

READ ENGLISH!

Functional Reading Skills for ESL Students

BOOK THREE

by
Cynthia J. Demnitz

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Illustrated by
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INSTITUTE OF MODERN LANGUAGES, INC.
Silver Spring, Maryland

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TO THE TEACHER

Read English! Book Three is the third reader in a six-level language development series designed to assist the limited English-speaking adult to understand, generate, and use everyday English at home, on the job, and in the community.

THE OBJECTIVES

The primary objective of this reader is to help the student acquire practical reading skills. In addition, we have kept in mind that we are often introducing our adult students to American culture in our English classes. Events familiar to us such as going to the dentist or visiting a neighbor's yard sale can represent a totally new world to the unacculturated student who must learn interpersonal as well as structural language skills.

Practical reading objectives include comprehension and reading for specific information. Students are encouraged to improve comprehension by: 1) previewing the selection, taking in pictures, titles, and format; 2) scanning for specific facts; and 3) increasing the number of words taken in at one time. The teacher can encourage a faster pace in reading by limiting oral reading to rereading as part of classroom discussion and review questions.

Students are also asked to manipulate what is read by drawing conclusions, comparing and classifying information and defining vocabulary from context. These activities incorporate different kinds of skills. Teacher's notes offer suggested approaches to these activities.

Each lesson deals with situations and settings of everyday American life. Although it is not the purpose of a reader to teach interaction skills, reading selections contain dialog and cultural information and are designed for adult students learning about the new culture in which their new language is spoken.

THE ACTIVITIES

Each lesson opens with a reading selection about some aspect of daily life—planning the family budget, going to the dentist, going to the bank on the way home from work. Much of the vocabulary from **Speak English! Text Three** is used to give students a base with which they are familiar while adding to that base with new, related vocabulary. Depending on the level of the class, the selections may be read silently by the students, or aloud by the teacher and then silently by the students. The teacher may present difficult vocabulary in the selection by writing words on the board before the students read. However, more advanced students should be encouraged to define words from their context and will be asked to do so in subsequent exercises. Additional reading practice of this type is provided in several short, self-contained **Read!** passages followed by comprehension questions.

True or False?, Think and Answer! The reading selections are followed by *True/False* and/or *Probably/Probably Not* exercises. In the latter, students use information from the selection to decide whether a statement is *probably* or *probably not* true. These exercises are especially suited for work in pairs or small groups where students do the exercises together and then compare their answers with the rest of the class. They should be encouraged to explain and support their answers, thus generating discussion. The teacher may use these exercises as a quick comprehension check or may have students reread the passage for the information. False statements can be rewritten.

Read and Decide! These exercises call for students to arrange sentences in a logical time sequence. This is another exercise well suited to pair or group work where students can discuss and defend their conclusions.

Read New Words! Use New Words! These exercises introduce new vocabulary or give more information about previously introduced vocabulary. Students are given the opportunity to practice the new vocabulary in the various exercises which follow. Close, matching, sentence completion and multiple choice exercises let students use new vocabulary. In addition, they must draw conclusions and find new relationships among words and concepts they have learned.

Skim and Answer! In these exercises, students are presented with signs, advertisements or charts which they are asked to read for specific information. In some of these, a chart is accompanied by a short reading passage that describes or explains the chart. Here students must examine both ways of presenting information to locate a given answer. These are functional and practical exercises where students should be taught to locate information quickly by: 1) knowing exactly what information they are looking for (a name, number, or particular fact); 2) allowing their eyes to skim the page freely to locate the information; and 3) carefully rereading only the information needed.

Reach Out! These activities require students to step out into the community to find the information requested or to bring some of the community into the classroom in the form of newspapers and other printed material. Personal information about the students may also be used. A flexible approach to these exercises will give more advanced students a greater opportunity to take responsibility for their own learning.

THE TEACHER'S ROLE

Throughout the text, the teacher may use a variety of approaches to apply his/her expertise in the classroom and familiarity with a particular class and its needs. Since it is often necessary to work with a class in which student abilities vary, it may be useful to group students of similar ability to work in teams on exercises in and out of the classroom. In a class composed of speakers of several languages, mixed groups foster conversation exclusively in English. In these mixed groups, the students can practice speaking and listening while working on reading activities.

We hope that the range of exercises and suggested activities will motivate and challenge learners at different levels while developing reading skills.

About the Author

Cynthia J. Demnitz has been a teacher of English as a Foreign Language both in the U.S. and in Madrid, Spain since 1974. She is currently teaching adults in the Indo-Chinese Refugee Program of the Montgomery County Public School system in Maryland. She has also taught ESL at George Washington University in Washington, D.C. She holds a Masters degree in Linguistics from Georgetown University.

TO THE TEACHER

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LESSON ONE

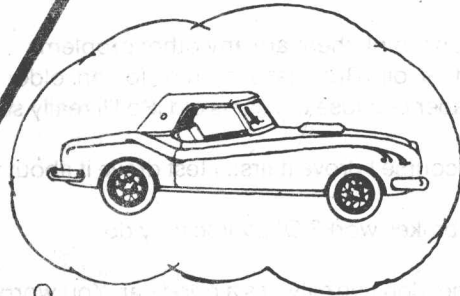
Martin's New Car

STRUCTURAL OBJECTIVES

- Understand disrupted discourse; make inferences
- Learn new words by reading them in context
- Arrange ideas in chronological order
- Learn common abbreviations

FUNCTIONAL OBJECTIVES

- Learn about different kinds of cars
- Learn about buying a used car
- Read classified ads



READ!

Martin telephones his friend Jane with some good news. This is his half of their conversation.

—Hi, Jane? It's me—Martin. How are you doing?

READ! Explain to your students before beginning that this is only Martin's half of the conversation. Discuss the difference between "new car" meaning a late model and "new" meaning a recent acquisition.

—Me? I'm great. Listen, Jane, I've got good news—guess what?

—No, Jane, I didn't win a million dollars—I bought a car!

—No, it's not a new car. You know I can't afford a new one. It's used.

—I saw an ad in the newspaper. The owner was selling it for a really good price.

—Don't worry, it's in great shape. You'll see!

—Color? The color doesn't really matter, does it? Well, it's mostly blue. You see, the car was in an accident . . .

—No, not a big accident—just a small one. The owner told me all about it. Anyway, after the accident, the owner had to get a new fender. So one fender is red but the rest of the car is blue. I guess I'll have to paint it soon.

—Mileage? I'm not exactly sure what kind of mileage it gets. But the owner says it doesn't use much gas at all—for an older car.

—How old? That doesn't matter, Jane. It's in great condition, believe me!

—No, I don't think there are any other problems . . . except . . . the owner says it burns a lot of oil. But that's normal for an older car. Besides, the insurance will be cheaper because the car is old. So I'll really save money!

—Yes, of course I drove it first. I test drove it about five miles.

—Do the brakes work? Of course they do.

—Oh, Jane, don't be silly. It's a good car. You worry too much.

—I know I'm right. Listen, I can't wait to show it to you!

—A movie? Well, sure, I'd love to see a movie tonight.

—Drive? Well, there's only one small problem. Both of the headlights are broken. I'll have to change them before I can drive at night. You wouldn't mind taking the bus just one more time, would you?

—Jane? Jane, are you there? Hello?

DISCUSS!

What do you think Jane is saying to Martin? Read the dialog again and fill in Jane's part of the conversation.

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DISCUSS! *Emphasize to the students that there will be several different answers which are acceptable.*

TRUE OR FALSE? Circle T if the statement is true. Circle F if it is false.

Example: **(T)** F Martin bought a used car.

1. T F Martin will pay more for insurance for his car than for a new car.
2. T F The headlights on Martin's car are broken.
3. T F Martin did not drive the car before he bought it.
4. T F Martin's car was in an accident.
5. T F Martin found his car by reading an ad in the newspaper.
6. T F Martin's new car burns a lot of oil.
7. T F The car is mostly red with one blue fender.

THINK AND ANSWER!

Answer the following. Circle P if the statement is probably true or PN if it is probably not true. Explain your answer to the class.

1. P PN Martin will have a lot of problems with his new car.
2. P PN Jane will be happy when she sees Martin's car.
3. P PN Martin's car will get more than 30 miles per gallon.
4. P PN The owner was completely honest with Martin.
5. P PN Martin and Jane used to take the bus a lot.
6. P PN Jane has a car.
7. P PN Martin has a lot of money.
8. P PN Martin likes to work on cars.

READ AND DECIDE!

What happens first, second, third, last? Number the sentences 1, 2, 3, 4.

- A. _____ Martin pays the owner and drives his "new" car home.
_____ Martin sees an ad for a car in the newspaper.
_____ Martin test drives a car.
_____ Martin telephones the owner of a car.
- B. _____ They take a bus to the theater.
_____ Jane calls her friend, Sally, on the phone.
_____ They decide to go to a movie.
_____ Sally likes the movie, but Jane thinks it is too sad.

THINK AND ANSWER! Students can work in small groups to decide if each statement is probably or probably not true. Have them explain and defend their answers with evidence from the story.

READ AND DECIDE! Use this exercise to discuss what **could** happen next. Encourage the students to answer freely.

- C. _____ Mr. Brown and Mr. Gomez exchange telephone numbers and the names of their insurance companies.
- _____ Mr. Brown doesn't stop his car at a stop sign.
- _____ Mr. Brown and Mr. Gomez get out of their cars.
- _____ Mr. Brown's car hits Mr. Gomez's car.
- D. _____ Jane waits 25 minutes for a bus.
- _____ Jane looks at her watch.
- _____ Jane walks to a bus stop.
- _____ Jane decides to take a taxi instead of the bus.

READ NEW WORDS!



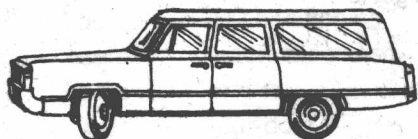
COMPACT CAR

A **compact car** is smaller than a full-size car. Many compact cars are called economy cars because they get good gasoline mileage. Many people buy these small cars to save money on gas.

Four or more people can usually sit comfortably in a **sedan**. There are two-door sedans and four-door sedans. Many sedans are full-size cars. Full-size sedans get fewer miles per gallon than the compact cars do.



SEDAN



STATION WAGON

A **station wagon** is a good family car. It has a different shape than a sedan because it doesn't have a trunk. But there's plenty of room inside.

A **van** is larger than most automobiles but smaller than a truck. Many small businesses use vans to carry their equipment because they have a lot of room.



VAN



SPORTS CAR

A **sports car** has a powerful engine and smooth, stylish design. Most sports cars have seats for only two passengers.

LEARN NEW EXPRESSIONS!

Read the dialog. Circle the correct answer.

1. Jane: That skirt looks nice on you.
 Susan: I'd like to get it.
 Jane: Why don't you?
 Susan: *I really can't afford it now. I'll wait a while. It might go on sale.*

In this dialog, *I can't afford it* means:

- A. It's too expensive for me.
- B. I don't want it.
- C. I'm ready to buy it.

2. Maria: Look at this dress. It's on sale for half price.
Carmen: It's nice. But look. The hem is torn.
Maria: Oh, *that doesn't matter*. I can fix the hem myself in no time.
Carmen: Well, then I think you should get it!

In this dialog, *that doesn't matter* means:

- A. It's important.
- B. It's not important.
- C. Don't worry.

3. Ali: Did I tell you the good news? I'm picking up my new car today.
Pete: That's great. You must be excited.
Ali: I am. *I can't wait to drive it!*

In this dialog, *I can't wait to drive it* means:

- A. I'm really looking forward to driving it.
- B. I don't want to drive it yet.
- C. It's easy for me to drive it.

MATCH!

Mr. Brown is an auto salesman. What kind of car is he trying to sell? Match the name of the car to Mr. Brown's conversation by writing the correct number in the box.

- | | | |
|--------------------|--------------------------|--|
| 1. Sports car | <input type="checkbox"/> | "This car is perfect for a large family like yours. Look inside! There's room for all the kids, their friends, the dog, picnic lunches, suitcases, everything!" |
| 2. Van | <input type="checkbox"/> | "Now this model is exciting! It has power. It has speed. Look at that smooth design. You'll love driving it—it's made for you!" |
| 3. Station wagon | <input type="checkbox"/> | "Six passengers can sit comfortably in this beautiful model. You'll get a smooth, quiet ride that's great for long trips!" |
| 4. Compact car | <input type="checkbox"/> | "Everyone's looking for good fuel economy. Here's the answer. This Japanese import gives you more miles to the gallon. You'll thank yourself every time you go to a gas station!" |
| 5. Full-size sedan | <input type="checkbox"/> | "This one is just what you need for your printing company. It's great for deliveries—lighter than a truck, but look at the room inside! A lot of small businesses like yours are buying this model." |

SAY IT!

Abbreviations in Classified Ads

ac	air conditioning
auto	automatic transmission
brks	brakes
4-dr	four-door
gd cond	good condition
46 K mi	46 thousand miles
mpg	miles per gallon
pb	power brakes
ps	power steering

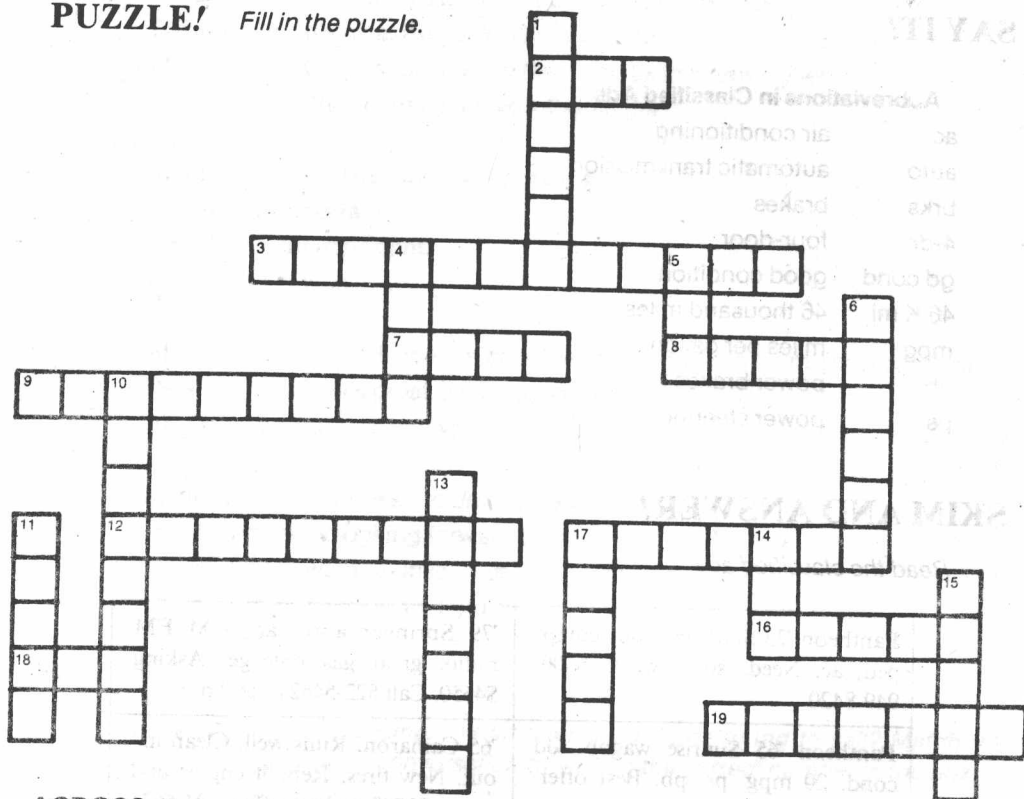
SKIM AND ANSWER!

Read the classified ads.

Pantheon '73 Starhop. Fully equipped, ac. Needs some work. \$500. 949-8420	'79 Springer auto. ac, AM/FM radio, great gas mileage. Asking \$4650. Call 522-5462 after 9 p.m.
Pantheon '65 Sunrise wagon. Gd cond. 20 mpg. ps, pb. Best offer. Alan, 587-4325 evenings.	'65 Camaron. Runs well. Clean in/out. New tires. Rebuilt engine and trans. \$1500 or best offer. 894-6631 after 4 p.m.
'78 LeSword, 4-dr, 46K mi. Original owner. New brks. \$3950 or best offer. 876-5438.	'79 Prestige sports coupe. 21 K mi. ac, ps, pb. Asking \$4800. 932-6142.

1. Which is the oldest car advertised? _____
2. Which is the latest model? _____
3. Which cars advertise power brakes and power steering? _____
4. Which car is a sports car? _____
5. Which car is a four-door sedan? _____
6. Which one is a station wagon? _____
7. Why is the Starhop so cheap? _____
8. Which cars advertise that they have air conditioning? _____
9. How many miles per gallon does the '65 Pantheon get? _____
10. How many miles does the '78 LeSword have on it? _____

PUZZLE! Fill in the puzzle.



ACROSS

2. _____ conditioning keeps you cool
3. A good family car that doesn't have a trunk
7. You sit on this
8. Four or more people can usually sit comfortably in this kind of car.
9. Turn this on when you drive at night.
12. This pays to fix your car if you are in an accident.
16. You turn the wheels to _____ the car
17. A car that doesn't use much gas gets good gas _____
18. This is larger than most automobiles but smaller than a truck.

DOWN

1. An amount of gasoline
4. _____-drive a car before you buy it.
5. Fuel for cars
6. This part of a car makes it run.
10. Drive carefully or you'll have an _____.
11. You need a license to _____ a car.
13. A car that gets good gas mileage is called an _____ car.
14. You can find a used car if you look at the _____ in the newspaper.
15. How much you pay for something.
17. You see this at a theater.

WHAT'S WRONG HERE?

Read each paragraph. One sentence is not correct. Circle it.

1. Luis is driving his car. He looks at the gas gauge. He sees that the gas tank is almost empty. He doesn't have any cash, but he has his credit card. He drives into the gas station and the attendant puts oil in his car. Luis pays for it with his credit card.
2. Jamila is listening to the radio while she is driving. She isn't paying too much attention to the road. Suddenly she sees a dog in the road in front of her. She quickly puts her foot on the gas pedal. Fortunately, she stops just in time. She doesn't hit the dog.
3. Debbie and Dan want to buy a used car. They look at some magazine ads. They go to a car dealer and a salesman shows them the latest models. They decide to get an imported car that gets good gas mileage. The dealer doesn't have the car they want in the color they prefer, so they order it from the factory.
4. Abby is driving in heavy rain. The sky is dark because of the weather. Abby is using her headlights and driving more slowly than usual. The sun comes out and it stops raining. Abby turns her headlights back on. She keeps driving slowly because the roads are still slippery.

REACH OUT!

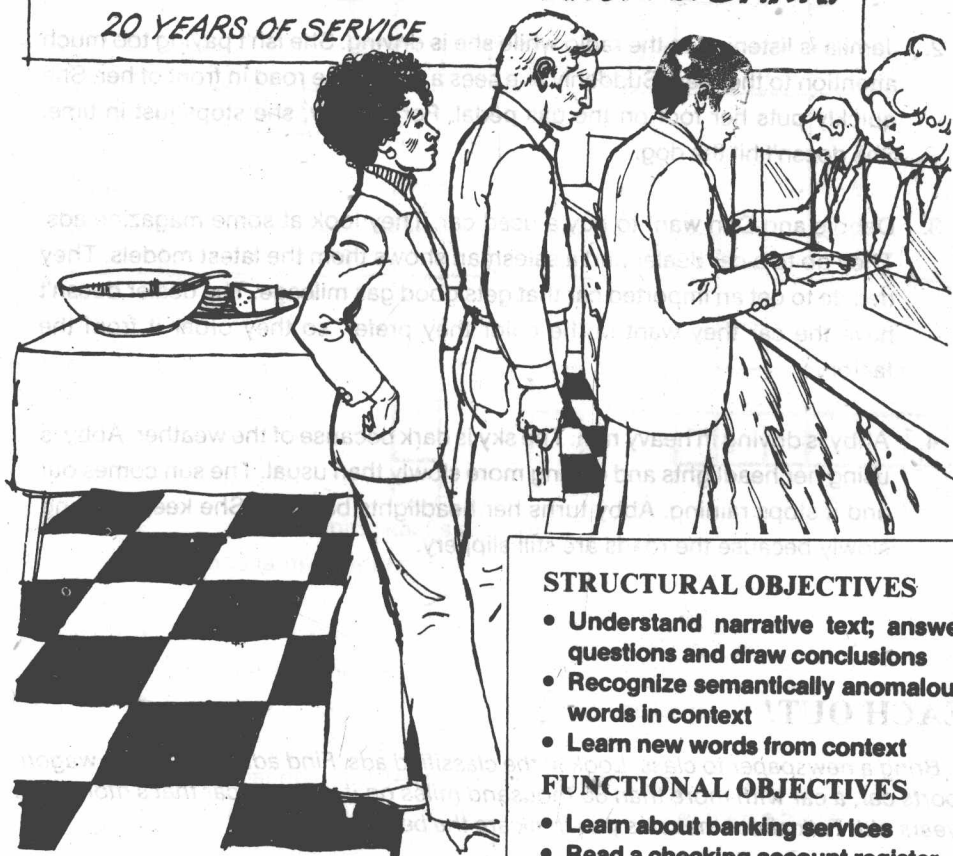
Bring a newspaper to class. Look at the classified ads. Find ads for a station wagon, a sports car, a car with more than 80 thousand miles on it, a van, a car that's more than 15 years old. Talk about the ones you think are the best.

REACH OUT! Discuss with the class what they should consider when buying a used car. What are some advantages and disadvantages?

LESSON TWO

At The Bank

HAPPY BIRTHDAY - NATIONAL BANK!
20 YEARS OF SERVICE



STRUCTURAL OBJECTIVES

- Understand narrative text; answer questions and draw conclusions
- Recognize semantically anomalous words in context
- Learn new words from context

FUNCTIONAL OBJECTIVES

- Learn about banking services
- Read a checking account register

READ!

Laura and Jane were driving home from work. It was rush hour on Friday afternoon and there was a lot of traffic in the city. Laura was driving. She wanted to get home quickly. While they were driving down Main Street, Jane remembered something important.

"Oh, Laura," she said. "I have to stop at the bank. If I don't cash a check today, I won't have any money for the weekend."