: Longmans, 1975.

Prepares high-intermediate and advanced students to read college texts. Each of the twelve units includes a reading passage which introduces words and structures covered in unit, explanatory material, and exercises. Passages are graded in length and difficulty. Also contains supplement of extracts from current scientific literature on topics from sociology and psychology to agriculture and geology, and a dictionary of basic scientific English. Teacher's Book available.

Frank, Marjorie, ed. Basic Electricity. Vocational English Series. Silver Spring, Md.: Institute of Modern Languages, 1975.

Introduces principles and vocabulary of vocations in electronics in simplified English. Examples of topics covered include potential of electrical energy, current, measuring electricity, Ohm's law, tubes, transistors, refrigeration, air conditioning, wiring, and construction and electrical systems. Each of the fifteen lessons contains listening practice and conversation questions, a reading with comprehension questions, and vocabulary and structure exercises.

Gay, C. W., et al. Learning English Through Typewriting. Washington, English Language Services, 1969. 131 pp. Tapes.

Typewriting course for beginning and intermediate students which stresses English language proficiency rather than speed. Text contains programmed instructions and can be used for self-study.

Gordon, Ian. Basic Business Letters. Exeter, N.H.: Heinemann Educational Books, 1973. 96 pp.

Provides guidance and practice in simple English commercial correspondence. Chapters cover correct layout of a business letter, letters of inquiry and replies, letters concerning orders of goods, letters of complaint and replies, and letters of application for jobs, hotel accommodations, etc. Also includes vocabulary of words in English, French, German, and Spanish that are useful for business correspondence. Occasional use of illustrations.

Kruse, Benedict and Kruse, Bettijune. English for Business-Marketing. N.Y.: McGraw-Hill, 1976. 120 pp. Tapes.

Supplementary reader for intermediate student that covers business vocabulary. Each chapter introduces a character and describes his or her job in the marketing field. Terminology is reviewed in oral and written drills. Marketing areas represented include telephone sales, outside sales, purchasing, customer service, credit, inventory, product management, advertising, market research, and management.

McAllister, J. and Madama, G. English for Electrical Engineers. London: Longmans, 1976.

Intended for students of electronics and electrical engineering. Material is graded for technical content so it can be used as supplement to basic text in electrical engineering. Each chapter includes technical passage, notes on usage and vocabulary, explanations of particular language difficulties, and self-correction exercises.

McArthur, Tom. A Rapid Course in English for Students of Economics. N.Y.: Oxford Univ. Press, 1973. 123 pp.

Graded course of readings in economics which stresses practice in grammar, vocabulary, syntax, and comprehension for college students. Teacher's Supplement provides additional vocabulary, diagrammatic problems, exercises on economics, and composition assignments. Answers provided in student text.

Methold, Ken and Methold, Chuntona. Practice in Medical English. London: Longmans, 1975.

Provides examples of English prose style found in medical textbooks, journals, lectures, and case histories. Five sections include medical history, profession of medicine, preventive medicine, descriptive medicine, and case histories. Each section contains four to six text passages, comprehension and vocabulary exercises, composition assignments, and topics for discussion.

Purvis, Keith. Read and Note: English Study Skills for Science Students. Exeter, N.H.: Heinemann Educational Books, 1978. 80 pp.

Course in study skills for junior college level. Fifteen units include reading passages adapted from college texts chosen for scientific relevance and interest accompanied by comprehension questions, instruction on note-taking techniques, and strategies to improve reading comprehension and speed. Teacher's Book available.

Smithies, Michael. Advanced English Comprehension Texts for Science Students. London: Collier Macmillan, 1972.

Provides examples of scientific writing that is encountered in college studies for advanced students. The twenty comprehension text passages are divided into the following groups: science in daily life; exploration; life sciences; physics and chemistry; agriculture; engineering; medicine and psychology. Includes comprehension questions and answer key with discussion of each answer.

Thornley, G. C. Scientific English Practice. Rev. ed. London: Longmans, 1975.

Scientific language practice material for intermediate student. Contains extracts by well-known scientific writers, arranged in order of increasing difficulty. Extracts are followed by comprehension and language exercises and brief biographical notes.

Wiener, Solomon. Questions and Answers on American Citizenship. New rev. ed. N.Y.: Regents Publishing Co., 1970. 191 pp.

Serves as naturalization guide and provides information on American government and history. Emphasis on how to become an American citizen. Learning aids include comprehension questions and answers, documents, songs, poems, and naturalization forms.

Yeadon, Tony. Pollution. Scientific English Readers Series. London: Collier Macmillan, 1973. 60 pp.

Reader for intermediate students. Each chapter includes a dialogue on pollution, a glossary of technical terms, comprehension questions and exercises, and a reading passage with suggestions for discussion. Answer key provided in student text. Subjects covered include sewage and industrial waste, atmospheric pollution, oil pollution, insecticides, noise, wildlife conservation, food, urban sprawl, radioactive pollution, the invasion of personal privacy, and the quality of life.

. and Crosby, Alf. Modern Methods of Transport. Scientific English Readers Series. London: Collier Macmillan, 1972. 88 pp.

Follows general format of Yeadon's Pollution (see above). Subjects covered include short or vertical take-off and landing aircraft, supersonic aircraft, man-powered flight, hovercraft, supertankers, containerization, monorail trains, traffic engineering, automatic taxis, electric cars, and self-drive taxis.

STUDY SKILLS - 7-COLLEGE - SINGLE VOLUME

Farnham, E. M. Schools and Universities. Silver Spring, Md.: Institute of Modern Languages, 1969. 96 pp.

Handbook to introduce ESOL students who plan to attend an American university to campus life. Emphasizes general reading, reading comprehension, and conversation skills needed for college work while providing facts about the college environment.

Finkel, Lawrence S. and Krawitz, Ruth. How to Study and Improve Test-Taking Skills. 2nd. ed. Dobbs Ferry, N.Y.: Oceana Publishing Co., 1976. 96 pp.

Provides instruction in study skills for intermediate and advanced students. Part 1 includes material on learning by listening, taking notes, improving memory, choosing time and place to study, and getting more out of reading. Part 2 covers information about text from title page, copyright page, table of contents, glossary and index, outlining, and use of dictionary. Part 3 discusses both essay and objective tests. Frequent use of illustrations.

Gruber, Gary R. and Gruber, Edward C. Test of English as a Foreign Language (TOEFL). N.Y.: Monarch Press, 1977. 277 pp.

Guide to prepare foreign students to take 1977 edition of TOEFL. Part 1 includes three practice tests patterned after TOEFL with answer key and explanatory answers. Part 2 includes a vocabulary list of 1,000 words which frequently appear in TOEFL vocabulary section. Part 3 provides a grammar and usage section which briefly covers sentence structure, phrases, clauses, parts of speech, and word effectiveness.

McChesney, Beverly, et al. Guide to Language and Study Skills for College Students of English as a Second Language. Englewood Cliffs, N.J.: Prentice-Hall, 1977. 288 pp.

Study skills handbook for college-bound intermediate and advanced students. Includes material on grammar with exercises; vocabulary development; study techniques for examinations, outlining, taking notes, and writing summaries, paraphrases, and abstracts; and academic paper preparation in detailed steps. Appendix includes sample student papers. Teacher's Manual available. Occasional use of illustrations.

Moreno, Harriet N., Babin, Edith H., and Cordes, Carole V. TOEFL (Test of English as a Foreign Language). 2nd. ed. N.Y.: Arco Publishing, 1978. 201 pp. Phonodiscs.

Intended to prepare prospective college students to pass TOEFL. Provides six practice TOEFL tests, all of which cover listening comprehension, structure, and written expression, and vocabulary and reading comprehension. Additional material includes a "Glossary of Correct Usage," "Trouble Spots in Structure and Written Expression," and "Vocabulary Building," and a section on how to be a master test-taker.

Sharpe, Pamela J. How To Prepare for the TOEFL: Test of English as a Foreign Language. 2nd. ed. Woodbury, N.Y.: Barron's Educational Series, 1977. 264 pp. Phonodiscs.

Preparation material for new TOEFL. Introductory section on the test and five model tests. Includes explanations of test and how to apply; general strategy for answering questions; vocabulary review of words commonly found on tests; and a review of structure and written expression often found on the test. The model tests include recordings for the listening comprehension sections and a complete answer key for all tests.

Yorkey, Richard C. Study Skills for Students of English as a Second Language. N.Y.: McGraw-Hill, 1970. 240 pp.

Workbook containing study skills exercises for intermediate students. Study skills: preparation of study schedule, pronunciation keys, use and meaning of idioms and two-word verbs, derivation of English words from other languages, cultural connotations of words, aural comprehension, recognition of lecture cues, differences between lecture and reading notes, use of research library, and taking of examinations.

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BIBLIOGRAPHY

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APPENDIX

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INDEX

AUTHOR INDEX

Abbs, Peter, 40, 80
Abrams, Sharon, 105
Adamson, Vera, 102
Akhand, Dorothea Gottlieb, 48
Alesi, G. E., 29
Alexander, L. G., 29, 40, 61, 70, 89
Allen, J. P. B., 98
Allen, Walter Powell, 78
Arapoff, Nancy, 62
Archibald, Barbara, 41
Atkinson, P. S., 105
Austin, David, 105
Ayton, Angela, 40

Babin, Edith H., 110
Baker, Ann, 48, 56
Bander, Robert G., 62
Barnard, Helen, 77
Barnes, Ronald, 49
Baskoff, Florence, 62
Bates, Martin, 99
Baudoin, E. Margaret, 89
Baumwoll, Dennis, 41
Bayley, Susan, 38
Beardwood, Lynett, 99
Beesley, Alan R., 89, 105
Benardo, Leo U., 30
Bens, Allis, 56
Berman, Aaron, 89
Bernardo, Leo U., 30
Bernstein, Rosella, 105
Biddulph, G. M., 102
Binham, P., 99
Binner, Vinal O., 80
Black, Colin, 71
Blanton, Linda Lonan, 60
Boatner, Maxine Tull, 78
Bodman, Jean, 90
Boggs, Ralph S., 41
Bolitho, A. R., 100
Bowen, J. Donald, 56
Bracy, Maryruth, 41
Breckenridge, Robert G., 30
Brown, Billye W., 90
Brown, Thomas H., 71
Bruder, Mary Newton, 49
Bumpass, Faye L., 27

Burks, Julia M., 69
 Byrd, Donald R. H., 60
 Byrne, Donn, 41, 62, 81, 90

Campbell, Russell, 41
 Cargas, Harvey J., 91
 Carr, Donna, 97
 Carver, David, 85
 Carver, Tina Karloff, 69
 Chaplen, Frank, 63
 Chapman, John, 30, 70
 Chapman, Rachael L., 83
 Clarke, M. J., 102
 Close, R. A., 49, 106
 Cordes, Carole V., 110
 Cornelius, Edwin T., 40, 90
 Costinett, Sandra, 33, 71
 de Cotto, Lucila S., 27
 Croft, Edith Fries, 81
 Croft, Kenneth, 57, 81, 90
 Crosby, Alf, 109
 Crosfield, Tim, 105
 Crymes, Ruth, 42

Dale, Jean N., 38, 81
 Danaher, Jo, 90
 Danielson, Dorothy, 49
 Dart, Allan Kent, 46
 Davidson, Walter, 57
 Davis, Polly, 50
 Decker, Donald M., 57
 Dewar, Darrell, 100
 Dixon, Robert J., 31, 41, 43, 46, 50, 71, 72, 78, 79, 82, 83, 91
 Dobson, Julia M., 72
 Doty, Gladys G., 31
 Draper, George, 42
 Dubin, Fraida, 72
 Dudley-Evans, Tony, 99
 Duff, Alan, 44
 Dye, Anne, 94
 Dykstra, Gerald, 59, 66

Eisenberg, Anne, 106
 English Language Services, 32, 50, 83
 Erasmus, Edward T., 91
 Esarey, Gary, 57
 Ewer, J. R., 106

Farnham, E. M., 109
 Ferreira, Linda A., 51
 Finkel, Lawrence S., 27, 80, 109
 Finocchiaro, Mary, 33, 42, 73, 91
 Fisher, Isobel Y., 43

Fitzgerald, Susan, 84
 Fotinos, Sandra Douglas, 69
 Fox, Herbert, 83
 Frank, Marcella, 46, 47
 Frank, Marjorie, 106
 Freebairn, Ingrid, 40
 Friend, Jewell A., 63

Gallingame, Gloria, 60
 Gay, C. W., 106
 Gethin, R. H., 102
 Giggins, L. W., 51
 Gilbert, Doris Wilcox, 78
 Glendinning, Eric H., 99
 Gonshack, Sol, 43
 Gordon, Ian, 63, 107
 Gordon, Morton J., 58
 Graham, Carolyn, 73
 Granger, Colin, 33
 Graver, B. D., 51
 Green, Gordon, 92
 Gruber, Edward C., 109
 Gruber, Gary R., 109
 Guierre, Lionel, 58

Hall, Adrian, 27
 Hall, Eugene J., 33, 47, 63, 69, 92, 100
 Harris, Jimmy G., 73
 Hawkins, Gerald S., 72
 Hawkins, W. F., 102
 Hayden, Rebecca E., 49
 Heaton, J. B., 47, 51, 64
 Henderson, Sara C., 59
 Hicks, Tony, 33
 Hill, L. A., 34, 43, 51, 64, 77, 92
 Hines, Mary Elizabeth, 73
 Hirasawa, Louise, 92, 93
 Hopper, Vincent F., 52
 Horn, Vivian, 64
 Hornby, A. S., 52
 Horning, Alice, 93
 Howatt, Anthony, 64
 Howe, D. H., 84
 Hube, Ron, 73

Institute of Modern Languages, 101

Jaramillo, Barbara L., 64
 Jerrom, M. F., 70
 Jones, Daniel, 58
 Jones, Leo, 74
 Jupp, T. C., 52, 65, 74

Kenan, Lucette, 93
 Kettering, Judith Carl, 74
 Kingdom, Roger, 53
 Kingsbury, Roy H., 70, 93
 Krawitz, Ruth, 27, 109
 Kunz, Linda Ann, 65
 Krohn, Robert, 52
 Kruse, Bettijune, 107
 Kruse, Benedict, 107
 Kurilecz, Margaret, 43, 93

Ladd, Doris Flood, 94
 Lado, Robert, 34
 Lanzano, Michael, 90
 Lawrence, Mary S., 44, 66
 Latorre, G., 106
 Lavenda, Violet, 42, 91
 Leech, Geoffrey, 52
 Lewis, Richard, 85
 Lismore, Thomas, 28
 Live, Anna Harris, 93
 Lorenz, Marion Brown, 53
 Lowe, M. J. B., 102
 Lugton, Robert C., 94

McAllister, J., 107
 McArthur, Tom, 107
 McCallum, George P., 75
 McChesney, Beverly, 110
 McConochie, Jean A., 94
 McGillivray, James H., 39
 McIntosh, Ramos, 44

Mackin, Ronald, 75, 85, 101, 102
 Maclean, Joan, 99
 Madama, G., 107
 Maley, Alan, 44
 Mallet, D., 43
 Margol, Myrna, 72
 Markley, Rayner W., 66
 Markstein, Linda, 92, 94
 Martin, Sonja, 38
 Martinet, A. V., 55
 Matthews, Patricia E., 60
 Mellgren, Lars, 28, 34, 66
 Mentzer, Anne, 41
 Messec, Jerry, 55
 Methold, Chuntana, 107
 Methold, Kenneth, 75, 102, 107
 Miller, Wanda, 94
 Milne, John, 52, 65, 74, 86
 Mitchell, Elizabeth G., 44

Moreno, Harriet N., 110
 Morley, Joan, 53, 94
 Morton, Lois, 27
 Mountford, Alan, 99

Nadler, Harvey, 48
 National Council of Teachers of English, 35
 Nettle, Keith, 76
 Neudstadt, Bertha C., 94
 Nilsen, Aileen Pace, 58
 Nilsen, Don L. F., 58
 Nudelman, Jerrold, 45, 68

O'Neill, Robert, 44, 53
 Ongley, P. A., 104

Pack, Alice C., 48
 Paliquin, Michel, 75
 Palmer, Harold E., 53
 Pantell, Dora F., 30
 Paulston, Christina Bratt, 66, 76
 Pearson, Christopher, 102
 Phinney, Maxine Guin, 76
 Pifer, George W., 94
 Pimsleur, Paul, 94
 Plaister, Ted, 96
 Plowright, Piers, 74, 96
 Pono, Filomena P., 27
 Port, Antonette, 59
 Port, Richard, 59
 Porter, Patricia, 36
 Praninskas, Jean, 54
 Prator, Clifford H., Jr., 58
 Purvis, Keith, 108

Raimes, Ann, 67
 Rainsbury, Robert, 67
 Rand, Earl, 54, 76
 Reeves, George, 79
 Reid, Charlotte, 88
 Reynolds, H., 105
 Richards, Jack C., 75
 Robinett, Betty Wallace, 58
 Robinson, Lois, 67
 Rosman, Esther, 64
 Ross, Janet, 68
 Rost, Michael A., 76
 Rutherford, William E., 36

Saitz, Robert L., 41, 96, 97
 Samelson, William, 36, 37
 Sandberg, Karl C., 71
 Sandler, P. L., 100

Sather, Edgar, 42
Schmidt-Makey, Ilonka, 45
Scott, J. S., 104
Seale, Barbara, 68
Sedwick, Frank, 72
Sharp, Allen W., 36
Sharpe, Pamela J., 110
Sheeler, Willard D., 37, 54, 55, 81
Shoebridge, D. J., 51
Slager, William, 29
Smithies, Michael, 108
Spenser, Dwight, 79
Stieglitz, Francine B., 96, 97
Stratton, Robert K., 76
Stevens, Peter, 103
Svartvik, Jan, 52
Szkutnik, L. L., 70

Taylor, G. V., 102
Taylor, Marcia E., 103
Templer, J. C., 55, 76, 88
Templeton, Hugh, 99
Thiele, Margaret, 55
Thomson, A. J., 55
Thornley, G. C., 108
Tiersky, Ethel, 83
Tiersky, Martin, 83
Townsend, Alan, 97
Trager, Edith C., 59
Trim, John, 59
Troyka, Lynn Quitman, 45, 68, 97
Tura, Sabahat, 60
Turner, R. H., 68

Van Syoc, Florence S., 39
Van Syoc, W. Bryce, 39
Vincent, Monica C., 70, 85
Viscount, Robert R., 65

Wales, Hugh, 105
Walker, Michael, 28, 34, 66
Wardhaugh, Ronald, 29, 38
Waters, D. D., 102
Weaver, A. P., 97
Webber, Martin, 99
Webster, Diana, 98
Weir, Susan, 85
Wells, G. W., 104
West, W. W., 68
White, Oscar, 38
White, Sheilah Golden, 27
Whitford, Harold C., 79

Whitten, Mary E., 56
Widdowson, H. G., 98, 102
Wiener, Solomon, 108
Wilson, Catherine, 61
Wishon, George E., 69
Wohl, Milton, 61
Worsdall, Vivian, 104
Wright, Andrew, 41
Wright, Audrey L., 39

Yeadon, Tony, 98, 108, 109
Yorkey, Richard C., 40, 110
Young, William L., 46

TITLE INDEX

Access to English as a Second Language, 30
Active English: Pronunciation and Speech, 36
Active English: Understand, Practice, Communicate, 36
Adult English, 30
Advanced English Comprehension Texts for Science Students, 108
Advanced English Vocabulary, 77
Advanced Reading and Writing, 41
Advanced Readings and Conversations, 71
Advancing in English 44
Air Travel, 103
All Work and No Play, 89
American Classics, 82
American English: An Integrated Series for International Students, 62
American English as a Second Language, 27
American English Rhetoric, 62
American English Series, 27, 48
American Folktales, 80
American Kernal Lessons, 44
American Topics, 94
Anthropology, Psychology, Education, Language, Philosophy, 102
Audio-Lingual English, 32
Audio-Lingual Series, 41

Basic Business Letters, 107
Basic Electricity, 106
Beginning American English, 44
Beginning Composition Through Pictures, 64
Beginning Lessons in English, 43
Breaking the Word Barrier, 78
British Banking, 103
British Banking Overseas, 103
Building English Sentences, 47
Business Writing and Procedures, 105

Cartoons for Students of English, 43
Challenage: A First Reader Workbook in English, 96
Chemistry (Hawkins), 102
Chemistry (Ongley), 104
Civil Engineering, 104
Collier Macmillan English Readers, 83
Communication Skillbook, 55
Communicative Grammar of English, A, 52
Comp: Exercises in Comprehension and Composition, 40
Complete Course in English, 31
Composition: Guided--Free, 59
Composition Steps, 64
Computer Programming, 103

Computers, 103
 Constructing Dialogs, 76
 Constructing Sentences, 54
 Contact English, 33
 Contextualized Vocabulary Tests, 77
 Contrast, 92
 Controlled Composition in English as a Second Language, 66
 Conventions in the Mechanics of Writing, 64
 Conversation Book, A, 69
 Conversation Exercises in Everyday English, 70
 Conversation in English: Points of Departure, 72
 Conversation in English: Professional Careers, 72
 Conversational English, 71
 Core English, 29
 Course in Basic Scientific English, A, 106
 Creative Patterns Practice, 56
 Crossword Puzzle Books, 77

Day in the Life of, A, 97
 Delta Readers (Series), 88
 Department Store, The, 103
 Developing Communicative Competence: Interaction Activities
 in English as a Second Language, 74
 Developing Communicative Competence: Roleplays in English as
 a Second Language, 76
 Developing Fluency in English, 42
 Developing Listening Comprehension for ESL Students: The
 Kingdom of Kochen, 96
 Developing Reading Comprehension Skills, 80
 Developing Reading Skills: Advanced, 92
 Developing Writing Skills, 68
 Dictionary of American Idioms, A, 78
 Dixon English Series, 43, 50, 91
 Drills in English Stress-Patterns, 58
 Dyad Learning Program (Series), 48

Easy Reading Selections in English, 91
 Effective Techniques for English Conversation, 72
 Electronics and Communication, 104
 Elementary Composition Practice, 60
 Elementary Course in English, 37
 Elementary Reader in English, 91
 Elementary Stories for Reproduction, 34
 Encounters: A Basic Reader, 95
 England from the Outside, 98
 English 1, 45
 English Around the World, 29
 English as a Second Language: Let's Converse, 36
 English as a Second Language: Let's Read, 37
 English as a Second Language: Let's Write, 37
 English as a Second Language: A Reader, 37
 English At Your Fingertips, 105

English Conversation Practice, 75
 English Conversation Practices, 76
 English for a Changing World, 38
 English for Business: Marketing, 107
 English for Careers, 100
 English for Electrical Engineers, 107
 English for International Communication (Intercom), 40
 English for Nurses, 105
 English for Today, 35
 English for Your Business Career, 105
 English in Agriculture, 99
 English in Basic Medical Science, 99
 English in Focus (Series), 98
 English in Mechanical Engineering, 99
 English in Physical Science, 98
 English in Situations, 53
 English in Workshop Practice, 99
 English Pronunciation Illustrated, 59
 English Self-Taught, 33
 English Sentence Structure, 52
 English Sentence Structure (An Intensive Course in English), 52
 English Step by Step with Pictures, 41
 English Structure in Focus, 50
 English Studies Series, 101
 English Through Songs, 75
 English To Get On With, 48
 English Verb Conjugation, 52
 English We Use for Science, The, 106
 English: Your New Language, 30
 ESL Grammar Workbook, 46
 Essential Idioms in English, 78
 Everyday Dialogues in English, 71
 Executive English, 99
 Exercises in English Conversation, 72
 Expanding Reading Skills: Advanced, 94
 Exploring English for Speakers of Other Languages: Write!, 66
 Extra Drills and Practices, 54

First Book in Comprehension, Precis, and Composition, A, 61
 First Course in Technical English, 99
 First Crossword Puzzle Book, A, 77
 Focus on Composition, 67
 Food We Eat, The, 92
 For and Against, 70
 Forestville Tales, 89
 Foundations for Reading and Writing, 38
 Fourth Crossword Puzzle Book, A, 77
 From Recall to Fluency, 97
 Functions of English, 74
 Fundamental Math Workbooks, 100
 Further Listening Comprehension Tests, 88

General Engineering Texts, 102
 Geography, 102
 Get Your Tenses Right, 49
 Getting Down To Business in English, 102
 Graded Exercises in English, 50
 Graded Readers for Students of English, 81
 Grammar and Drillbook, 55
 Grammar for Use, 47
 Grammar of Spoken English, A, 53
 Grammatical Structures, 48
 Growing in English Language Skills, 42
 Guide to Correct English, A, 51
 Guide to Language and Study Skills for College Students
 of English as a Second Language, 110
 Guide to Patterns and Usage in English, 52
 Guided Composition in American English, 62
 Guided Course in English Composition, 65
 Guided Paragraph Writing, 65
 Guided Writing and Free Writing, 67

 Handbook of American Idioms and Idiomatic Usage, 79
 Handbook of Free Conversation, 71
 Handful of Letters, A, 63
 Handwriting Workbook, 66
 Heinemann Guided Readers, 86
 Higher Course of English Study, A, 85
 History, Sociology, Politics, Economics, Law, 102
 Hotel Personnel, 104
 How To Prepare for the TOEFL, 110
 How To Study and Improve Test-Taking Skills, 109

 Ideas in English, 97
 Idiom Drills, 79
 Idioms in Action, 79
 Import/Export, 103
 Improving Aural Comprehension, 95
 In Other Words, 61
 Intensive Course in English, An (Series), 32
 Intensive Course in English, 32
 Intercom: English for International Communication, 40
 Interlock, 55
 Intermediate Comprehension Pieces, 92
 Intermediate Oral Skills, 76
 Intermediate Stories for Reproduction, 34
 International Folktales, 80
 It's All in a Day's Work, 42
 It's Time to Talk, 72

 Jazz Chants, 73
 Jet Engine, The, 103

 Lado English Series, 34
 Language and Life in the USA, 31

Language Teaching Texts: A Manual for Teachers, 102
 Learn English for Science, 100
 Learning English as a Second Language, 27
 Learning English as a Second Language for Secondary Schools and
 Continuing Education, 38
 Learning English Through Typewriting, 106
 Learning To Use English, 33
 Legal Problems, 103
 Let's Learn English (Series), 39
 Let's Learn English: Advanced Course, 39
 Let's Learn English: Beginning Course, 39
 Let's Learn English: Intermediate Course, 39
 Let's Talk, 73
 Let's Write English, 69
 Letters from Roger: Exercises in Communication, 41
 Letters You Write, The, 68
 Liberal Studies, 102
 Listening Comprehension, 81
 Listening Comprehension Tests, 88
 Listening Dictation, 53
 Listening in the Real World, 76
 Little Stories for Big People, 43

 Mainline, 29
 Make Your Point, 70
 Man and His World: A Structural Reader, 93
 Manual of American English Pronunciation, 58
 Marketing Petroleum Products, 103
 Mastering the International Phonetic Alphabet, 57
 MMC: Developing Communicative Competence in English as a Second
 Language, 49
 Modern American English, 31
 Modern American Profiles, 93
 Modern English, 36
 Modern English: Exercises in English Conversation, 46
 Modern English: A Practical Reference Guide, 47
 Modern Methods of Transport, 109
 Modern Short Stories in English, 91
 More Easy Crossword Puzzles, 78
 More Idiom Drills, 79
 Motor Car, The, 103

 New American English, 29
 New English 900, 35
 New Horizons in English, 34
 New Ways to English, 32
 New We Learn English, The, 27
 Newbury House Readers, 87
 No Hot Water Tonight, 90
 Note-taking Practice, 64
 Nucleus: English for Science and Technology, 99
 Nursing, 103

Office Practices, 103
 On Speaking Terms, 73
 Orientation in American English, 33
 Orientation in Business English, 103
 Outline of English Phonetics, An, 58
 Oxford Progressive Readers, 84

Paragraph Writing, 63
 Patterns of American English, 53
 Patterns of English Pronunciation, 56
 Points of View, 95
 Pollution, 108
 Practical Conversation in English, 69
 Practical English Grammar, A, (ELS), 50
 Practical English Grammar, A, 55
 Practical English Grammar Programmed Workbook, 50
 Practical Punctuation, 63
 Practical Book on English Stress and Intonation, 57
 Practice in Medical English, 107
 Practice, Plan and Write; Guided Composition for Students of English, 60
 Practice Through Pictures, 51
 Preparation for Writing: Grammar, 61
 Prepositions in Dyad Learning Programs, 48
 Prevocational English, 101
 Progressive Picture Compositions, 62
 Pronunciation and Speech, 56
 Pronunciation Contrasts in English, 58
 Pronunciation Drills for Learners of English, 59
 Pronunciation Exercises for Advanced Learners of English
 as a Second Language, 57
 Pronouns and Determiners in Dyad Learning Program, 48
 Put It In Writing, 64

Question and Answer, 89
 Questions and Answers on American Citizenship, 108

Rapid Course in English for Students of Economics, A, 107
 Rapid Review of English Grammar, 54
 Read and Note: English Study Skills for Science Students, 108
 Read English, 96
 Read, Think and Answer, 92
 Reader's Choice, 89
 Readers Digest Adult Readers, 88
 Reading and Exercise Series, 81
 Reading Faster and Understanding More, 94
 Reading for Adults, 85
 Reading Technical Books, 106
 Reading, Thinking, Writing, 44
 Reading Your Way to English, 84
 Readings and Conversations, 84

Readings in Contemporary Culture, 93
 Reference Grammar for Students of English, A, 49
 Remarkable Half-Dozen: Reading and Writing in English as a Second Language, 43

 Schools and Universities, 109
 Science Fiction Reader, A, 93
 Science Readings for Students of English as a Second Language, 90
 Scientific English Practice, 108
 Scientific English Readers Series, 108, 109
 Seafaring, 103
 Second Book in English, 43
 Second Crossword Puzzle Book, A, 77
 Selected Readings in English, 97
 Selections for Developing English Language Skills, 91
 Seven Plays from American Literature, 75
 Ship or Sheep: Introducing English Pronunciation, 56
 Short Course in Spoken English, A, 75
 Situational English Language Picture Series, 45
 Six Ghost Stories, 90
 Six Stories for Acting, 75
 Sixty Steps to Precise, 61
 Skits in English as a Second Language, 73
 Sound to Speech, 57
 Sounds Interesting, 44
 Speaking of the U.S.A.: A Reader for Discussion, 95
 Special English (Series), 103
 Special English for Business, 105
 Speech Improvement, 58
 Steps to Composition, 68
 Stories for Today, First Series, 80
 Stories for Today, Second Series, 80
 Strategies: Integrated English Language Materials, 40
 Structured Reading, 97
 Student's Workbook of Grammar Exercises, 48
 Study Skills for Students of English as a Second Language, 110

 Take a Stand, 70
 Taking Action: Writing, Reading, Speaking and Listening, 45
 Talk English, 74
 Talk It Over, 70
 Teach Yourself English, 46
 Technical English Supplementary Readers, 104
 Techniques for Writing: Composition, 61
 Tense Drills, 51
 Test of English as a Foreign Language (TOEFL), 109
 TOEFL (Test of English as a Foreign Language), 110
 Tests and Drills in English Grammar, 46
 Third Crossword Puzzle Book, A, 77
 30 Passages: Comprehension Practice for High Intermediate and Advanced Students, 90
 Tourism, 104

Twentieth Century American Short Stories, 94
 Twenty-six Steps: Controlled Composition for Intermediate
 and Advanced Students, 65

Understanding Technical English, 102
 U.S.A., The (Series), 83
 U.S.A., The: Customs and Institutions, 83
 U.S.A., The: The Land and the People, 83
 U.S.A., The: Men and History, 83
 U.S.A., The: Men and Machines, 83
 Using English: Your Second Language, 49
 Using Prepositions and Particles, 47

Verb Choices and Verb Forms in Dyad Learning Program, 48
 Verbs in Action, 51
 Vocational English Series, 106

Welcome to English (Lismore), 28
 Welcome to English (Sheeler), 37
 What Do You Think?, 41
 When in Britain, 98
 Word Games in English, 79
 Write Away: A Course in Writing English, 60
 Write Me a Ream, 65
 Writing as a Thinking Process, 66
 Writing Efficiently: A Step-by-Step Composition Course, 68
 Writing English as a Second Language, 63
 Writing English: A Composition Text in English as a Foreign Language, 68
 Writing Through Understanding, 62
 Written English, 67

Yes! English for Children, 28
 Yes! Young English Series, 28
 Yesterday and Today in the U.S.A.: Intermediate Reader, 93

Zoology and Botany, 102

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