BC Reads: Adult Literacy Fundamental English - Course Pack 2

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Shantel Ivits

Contents

About BCcampus Open Education

BC Reads: Adult Literacy Fundamental English – Course Pack 2 was created by Shantel Ivits and supported by BCcampus Open Education.

BCcampus Open Education began in 2012 as the B.C. Open Textbook Project with the goal of making post-secondary education in British Columbia more accessible by reducing student costs through the use of openly licenced textbooks and other OER. BCcampus supports the post-secondary institutions of British Columbia as they adapt and evolve their teaching and learning practices to enable powerful learning opportunities for the students of B.C. BCcampus Open Education is funded by the British Columbia Ministry of Advanced Education, Skills & Training, and the Hewlett Foundation.

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1. "Open Educational Resources," *Hewlett Foundation,* https://hewlett.org/strategy/open-educational-resources/ (accessed September 27, 2018).

Acknowledgments

for keeping the world around me turning even though my head was perpetually stuck in these books.

Notes to the Instructor

The poetry of Langston Hughes has an appeal that reaches from the carpets of kindergarten classrooms to the lecture halls of universities. There is elegance in its simplicity. That is why I chose to make the life and poetry of Langston Hughes the central focus of this course pack and its accompanying reader.

This level 2 course pack, one of a series of six course packs, is roughly equivalent to Grades 1.5 to 3 in the K-12 system. It is designed to accompany the *BC Reads: Adult Literacy Fundamental English – Reader 2*. This reader contains eight chapters written specifically for adults. The chapters take a journey through Langston Hughes' family history and personal life. I have included excerpts from many of Hughes' poems. I encourage you to locate full versions of these poems in books or on the web, as full versions could not be published in these books for copyright reasons. During this unit, I also recommend reading Hughes' excellent short story *Thank You, Ma'am* with your students.

For an overview of the contents of this course pack, please refer to the Level 2 Scope & Sequence in Appendix 2.

The online version of the course pack contains audio recordings of each story in the reader. These recordings, combined with vocabulary and word pattern exercises, prepare the Level 2 student to read each chapter with greater independence.

Depending on a learner's readiness, you may wish to use the sentences in the Word Pattern sections as dictations.

I recommend using these books alongside a structured phonics program, such as the Wilson Reading System.

Font size and line spacing can be adjusted in the online view, and have been enhanced for the print and PDF versions for easier reading. This reader has been reviewed by subject experts from colleges and universities.

I hope these pages help ignite in your students a lifelong love of poetry and prose.

-Shantel Ivits

Chapter 1

Learning Goals

In this chapter, you will learn to:

- Read sight words and functional words
- Read long /**e**/ word patterns
- Read simple texts
- Identify main ideas, characters, and events from a reading
- State your opinion on a reading
- Use end punctuation

Talk About It

- How is a poem like a song?
- How is a poem not like a song?
- Do you know the names of any poets?
- Do you know the names or words of any poems?

Picture Dictionary
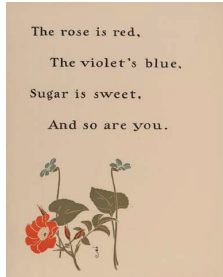
poem	poet	world
eyes	black	treat
people	alive	white
time		
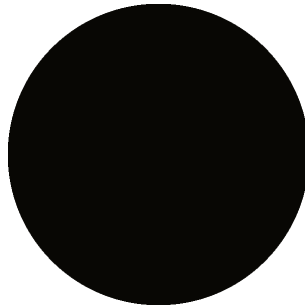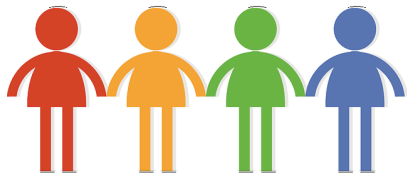
Put the above words in alphabetical order.

_____

_____

> Check your work with the Answer Key at the end of this chapter.

Make a sentence using one of the above words.

_____

_____

> Ask your instructor to check your work.

Word Skills

Word Patterns

The letters **a, e, i, o,** and **u** are called vowels. Vowels can make a **short sound** or a **long sound**.

The short /**e**/ says /**e**/ like in Expo.

The long /**e**/ says /ē/ like in jeep.
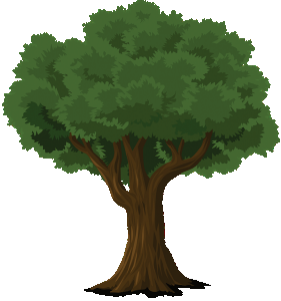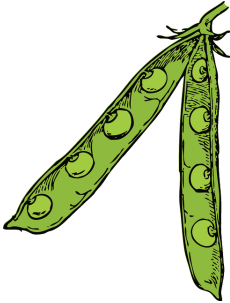
The long /**e**/ sound can be spelled with the letters **ee** and **ea**.

Practice reading these long /e/ words.

ee	ea
keep	pea
need	sea
free	tea
see	eat
three	please
tree	mean
beef	read
feel	weak
meet	

Find a word above that matches each picture.

1. _____	2. _____	3. _____
4. _____	5. _____	6. _____
7. _____	8. _____	9. _____

Check your work with the Answer Key at the end of this chapter.

Read each sentence. Then cover it up. Try to write it. Use upper case letters correctly. Use periods and question marks correctly.

a. It was good to meet you.

_____

b. Do you need a cup of tea?

_____

c. She does not eat beef.

_____

d. He likes to read by the sea.

_____

e. I feel weak.

_____

You will see these words in the story. They all have the /ē/ sound, like jeep.

feel	see	need	treat

Use Your Reading Skills

Listen to Chapter 1. Then read Chapter 1 in *BC Reads: Adult Literacy Fundamental English – Reader 2*. As you read, ask yourself "Does that sound right?" Go back and read it again if it does not sound right.

An audio element has been excluded from this version of the text. You can listen to it online here: https://opentextbc.ca/abealf2/?p=5

Check Your Understanding

Read each question. Find the best answer in the shaded textbox below. Copy it onto the line.

1. Who was Langston Hughes?

   _____

2. What are Langston's poems about?

   _____

3. Why do we still need Langston's poems?

   _____

4. Where can you find more poems by Langston Hughes?

   _____

> Check your work with the Answer Key at the end of this chapter.

Answers

- We still need Langston's poems because many people still do not treat black people well.
- You can find more poems by Langston Hughes in books or on the web.
- Langston Hughes was a black poet.
- Langston's poems were about making a better world where black people were treated well.

Talk about these questions with a partner.

5. Why do you think some people like poems?

6. Why do you think some people do not like poems?

Writing

Grammar Rule

A sentence can be a question or a statement.

A **question** asks for information. A question ends with a question mark.

What is your name**? – YES**

What is your name **– NO**

What is your name. **– NO**

Questions often begin with one of these words: who, what, where, when, why, or how.

A **statement** gives information. A statement ends with a period.

My name is Ted**. – YES**

My name is Ted **– NO**

Is each sentence a question or a statement? Add a question mark to the end of the questions. Put a period at the end of the statements.

1. What book did you read

2. Where did I put my pen

3. This tea was free

4. I cannot see where I am going

5. The cat is up the tree

6. How do you feel

7. Who did you meet

8. He has big feet

9. She lives by the sea

10. Why is he so mean

Writing Task

You will write a poem with your class. Your instructor will ask each person in your class these questions. Your instructor will put your answers on the board.

1. What neighbourhood do you live in?
2. Think of your favourite colour. Describe something that is that colour.
3. What kind of music do you like?
4. Describe your favourite outfit.
5. What is your dream job?
6. What do you dream about when you sleep?
7. What do you like about yourself?

As a class, take the sentences on the board and make a poem. Begin each line of your poem with the words "I am" or "We are." See Appendix 1 to get an idea of how to build your poem.

Write the poem in your notebook.

Take turns reading your class poem.

Answer Key

Picture Dictionary

alive	black	eyes
people	poem	poet
time	treat	white
world		

Word Skills

QUESTION	ANSWER
1	tea
2	tree
3	sea
4	read
5	meet
6	beef
7	three
8	pea
9	eat

Check Your Understanding

QUESTION	ANSWER
1	Langston Hughes was a black poet.

2	Langston's poems were about making a better world where black people were treated well.
3	We still need Langston's poems because many people still do not treat black people well.
4	You can find more poems by Langston Hughes in books or on the web.

Writing

QUESTION	ANSWER
1	What book did you read?
2	Where did I put my pen?
3	This tea was free.
4	I cannot see where I am going.
5	The cat is up the tree.
6	How do you feel?
7	Who did you meet?
8	He has big feet.
9	She lives by the sea.
10	Why is he so mean?

Attributions

See the Attributions page near the end of this book.

Chapter 2

Learning Goals

In this chapter, you will learn to:

- Read sight words and functional words
- Read words with blends
- Read simple texts
- Use context clues to figure out words
- Identify main ideas, characters, and events from a reading
- Use end punctuation
- Write complete sentences

Talk About It

- Have you seen any movies about slavery?
- What do you know about what life was like for a slave?
- How do you think Langston's family got free from slavery? Make a guess.

Picture Dictionary

slave	long	wrote
labor	children	husband
sold	safety	respect
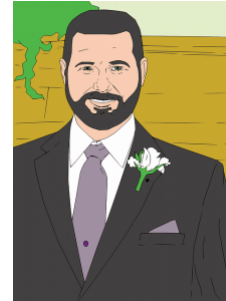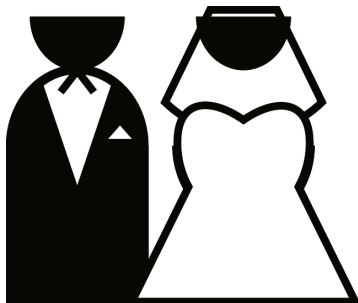
marry		

Put the above words in alphabetical order.

_____

_____

> Check your work with the Answer Key at the end of this chapter.

Make a sentence using one of the above words.

_____

_____

> Ask your instructor to check your work.

Word Skills

Word Patterns

A **consonant** is any letter that is not a vowel. For example, the letters **b, c, d, f, g, h,** and **j** are consonants. A **blend** is when two consonants go together and each consonant makes a sound.

The letters **dr** in **dr**ip are a blend.

Practice reading these words.

	belt
club	gift
sled	list
swim	mask
stop	jump
drill	milk
	nest

Match each word to a picture.
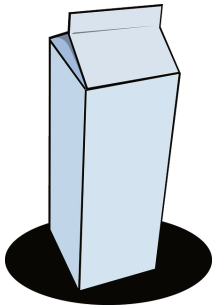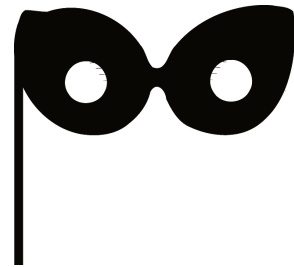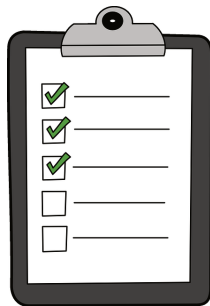
1. _____	2. _____	3. _____
4. _____	5. _____	6. _____
7. _____	8. _____	9. _____
10. _____	11. _____	12. _____

Check your work with the Answer Key at the end of this chapter.

Read each sentence. Then cover it up. Try to write it. Use upper case letters correctly. Use periods and question marks correctly.

a. The gift was a big sled.

_____

b. There is a nest in the tree.

_____

c. Milk is on my list.

_____

d. Do not jump on the bed.

_____

e. Stop the car.

_____

You will see these words in the story. They all have a blend.

Langston	from	long	black
work	slaves	part	sold
respect	great	grandmother	free

Use Your Reading Skills

Listen to Chapter 2. Then read Chapter 2 in *BC Reads: Adult Literacy Fundamental English – Reader 2*. As you read each sentence, ask yourself, "Does that make sense?" Go back and read the sentence again if it does not make sense.

An audio element has been excluded from this version of the text. You can listen to it online here: https://opentextbc.ca/abealf2/?p=21

Check Your Understanding

1. Are these sentences true or false? Circle true or false.

a. Langston Hughes was from Canada.	true	false
b. Langston Hughes was a slave.	true	false
c. Lucy Langston was a slave.	true	false
d. Lucy Langston was set free by her owner.	true	false
e. Lucy Langston married the white man who was her owner.	true	false

2. Read the first line of the poem, "I am the one who labored as a slave." What do you think "labored" means?

   a. sang

   b. worked

   c. played

Check your work with the Answer Key at the end of this chapter.

Writing

Grammar Rule

A sentence can be a question or a statement.

A **question** asks for information. It ends with a question mark.

Do you like my shoes**?** – **YES**

Do you like my shoes – **NO**

Do you like my shoes. – **NO**

Questions can begin with words like do, did, can, are, is, and will.

An **order** tells someone what to do. An order ends with a period.

Make your bed**.** – **YES**

Make your bed – **NO**

Is each sentence a question or an order? Put a question mark at the end of the questions. Put a period at the end of the orders.

1. Pass the milk

2. Did you get me a gift

3. Will you join our club

4. Can I use your drill

5. Do you have a sled

6. Make a list before you shop

7. Stop yelling at me

8. Is this her belt

9. Are we there yet

10. Swim to the end of the pool

Check your work with the Answer Key at the end of this chapter.

Writing Task

Your instructor will read you a poem called "The Dream Keeper." Think of the dreams you have. You may have dreams for:

- Your job

- Your body

- Your mind

- Your family

- Your friends

- The world

Write a sentence about each dream. Begin each sentence with an upper case letter. End each sentence with a period or question mark.

Answer Key

Picture Dictionary

children	husband	labor
long	marry	respect
safety	slave	sold
wrote		

Word Skills

QUESTION	ANSWER
1	milk
2	gift
3	jump
4	belt
5	club
6	mask
7	sled
8	drill
9	swim
10	nest
11	list
12	stop

Check Your Understanding	
QUESTION	ANSWER
1a	false
1b	false
1c	true
1d	true
1e	false
2	b. worked
Writing	
QUESTION	ANSWER
1	Pass the milk.
2	Did you get me a gift?
3	Will you join our club?
4	Can I use your drill?
5	Do you have a sled?
6	Make a list before you shop.
7	Stop yelling at me.
8	Is this her belt?
9	Are we there yet?
10	Swim to the end of the pool.

Attributions

See the Attributions page near the end of this book.

Chapter 3

Learning Goals

In this chapter, you will learn to:

- Read sight words and functional words
- Read long /**o**/ word patterns
- Write some long /**o**/ words
- Read simple texts
- Identify main ideas, characters, and events from a reading
- Use context clues to figure out words
- State your opinion on a reading
- Use upper case letters for the beginning of a sentence and the word I
- Write complete sentences
- Write a short paragraph

Talk About It

- Have you heard how some slaves were able to run away from their owners?
- What have you heard?
- Langston Hughes' grandfather helped slaves. Make a guess about how he

helped slaves.

Picture Dictionary
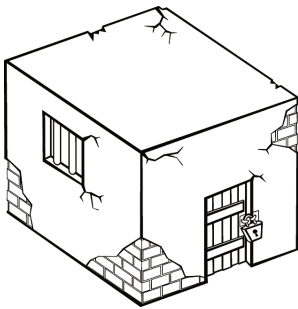
help	owner	Canada
jail	law	school
restaurants	vote	daughter
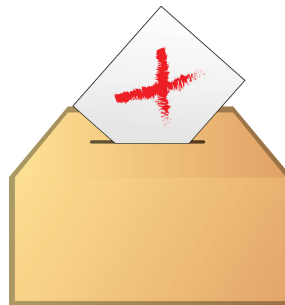
mother		

Put the above words in alphabetical order.

_____

_____

> Check your work with the Answer Key at the end of this chapter.

*Make a sentence using one of the above words.*

_____

_____

> Ask your instructor to check your work.

Word Skills

Word Patterns

The letters **a, e, i, o,** and **u** are vowels. Vowels can make a **short sound** or a **long sound**.

The short /**o**/ makes the /**o**/ sound like in octopus.
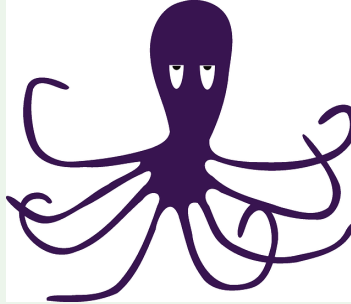
The long /**o**/ makes the /ō/ sound like in no.
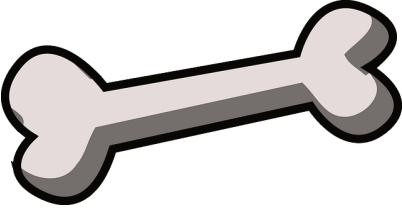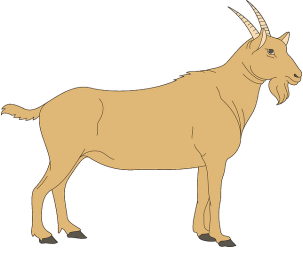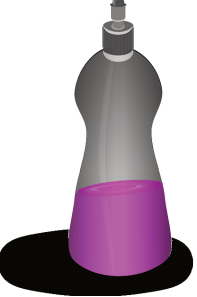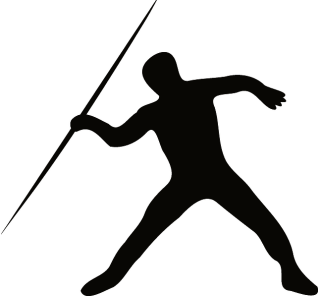
The long /**o**/ sound can be spelled with the letters **oa, ow,** and **o_e**.

Practice reading these words.

oa	ow	o_e
road	mow	hole
soap	low	joke
toast	blow	rose
coal	throw	robe
coat		bone
boat		rope
goat		rose

Match each picture to a word from above.

1. _____	2. _____	3. _____
4. _____	5. _____	6. _____
7. _____	8. _____	9. _____

Check your work with the Answer Key at the end of this chapter.

Read each sentence. Then cover it up. Try to write it. Use upper case letters correctly. Use periods and question marks correctly.

a. Throw the dog a bone.

_____

b. Where did I put my coat?

_____

c. Look out for the hole in the road.

_____

d. I need to blow my nose.

_____

e. Want to go on my boat?

_____

You will see these words in the story. They all have the /ō/ sound, like no.

| own	owners	tomorrow	vote	wrote

Use Your Reading Skills

Listen to Chapter 3. Then read Chapter 3 in *BC Reads: Adult Literacy Fundamental English – Reader 2*. When you see a word you do not know, ask yourself, "What word would make sense here?" Read on if you are not sure. Then go back and think about what word would make sense.

An audio element has been excluded from this version of the text. You can listen to it online here: https://opentextbc.ca/abealf2/?p=23

Check Your Understanding

1. Why was Charles Langston put in jail?

Charles Langston was put in jail because _____

_____

2. When did the USA make a law against having slaves?

The USA made a law against having slaves in _____

3. What did Charles set up for black people?

Charles set up _____

4. What did Charles help black people win the right to do?

Charles helped black people win the right to _____

5. Fill in this family tree. Use Chapters 2 and 3.

Langston's Great-Grandmother

Langston's Grandfather

Langston's Grandmother

Langston's Mother

Langston Hughes
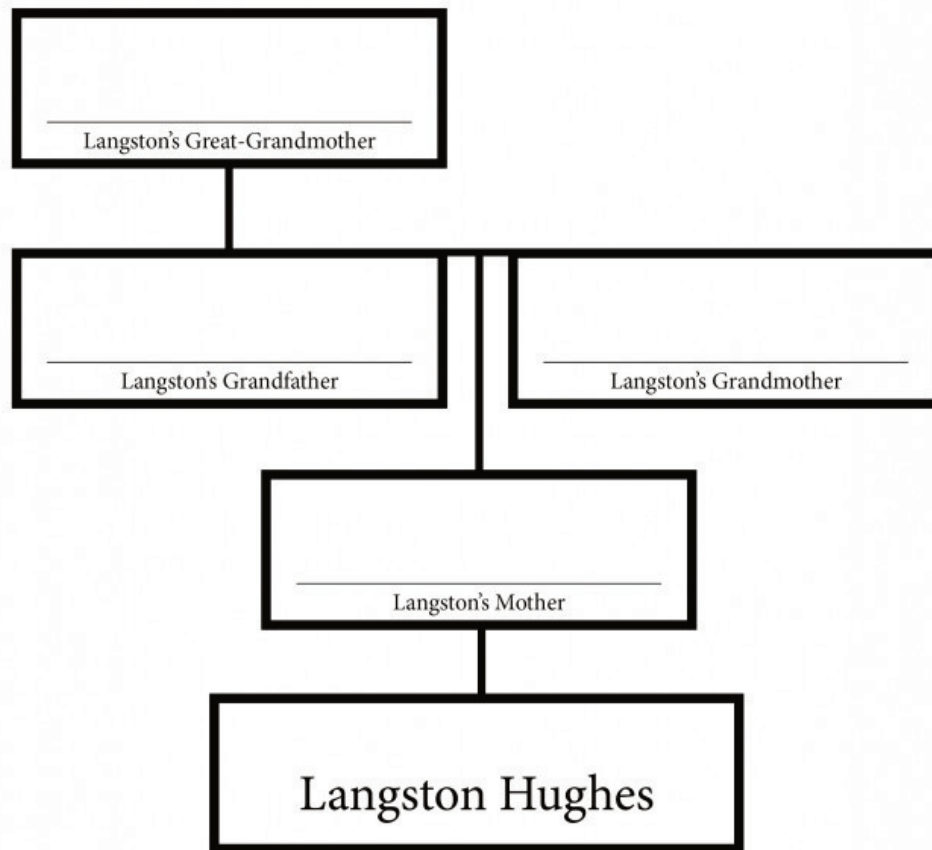
6. Find a word in the poem that rhymes with *say*.

---

7. Find a word in the poem that rhymes with *dead*.

Read the poem again with a partner. Talk about these questions.

8. What does it mean to "let things take their course"?

9. Some people think the world will get better with time. Other people think the world will only get better if we work for change. Who do you think is right?

> Check your work with the Answer Key at the end of this chapter.

Writing

Grammar Rule

Always use an **upper case** letter at the beginning of a sentence.

    This is the best song. **– YES**

    this is the best song. **– NO**

Always use an upper case letter for the word I.

    Where can I get the bus? **– YES**

    Where can i get the bus? **– NO**

Use upper case letters where needed.

1. this soap smells good.

---

2. can i have some toast?

_____

3. i will hang up your coat.

_____

4. we went out on a boat.

_____

5. they have a pet goat.

_____

6. after dinner, i will mow the grass.

_____

7. she can throw the ball far.

_____

8. did you get a hole-in-one?

_____

9. tell me a good joke.

_____

10. thank you for the rose.

_____

Writing Task

Complete these sentences to make a paragraph about your family.

- I was born in …
- I am (the oldest, the middle, the youngest, an only) child.
- I have … brothers and … sisters.

- I was raised by…

- My family is…

Remember:
– Use an upper case letter to begin each sentence.
– Use an upper case letter for the word I.
– End each sentence with a period or question mark.
– You may wish to type your paragraph on a computer.

Answer Key

Picture Dictionary

Canada	daughter	help
jail	law	mother
owner	restaurants	school
vote		

Word Skills

QUESTION	ANSWER
1	bone
2	toast
3	goat
4	blow
5	coat
6	rose
7	soap
8	rope
9	throw

Check Your Understanding

QUESTION	ANSWER
1	Charles Langston was put in jail because he helped slaves run away from their owners.

2	The USA made a law against having slaves in 1865.
3	Charles set up a school for black people.
4	Charles helped black people win the right to vote.
5	Langston's Great-Grandmother: Lucy
	Langston's Grandfather: Charles
	Langston's Grandmother: Mary
	Langston's Mother: Carrie
6	day
7	bread
8	"Let things take their course" means to watch what happens, rather than act.
9	Answers will vary.

Writing

QUESTION	ANSWER
1	This soap smells good.
2	Can I have some toast?
3	I will hang up your coat.
4	We went out on a boat.
5	They have a pet goat.
6	After dinner, I will mow the grass.
7	She can throw the ball far.
8	Did you get a hole-in-one?
9	Tell me a good joke.
10	Thank you for the rose.

Attributions

See the Attributions page near the end of this book.

Chapter 4

Learning Goals

In this chapter, you will learn to:

- Read sight words and functional words
- Read the digraphs ch, sh, and th
- Read simple texts
- Identify main ideas, characters, and events from a reading
- Use upper case letters for proper nouns
- Write complete sentences
- Write a short paragraph

Talk About It

- Do you know any stories about your family from a long time ago?
- How is it helpful to know stories about where you come from?
- Make a guess about who took care of Langston when he was a kid.

Picture Dictionary
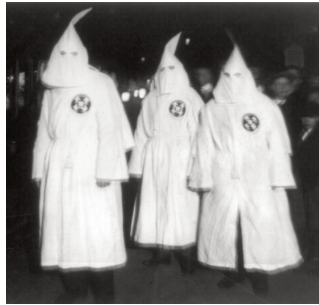
lawyer	racism	stories
proud	crystal	stair
splinter	board	carpet
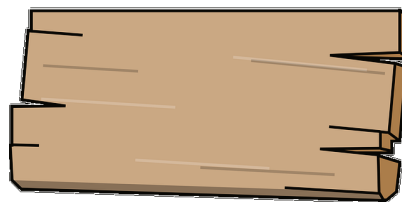
Put the above words in alphabetical order.

_____

_____

Check your work with the Answer Key at the end of this chapter.

Make a sentence using one of the above words.

_____

_____

Ask your instructor to check your work.

Word Skills

Word Patterns

A **digraph** is when two letters make one sound. The letters **ch, sh,** and **th** are digraphs.

The letters **ch** make a **/ch/** sound like in chin.

The letters **sh** make a **/sh/** sound like in ship.

The letters **th** make a /**th**/ sound like in thumb.

Practice reading the words.

ch	sh	th
chip	rash	thin
chat	dish	math
rich	shop	path
chop	wish	thug
such	fish	moth
much	shed	bath

Match each picture to a word above.
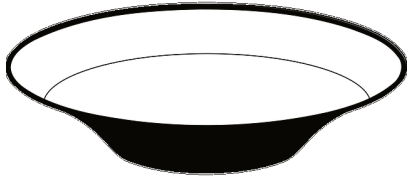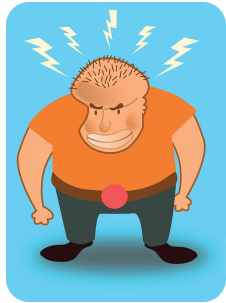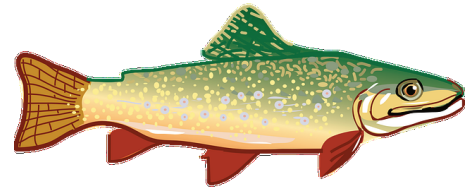
1. _____	2. _____	3. _____
4. _____	5. _____	6. _____
7. _____	8. _____	9. _____

Check your work with the Answer Key at the end of this chapter.

Read each sentence. Then cover it up. Try to write it. Use upper case letters correctly. Use periods and question marks correctly.

a. I need to chop this log.

_____

b. The cop got the thug.

_____

c. I wish to be good at math.

_____

d. Why is there a fish in the bath?

_____

e. You can have the last chip.

_____

You will see these words in the story. They all have digraphs.

they	the	these	Charles	she

Use Your Reading Skills

Listen to the Chapter 4. Then read Chapter 4 in *BC Reads: Adult Literacy Fundamental English – Reader 2*. If you see a word you do not know, look in a big dictionary to find the meaning.

An audio element has been excluded from this version of the text. You can listen to it online here: https://opentextbc.ca/abealf2/?p=25

Check Your Understanding

1. Who was Langston's dad?

_____

2. When was Langston born?

_____

3. Why did James leave the USA?

_____

4. Who took care of Langston?

_____

5. What made Langston proud of who he was?

_____

Read the poem with a partner. Talk about these questions.

6. The mother in the poem says her life has been like a staircase. What do the stairs look like? What do you think this says about her life?

7. Can you find a word in the poem that rhymes with stair?

Check your work with the Answer Key at the end of this chapter.

Writing

Grammar Rule
Begin a person's name with an **upper case** letter.   Meet my friend, Al. **– YES**

Meet my friend, al. – **NO**

Begin the name of a place with an **upper case** letter.

We are going to China. – **YES**

We are going to china.   – **NO**

Use upper case letters where needed.

1. we will stay with beth in japan.

_____

2. have you been to iran?

_____

3. i grew up in kenya.

_____

4. tash and sam had a baby.

_____

5. did you hear meg got a new job?

_____

6. tim took a trip to finland.

_____

7. bill moved to toronto.

_____

8. i want to lie by the sea in mexico.

_____

9. you got a call from seth.

_____

10. my dog is named huck.

_____

Check your work with the Answer Key at the end of this chapter.

Writing Task

Complete these sentences to make a paragraph about your childhood.

- I grew up in…
- I liked to play…
- I was good at…
- I wanted to be a … when I grew up.
- I was encouraged by…

Remember:
– Use an upper case letter to begin each sentence.
– Use an upper case letter for the word I.
– Use an upper case letter for the names of people and places.
– End each sentence with a period or question mark.
– You may wish to type your paragraph on a computer.

Answer Key

Picture Dictionary

board	carpet	crystal
lawyer	proud	racism
splinter	stair	stories

Word Skills

QUESTION	ANSWER
1	dish
2	bath
3	chop
4	rich
5	thug
6	fish
7	shed
8	chip
9	moth

Check Your Understanding

QUESTION	ANSWER
1	Langston's dad was James Hughes.
2	Langston was born in 1902.

3	James left the USA because he was fed up with racism. He was not allowed to work as a lawyer because he was black.
4	Langston's grandmother, Mary, took care of him.
5	Mary's stories made Langston proud of who he was.
6	The stairs have tacks, splinters, boards torn up, and no carpet. This tells us that the mother was poor and her life was hard.
7	Bare rhymes with stair.

Writing

QUESTION	ANSWER
1	We will stay with Beth in Japan.
2	Have you been to Iran?
3	I grew up in Kenya.
4	Tash and Sam had a baby.
5	Did you hear Meg got a new job?
6	Tim took a trip to Finland.
7	Bill moved to Toronto.
8	I want to lie by the sea in Mexico.
9	You got a call from Seth.
10	My dog is named Huck.

Attributions

See the Attributions page near the end of this book.

Chapter 5

Learning Goals

In this chapter, you will learn to:

- Read sight words and functional words
- Read short and long /**i**/ word patterns
- Write some long /**i**/ words
- Read simple texts
- Identify main ideas, characters, and events from a reading
- Write complete sentences
- Write a short paragraph

Talk About It

- Why is it important to be proud of your culture?
- Make a guess about how Langston and his dad got along.

Picture Dictionary

Mexico	shame	night
soul	university	study
science	year	clothes
hotel	table	dream
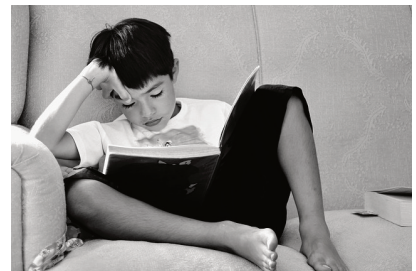
Put the above words in alphabetical order.

_____

_____

> Check your work with the Answer Key at the end of this chapter.

Make a sentence using one of the above words.

_____

_____

> Ask your instructor to check your work.

Word Skills

Word Patterns

The letters **a, e, i, o,** and **u** are vowels. Vowels can make **short sounds** and **long sounds**.

The short /**i**/ says /**i**/ like in itch.
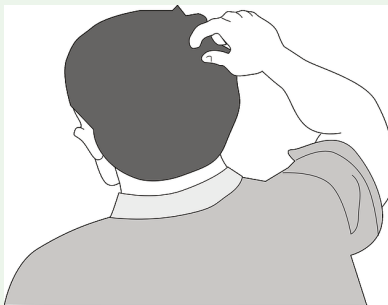
The long /**i**/ says /**ī**/ like in hi.
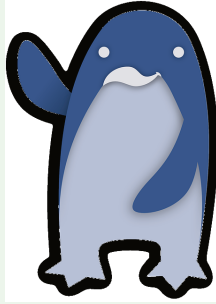
The long /**i**/ can be spelled with the letters **ie, igh,** and **i_e**.

Practice reading these words.

ie	igh	i_e
pie	fight	bike
tie	right	dime
lie	sight	five
die	tight	line
	might	nine
	light	time
	night	white

Match each picture to a word from above.

1. _____	2. _____	3. _____
4. _____	5. _____	6. _____
7. _____	8. _____	9. _____

Check your work with the Answer Key at the end of this chapter.

Read each sentence. Then cover it up. Try to write it. Use upper case letters correctly. Use periods and question marks correctly.

a. Do you have the time?

_____

b. It is five to nine.

_____

c. I might have some pie.

_____

d. My bike is white.

_____

e. Do you have a dime?

_____

You will see these words in the story. They all have the /ī/ sound, like hi.

night	life	write

Use Your Reading Skills

Listen to Chapter 5. Then read Chapter 5 in *BC Reads: Adult Literacy Fundamental English – Reader 2*. As you read, try to make pictures in your mind of what is happening.

> An audio element has been excluded from this version of the text. You can listen to it online here: https://opentextbc.ca/abealf2/?p=28

Check Your Understanding

1. How old was Langston when he lived with his dad?

_____

2. Where did his dad live?

_____

3. Why was this a sad time for Langston?

_____

4. Circle the jobs Langston did.

police

cook

clothes washer

busboy

zoo keeper

worker on a ship

Read the poem with a partner. Talk about these questions.

5. The poem says the faces are like the night. What do you think the faces look like?

6. The poem says the eyes are like the stars. What do you think the eyes look like?

> Check your work with the Answer Key at the end of this chapter.

Writing

Grammar Rule
A **sentence** is a group of words in an order that makes sense. I ride my bike to work. **– YES** I ride my work to bike. **– NO**

Put these words in an order that makes sense. Use upper case letters, periods, and question marks where needed.

1. really good/this pie/is

_____

2. line/get/in

_____

3. too tight/is/my/tie

_____

4. out/turn/light/the

_____

5. has never/she/lie/a/told

_____

6. at/do not/i/night/drive

_____

7. the dogs/in/got/fight/a

_____

8. we/the/have/vote/right/to

_____

9. do/a/dime/have/you

_____

10. kids/have/i/five

_____

Check your work with the Answer Key at the end of this chapter.

Writing Task

It can help to talk about your ideas before you write. Find a classmate. Ask each other these questions.

1. What did you like to do when you were a teenager?
2. Who was your first teenage crush on?
3. What was hard about being a teenager?
4. What did you wish when you were a teenager?

Complete these sentences to make a paragraph about your teen years.

- When I was a teen, the most important things in my life were…
- My first teenage crush was on…
- The hard thing about being a teen was…
- As a teen, I wished…

Remember:
– Use an upper case letter to begin each sentence.
– Use an upper case letter for the word I.
– Use an upper case letter for the names of people and places.
– End each sentence with a period or question mark.
– You may wish to type your paragraph on a computer.

Answer Key

Picture Dictionary

clothes	dream	hotel	Mexico
night	science	shame	soul
study	table	university	year

Word Skills

QUESTION	ANSWER
1	time
2	bike
3	tie
4	fight
5	pie
6	five
7	nine
8	sight
9	line

Check Your Understanding

QUESTION	ANSWER
1	Langston was 17 years old when he lived with his dad.
2	His dad lived in Mexico.

3	This was a sad time for Langston because he did not get along with his dad.
4	Langston did these jobs: cook, clothes washer, busboy, and worker on a ship.
5	The faces are dark.
6	The eyes are bright.

Writing

QUESTION	ANSWER
1	This pie is really good.
2	Get in line.
3	My tie is too tight.
4	Turn out the light.
5	She has never told a lie.
6	I do not drive at night.
7	The dogs got in a fight.
8	We have the right to vote.
9	Do you have a dime?
10	I have five kids.

Attributions

See the Attributions page near the end of this book.

Chapter 6

Learning Goals

In this chapter, you will learn to:

- Read sight words and functional words
- Read -ing and -ed word endings
- Write some words with -ing and -ed endings
- Read simple texts
- Identify main ideas, characters, and events from a reading
- Write sentences to questions such as who, what, where, when, and why
- Write complete sentences
- Write a short paragraph

Talk About It

- Think of some unfair problems people of colour had to deal with in the past.

- Think of some unfair problems people of colour still have to deal with.

- Harlem is a place where Langston lived. Guess what city Harlem is part of.

Picture Dictionary

painting	music	community
magazines	kitchen	company
laugh	strong	print

Put the above words in alphabetical order.

_____

_____

Check your work with the Answer Key at the end of this chapter.

Make a sentence using one of the above words.

_____

_____

Ask your instructor to check your work.

Word Skills

Word Patterns		
Words can have endings. Some common word endings are –**ing** and –**ed**.		

	–**ing**	–**ed**
cook	cooking	cooked
roll	rolling	rolled
miss	missing	missed

1. Fill in this chart.

	–ing	–ed
call		
rock		
look		
talk		
kiss		

Fill in the blanks. Use the word in [brackets]. Add a word ending that makes sense.

2. Last night, I _____ [talk] to my dad.

3. I am _____ [look] for my keys.

4. She _____ [miss] the bus again.

5. He is _____ [rock] the baby to sleep.

6. What are you _____ [cook]?

7. The ball _____ [roll] onto the street.

8. I _____ [call] my dog, but he did not come.

Check your work with the Answer Key at the end of this chapter.

You will see these words in the story. They all have the endings –**ed** or –**ing**.

being	paintings	moved	helped	printed

Use Your Reading Skills

Listen to Chapter 6. Then read Chapter 6 in *BC Reads: Adult Literacy Fundamental English – Reader 2*. When you see a word you do not know, look in a big dictionary to find the meaning.

An audio element has been excluded from this version of the text. You can listen to it online here: https://opentextbc.ca/abealf2/?p=30

Check Your Understanding

1. Where is Harlem?

Harlem is in _____

2. What kind of art did people in Harlem make?

People in Harlem made _____

3. How did art help black people in the 1920s?

Art helped black people _____

4. What did people pay Langston to do?

People paid Langston to _____

5. What did Langston use his poetry to do?

Langston used his poetry to _____

Read the poem "I, Too" with a partner. Talk about the following questions.

6. How does the person in the poem feel about the future? Are they sad or do they have hope? How do you know?

Check your work with the Answer Key at the end of this chapter.

Writing

> ### Grammar Rule
>
> You may be asked to answer a question with a **complete sentence**. You can often use some words from the question to make your answer. Make sure you put the words in an order that makes sense.

Put these words in order to make a sentence that answers the question.

1. Who made this apple pie?_____
(made pie this Jill apple)

2. Where is your car?

_____

(is car my at shop the)

3. When did the cat go missing?_____
(morning the went this cat missing)

4. What is your mom's name?_____
(Pat name my mom's is)

5. Why was Jim all wet?

_____

(all wet Jim was fell in because he the lake)

Check your work with the Answer Key at the end of this chapter.

Writing Task

You will write a paragraph about your life as a young adult. It can help to talk about your ideas before you write. Find a classmate. Ask each other these questions.

1. Where did you live when you were in your 20s?
2. Did you have any jobs in your 20s?
3. What did you do for fun in your 20s?
4. Did any life events surprise you in your 20s?
5. Can you think of a time in your 20s when you were really happy?

Complete these sentences to make a paragraph about your life as a young adult.

- In my 20s, I lived in…
- I had a job as…
- My hobbies were…
- One thing I did not expect was that…
- I was very happy when…

Remember:
– Use an upper case letter to begin each sentence.
– Use an upper case letter for the word I.
– Use an upper case letter for the names of people and places.
– End each sentence with a period or question mark.
– You may wish to type your paragraph on a computer.

Answer Key

Picture Dictionary

community	company	kitchen
laugh	magazines	music
painting	print	strong

Word Skills

QUESTION 1

	–ing	–ed
call	calling	called
rock	rocking	rocked
look	looking	looked
talk	talking	talked
kiss	kissing	kissed

QUESTION	ANSWER
2	talked
3	looking
4	missed
5	rocking
6	cooking

7	rolled
8	called
Check Your Understanding	
QUESTION	**ANSWER**
1	Harlem is in New York.
2	People in Harlem made books, poems, plays, paintings, and music.
3	Art helped black people come together as one community.
4	People paid Langston to write poems.
5	Langston used his poetry to fight racism.
6	The person in the poem feels good about the future. They seem to have hope because they say they will laugh and grow strong.
Writing	
QUESTION	**ANSWER**
1	Jill made this apple pie.
2	My car is at the shop.
3	The cat went missing this morning.
4	My mom's name is Pat.
5	Jim was all wet because he fell in the lake.

Attributions

See the Attributions page near the end of this book.

Chapter 7

Learning Goals

In this chapter, you will learn to:

- Read sight words and functional words
- Read words with or, ar, and er word patterns
- Read simple texts
- Identify main ideas, characters, and events from a reading
- Write complete sentences
- Write a short paragraph

Talk About It

- People of colour have to deal with unfair problems. What other groups of people have to deal with unfair problems?
- Langston never got married. Make a guess about why that might be.

Picture Dictionary
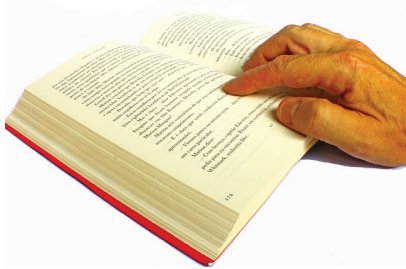
read	father	girl
prize	young	broken
wing	bird	fly

Put the above words in alphabetical order.

_____

_____

Check your work with the Answer Key at the end of this chapter.

Make a sentence using one of the above words.

_____

_____

Ask your instructor to check your work.

Word Skills

Word Patterns

The letter **r** changes the sounds that vowels make.

The letters **or** say /**or**/ like in horn.

The letters **ar** say /**ar**/ like in car.

The letters **er** say /ər/ like in her.

Practice reading these words.

or	ar	er
born	far	verb
fork	start	fern
corn	dark	germ
form	hard	herb
pork	park	perk
fort	car	her
sort	art	term
torn	barn	person

Match each picture to a word above.
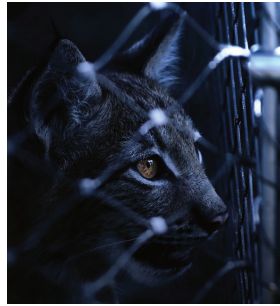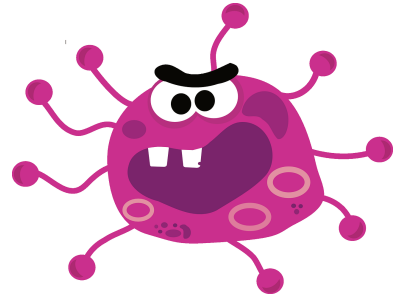
1. _____	2. _____	3. _____
4. _____	5. _____	6. _____
7. _____	8. _____	9. _____

Check your work with the Answer Key at the end of this chapter.

Read each sentence. Then cover it up. Try to write it. Use upper case letters correctly. Use periods and question marks correctly.

a. Park the car by the barn.

_____

b. Put pork on your fork.

_____

c. When were you born?

_____

d. I do not like the dark.

_____

e. Fill out this form.

_____

You will see these words in the story. They all have the sounds /**or**/, /**ar**/, and /**ər**/.

or	story	hard	ever	never	harder

Use Your Reading Skills

Listen to Chapter 7. Then read Chapter 7 in *BC Reads: Adult Literacy Fundamental English – Reader 2*. As you read, ask yourself, "Does that make sense?"

An audio element has been excluded from this version of the text. You can listen to it online here: https://opentextbc.ca/abealf2/?p=32

Check Your Understanding

Write a sentence to answer each question. Use the <u>underlined</u> words to help make your answer.

1. Who were <u>Langston's love poems written to</u>?

2. If Langston was gay, why do you think <u>he did not tell people</u>?

3. Who did <u>Langston help</u> when he became famous?

Read the poem "Dreams" with a partner. Talk about these questions.

4. Langston tells people to "Hold fast to dreams." What do you think this means?

5. What is a broken-winged bird? How can life be like a broken-winged bird?

6. Do you think dreams matter? Why or why not?

7. What are your dreams?

> Check your work with the Answer Key at the end of this chapter.

Writing

Grammar Rule
A **sentence** has a complete thought or idea.

We fed the ducks. We fed.	This is a sentence. What did you feed? This is not a sentence.
Fed the ducks.	Who fed the ducks? This is not a sentence.
The ducks.	What about the ducks? This is not a sentence.

Read the groups of words below. Circle the sentences.

1. The girl won a prize.

2. The bird.

3. In the dark.

4. The kids made a fort.

5. Is parking the car.

6. Eating corn.

7. The dress is torn.

8. He looked at the map.

9. Reading a book.

10. The barn.

Writing Task

You will write a paragraph about a time you felt like you did not fit in. It can help to talk about your ideas before you write. Find a classmate. Ask each other these questions.

Think of a time you felt like you did not fit in.

1. When was it?
2. Where were you?
3. Who were you with?
4. Why did you feel different?
5. How did you feel?
6. How did you deal with it?
7. What did you learn about yourself?

Write a short paragraph about a time you felt like you did not fit in. Include details like:

- What happened?

- Where did it happen?

- Why did it happen?

- How did you feel?

- How did you deal with it?

- What did you learn about yourself?

Remember:
– Use an upper case letter to begin each sentence.
– Use an upper case letter for the word I.
– Use an upper case letter for the names of people and places.
– End each sentence with a period or question mark.
– You may wish to type your paragraph on a computer.

Answer Key

Picture Dictionary

bird	broken	father
fly	girl	prize
read	wing	young

Word Skills

QUESTION	ANSWER
1	barn
2	dark
3	germ
4	fork
5	fern
6	pork
7	park
8	corn
9	torn

Check Your Understanding

QUESTION	ANSWER
1	Langston's love poems were written to a man.

2	He did not tell people because they may not have paid him to write his poems. They may not have read his poems.
3	Langston helped many young black writers.
4	"Hold fast to dreams" means to hang on to your dreams.
5	A broken-winged bird is a bird with a broken wing. Life can be like a broken-winged bird if you have no hope, because you have nothing to lift you up and carry you to better places.
6	Answers will vary.
7	Answers will vary.
Writing	
These are sentences:	
1	The girl won a prize.
4	The kids made a fort.
7	The dress is torn.
8	He looked at the map.

Attributions

See the Attributions page near the end of this book.

Chapter 8

<div style="border:1px solid; background:#f5f5f5;">

Learning Goals

In this chapter, you will learn to:

- Read sight words and functional words
- Read long /**a**/ word patterns
- Write some long /**a**/ words
- Read simple texts
- Identify main ideas, characters, and events from a reading
- Write complete sentences
- Write a short paragraph

</div>

Talk About It

- What are some ways people can live on even after they have passed away?
- Why do you think people still remember Langston Hughes?

Picture Dictionary

cancer	died	ashes
remember	pride	dust
autumn	handful	spring
land		

Put the above words in alphabetical order.

_____

_____

Check your work with the Answer Key at the end of this chapter.

Make a sentence using one of the above words.

_____

_____

Ask your instructor to check your work.

Word Skills

Word Patterns

The letters **a, e, i, o,** and **u** are vowels. Vowels can make **short sounds** and **long sounds**.

The short /**a**/ says /**a**/ like in apple.

The long /**a**/ says /**ā**/ like in acorn.
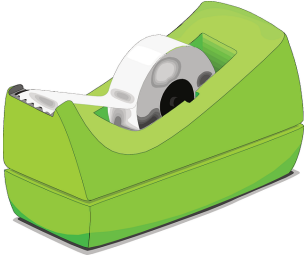
The long /**a**/ can be spelled with the letters **a_e, ai,** and **ay**.

Practice reading these words.

a_e	ai	ay
age	maid	day
rake	mail	pay
cane	rain	play
cake	train	say
game	paint	stay
plane		tray
grape		away
tape		
lake		

Match each picture to a word above.

1. _____	2. _____	3. _____
4. _____	5. _____	6. _____
7. _____	8. _____	9. _____

Check your work with the Answer Key at the end of this chapter.

Read each sentence. Then cover it up. Try to write it. Use upper case letters correctly. Use periods and question marks correctly.

a. Will it rain today?

_____

b. Your pay will be in the mail.

_____

c. There is cake on the tray.

_____

d. What game do you want to play?

_____

e. I need a cane at my age.

_____

You will see these words in the story. They all have the **ā**/ sound, like acorn.

_____

day   today   raindrop

Use Your Reading Skills

Listen to Chapter 8. Then read Chapter 8 in *BC Reads: Adult Literacy Fundamental English – Reader 2*. If you see a word you do not know, look to see if there are parts in the word that you do know. For example, raindrop is made of *rain* and *drop*.

> An audio element has been excluded from this version of the text. You can listen to it online here: https://opentextbc.ca/abealf2/?p=34

Check Your Understanding

1. How old was Langston when he died?

_____

2. Where are his ashes kept?

_____

3. Why is Langston still remembered today?

_____

Read the poem with a partner. Talk about these questions.

4. What pictures do you see in your head when you read this poem?

5. What is your favourite Langston Hughes poem?

> Check your work with the Answer Key at the end of this chapter.

Writing

Grammar Rule

You have learned to use an **upper case** letter:

- To begin a sentence
- For the word I
- To begin the name of a person
- To begin the name of a place

You have learned to use:

- A **question mark** at the end of a question
- A **period** at the end of a statement

Use upper case letters and punctuation to make correct sentences.

1. who was langston hughes

2. he was a poet

3. what were his parents named

4. his parents were named carrie and james

5. where did he live

6. he lived in harlem

7. when did he live

8. he lived from 1902 to 1967

Check your work with the Answer Key at the end of this chapter.

Writing Task

Brainstorm a list of how you want people to remember you when you are gone. Think of examples for:

- What you were like
- People you helped
- Things you did
- Things you made

Write a short paragraph about what you want to be remembered for.

Remember:
– Use an upper case letter to begin each sentence.
– Use an upper case letter for the word I.
– Use an upper case letter for the names of people and places.
– End each sentence with a period or question mark.
– You may wish to type your paragraph on a computer.

Answer Key

Picture Dictionary

ashes	autumn	cancer
died	dust	handful
land	pride	remember
spring		

Word Skills

QUESTION	ANSWER
1	rain
2	tape
3	paint
4	play
5	cake
6	plane
7	tray
8	mail
9	train

Check Your Understanding

QUESTION	ANSWER
1	Langston was 65 years old when he died.

2	His ashes are kept in Harlem.
3	Langston is still remembered today for his beautiful poems, and for helping black people see themselves as a beautiful community.
4	Answers will vary.
5	Answers will vary.

Writing

QUESTION	ANSWER
1	Who was Langston Hughes?
2	He was a poet.
3	What were his parents named?
4	His parents were named Carrie and James.
5	Where did he live?
6	He lived in Harlem.
7	When did he live?
8	He lived from 1902 to 1967.

Attributions

See the Attributions page near the end of this book.

Appendix 1: We are...I am

Below is an example of a "We Are…I Am" poem. It was written by a Level 1-3 class at Vancouver Community College in 2014.

I am the West End.
I am the Olympic Village.
I am Fleetwood.
We are East Van.
I am Yaletown.
I am Burnaby.

We are community ……… I am a neighbour.

I am red Nike shoes.
I am a black coat that goes with everything.
We are green grass and green forests.
We are marine blue like the car we're going to build.
I am orange like the sun.

We are a rainbow ……… I am a colour.

We are edgy gangsta rap.
I am dance-worthy hip-hop. Shake it baby!
I am a romantic love song.
I am the Rolling Stones, classic rock.
I am Celine Dion, Whitney Houston, and hits from the 50s.

We are music …….. I am a musician.

I am short dresses in every colour in a shopping mall.
We are Gucci blue jeans in a nightclub.
I am a light cotton t-shirt at the beach.
I am a button-up dress shirt with a tie. I clean up good.
I am a shiny evening dress in a casino.

We are dressed sharp …….. I am awesome.

I hope to be a secretary in a high school.
We hope to be cops drinking coffee in Tim Hortons.
I hope to be a cook in a five-star hotel.
I hope to be the boss of my own construction company.
I hope to be a lawyer in family law.

We are positive …….. I am sure.

I dream that I am swimming in piles of money.
I dream once in a blue moon.
I dream that my kids finish school.
We have deja-vu dreams. We hate it.
I dream I am making money, and making it on my own.
I dream my grandma is alive and she's cooking for me.

We are dreamers …….. I am dreaming of the future.

Appendix 2: Level 2 Scope and Sequence

For detailed information on the contents of each chapter in this course pack, please refer to the Level 2 Scope and Sequence [PDF] document. A print-friendly version is provided below.

ALFE Level 2 Scope & Sequence

	Phonics	Reading	Grammar	Writing
Chapter 1	Long /e/ word patterns: ee, ea	Read a simple text about poetry and Langston Hughes	Use end punctuation (question mark and period)	Write a poem as a class
Chapter 2	Blends	Read a simple text about Langston's great-grandmother	Use end punctuation (question mark and period)	Write sentences about dreams for the future
Chapter 3	Long /o/ word patterns: oa, ow, o_e	Read a simple text about Langston's grandfather	Use an upper case letter to begin a sentence and for the word I	Write a short paragraph about family
Chapter 4	Consonant digraphs: ch, sh, th	Read a simple text about Langston's childhood	Use an upper case letter for names and places	Write a short paragraph about childhood
Chapter 5	Long /i/ word patterns: ie, igh, i_e	Read a simple text about Langston's teen years	Use correct word order in sentences	Write a short paragraph about teen years
Chapter 6	Word endings -ing and -ed	Read a simple text about Langston's young adult years	Use words from a question to write an answer	Write a short paragraph about young adult years
Chapter 7	R-controlled vowels: or, ar, er	Read a simple text about Langston's love life and career	Use a sentence to express a complete thought	Write a short paragraph about not fitting in
Chapter 8	Long /a/ word patterns: ai, ay, a_e	Read a simple text about Langston's legacy	Review	Write a short paragraph about what you wish to be remembered for

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Black
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Treat
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People
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Alive
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Slave

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Long

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About the Author

Shantel Ivits is an instructor in the Basic Education Department at Vancouver Community College, on the unceded territories of the Musqueam, Squamish, and Tsleil-Waututh Nations.

Shantel has designed curricula for the National Film Board of Canada, the British Columbia Teachers' Federation, and many community-based projects.

Over the past decade, they have taught in literacy programs, university bridging programs, an ESL academy, and K-12 public schools.

They hold a Bachelor of Arts in English Literature from Trent University, as well as a Bachelor of Education and a Master of Arts in Educational Studies from the University of British Columbia.

Shantel identifies as a queer and trans person with white settler privilege. Their goal as an educator is to help people build their capacity to reach their goals and create more socially just communities.

Shantel also enjoys raising awareness that "they" can be used as a singular pronoun!

Versioning History

This page provides a record of edits and changes made to this book since its initial publication in the B.C. Open Textbook Collection. Whenever edits or updates are made in the text, we provide a record and description of those changes here. If the change is minor, the version number increases by 0.1. If the edits involve substantial updates, the version number increases to the next full number.

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Version	Date	Change	Details
1.0	October 29, 2015	Added to the B.C. Open Textbook Collection.	
1.1	September 30, 2018	The following changes were part of a project to standardize BCcampus-published books.	• Added additional publication information • Updated copyright information • Renamed "About the book" to "About BCcampus Open Education" and updated the content • Fixed formatting issues in tables • Added a Versioning History page