

ESL 010/015 (Level 1)

Content	Communicative Areas	Grammar New grammar is bolded .	Vocabulary (lexical chunks)	Assessment Tasks
Basic classroom actions, items and rituals	<ul style="list-style-type: none"> Understanding one step oral directions or requests and basic body language Expressing needs and wants Identifying basic objects Greetings and leave-taking 	<ul style="list-style-type: none"> Imperatives Sub + verb + object Determiners: a, the, that, this 	<p>Please: go, get, hand, give, open, close, write, read, etc.</p> <p>This is a _____. I want a _____. I need a _____.</p> <p>How are you? See you later. Have a good day. Good-bye</p>	<p><i>Group work observation:</i> State needs for classroom objects and respond to needs.</p> <p><i>Teacher directed task :</i> TPR classroom activities</p>
Self: name, age, address, social security #, family size, country of origin, length of time in the U.S.	<ul style="list-style-type: none"> Responding to yes/no and personal info. questions and requests Recognizing basic words on a personal information form Copying personal information onto a form 	<ul style="list-style-type: none"> Could (understand and respond to questions) Be / have-verb Personal pronouns Wh-questions: what, where, how many, how long 	<p>My name/address/SS# is_____.</p> <p>I have _ people in my family.</p> <p>I am from _____.</p> <p>I am _____ years old.</p>	<p><i>Individual seat task:</i> Fill out a library card.</p> <p><i>Individual seat task:</i> Address an envelope.</p>
Family	<ul style="list-style-type: none"> Describing family members Responding to yes/no and wh-questions about family 	<ul style="list-style-type: none"> Be-verb Possessive / personal pronouns Adjectives Wh-questions 	<p>This is my: wife, husband, son, daughter, mother, father, mother-in-law, parents, etc.</p> <p>Who is she? How old is she? Where does she live now?</p>	<p><i>Group work observation:</i> Describe pictures of family members.</p> <p><i>Teacher-student interview:</i> Ask and answer questions about family members.</p>

ESL 010/015 (Level 1)	<ul style="list-style-type: none"> • Reading and understanding time and dates • Stating personal routines • Differentiating between statements and questions • Responding to yes/no and wh-questions 	<ul style="list-style-type: none"> • Prepositions of time and place • Word order : Sub + verb + obj + place + time • Present tense • Present continuous • Wh-questions • Adverbs of frequency 	<p>in the morning, in the evening, at school, at home, at the store</p> <p>I go to school at 10:00 in the morning. When do you get home from school? What do you do in the evening? I always drive to school. I am free. I am busy everyday.</p>	<p><i>Group work observation:</i> Info-gap game matching activity to dates on a calendar</p> <p><i>Teacher led task:</i> Teacher tells students a schedule. Students match activity pictures to times and dates.</p> <p><i>Teacher-student interview:</i> Teacher schedules an appt. with a student.</p>
Weather	<ul style="list-style-type: none"> • Asking about and making statements about the weather and the seasons • Differentiating between statements and questions • Responding to yes/no and wh-questions 	<ul style="list-style-type: none"> • Be verb • Adverbs of frequency • Adverbs of intensity • Wh-questions • Prep of time and place • Word order: Sub + verb + object + place + time 	<p>It is very rainy. It is wet outside. Sunny, cloudy, foggy, cold, cool, warm, hot, windy, etc.</p> <p>It is often foggy in Seattle in the morning. It seldom snows in Seattle in November. How often does it snow in Ukraine in the winter?</p>	<p><i>Group work observation:</i> Students look at a calendar and describe the typical weather that occurs during the seasons.</p> <p><i>Individual seat task:</i> Teacher provides five day forecast on paper, and students match captions to the pictures.</p>
Clothing and personal belongings	<ul style="list-style-type: none"> • Identifying clothing and personal belongings per color and simple description • Asking and answering questions about ownership 	<ul style="list-style-type: none"> • Possessive pronouns • Adjectives • Determiners • Be-verb 	<p>It is: red, yellow, blue, etc.</p> <p>that, those, this, these</p> <p>Whose red purse is this? That is my purse. That's not your purse. It's mine.</p>	<p><i>Group work observation:</i></p> <ol style="list-style-type: none"> 1. Students role-play having an interaction at a lost and found booth. 2. Students ask each other questions about ownership concerning items owned by students.

<p>ESL 010/015 (Level 1)</p>	<ul style="list-style-type: none"> • Reading, recognizing and understanding the value of U.S money • Pronouncing numbers in an understandable manner • Using words and phrases to express needs and wants 	<ul style="list-style-type: none"> • 3rd person sub + verb • Determiners • Adverbs of intensity • Be-verb • Basic count and non-count nouns 	<p>How much does that cost? It costs \$5. 98.</p> <p>That is a lot. That is cheap.</p> <p>dollar, quarter, dime, nickel, penny</p> <p>grocery items (fruit, vegetables, meat, toothpaste, toilet paper, etc.) (buy, pay for, get money back) How much___? How many___? a lot of coffee, a little butter, a lot of cans of soup, a few carrots</p>	<p><i>Teacher-student interview:</i> Teacher asks students about food ads.</p> <p><i>Group work observation:</i> Students are given a certain amount of money, food ads and an occasion for which to buy food. They decide how to spend the money.</p> <p><i>Teacher led task:</i> Dictation of costs.</p>
<p>Places in the community and at school</p>	<ul style="list-style-type: none"> • Identifying basic places and services in the community • Reading environmental print • Understanding and stating location • Differentiating between statements and questions • Responding to yes/no and wh-questions 	<ul style="list-style-type: none"> • There is / there are • Prepositions • Be / have - verb • Purposeful “to” 	<p>There is a store next to a gas station. I go there to buy gas. The gas station is across from the restaurant.</p> <p>Is there a ___near your house? (library, fire station, restroom, cafeteria, parking lot)</p> <p>environmental print: STOP, EXIT, HOSPITAL, CAUTION, ONE WAY, etc.</p>	<p><i>Group work observation:</i> Students make a map of their community and explain the places to their group.</p> <p><i>Teacher-student interview:</i> Teacher asks the students questions about a map.</p> <p><i>Teacher led activity:</i> Teacher describes various places on a map, and students indicate that they know the places.</p>

ESL 010/015 (Level 1)	<ul style="list-style-type: none"> • Stating past and current jobs • Stating abilities • Responding to yes/no and wh-questions • Sorting items in numerical and alphabetical order 	<ul style="list-style-type: none"> • Present tense • Present continuous • Can / know how to • Be good at ___ing • Adverbs of ability • Past tense of be-verb 	<p>Jobs: accountant, engineer, doctor, driver, seamstress, waiter, etc.</p> <p>I am a _____. I was a_____.</p> <p>I can_____very well. I know how to_____ a little bit. I am good at _____.</p> <p>I need a job. I'm looking for a job.</p>	<p><i>Individual seat task:</i> Students match pictures of jobs to titles.</p> <p><i>Teacher led activity:</i> Teacher describes job skills, and students circle the corresponding pictures of jobs.</p> <p><i>Teacher-student interview:</i> Teacher asks students about jobs that they've had and the skills that they have.</p>
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ESL 020/025 (Level 2)

Content	Communicative Areas	Grammar New grammar is bolded .	Vocabulary (lexical chunks)	Assessment Tasks
Self and family	<ul style="list-style-type: none"> Using basic vocabulary and simple sentences to describe human characteristics/traits Differentiating statements from questions Asking/responding to yes/no and wh-questions 	<ul style="list-style-type: none"> Be-verb Adjectives Possessive pronouns Present tense Present continuous Wh-questions Adverbs of intensity 	<p>I live in___. I am from___. I am___. Does your family__?</p> <p>Who is he? He is my brother. He is living in Shoreline now. He goes to school. He has 3 children. He is hardworking.</p> <p>What does he do? What does he look like?</p>	<p><i>Group work observation:</i> Describe pictures of family members.</p> <p><i>Teacher-student interview:</i> Ask and answer questions about family members.</p>
Topics of interest to the students	<ul style="list-style-type: none"> Initiating and maintaining conversations Using culturally appropriate verbal/nonverbal behavior to express needs/wants, likes/dislikes, opinions and future plans Differentiating between statements and questions Greetings and leave-takings Asking for clarification 	<ul style="list-style-type: none"> Wh-questions Present tense Present continuous Past tense Future (be going to) 	<p>Did you hear about___? What do you think about__?</p> <p>Uh-huh, Go on...what else happened? I heard that___, I think that___, I saw___.</p> <p>What does ___ mean? I would like to, I want to</p> <p>Nice talking to you. See you later.</p> <p>I'm going to visit my country next year.</p>	<p><i>Group work observation:</i></p> <ol style="list-style-type: none"> Students bring up a topic, give information on a topic and group members ask questions. Students describe something that they have experienced, and the group asks questions. Students summarize something they have read and answer a series of questions.

<p>ESL 020/025 (Level 2)</p>	<ul style="list-style-type: none"> • Naming body parts • Expressing needs and wants • Describing illness and injury • Asking and responding to questions about the immediate situation • Recognizing and interpreting words and symbols on labels • Following simple medical instructions including prescription and care labels 	<ul style="list-style-type: none"> • Possessive pronouns • Past tense • Be / have-verb • Present tense • Present perfect (understand and respond to questions only) • First, second, next... 	<p>How much do you weigh?</p> <p>Head/shoulder/neck/chest</p> <p>What's the matter? What's wrong?</p> <p>My___hurts. It hurts a lot/a little bit.</p> <p>How long has it hurt?</p> <p>Take medicine. How much do I take? (Common abbreviations on medical labels)</p> <p>Call back tomorrow. Call again and make an appointment again if_____.</p>	<p><i>Group work observation:</i></p> <ol style="list-style-type: none"> 1. Students role-play an interaction between a doctor and a patient. 2. Students role-play a dialog calling 911 to report an emergency. <p><i>Teacher-student interview:</i> Teacher and student role-play an interaction between a doctor and a patient.</p> <p><i>Individual seat tasks:</i></p> <ol style="list-style-type: none"> 1. Students label parts of the body. 2. Students answer questions about a med label. 3. Students read a story and answer questions. 4. Students write a note to their teacher (or their child's teacher) explaining an illness or emergency. <p><i>Teacher led task:</i> Students are given a paper full of pictures of injuries. Teacher describes injuries and students indicate understanding of the pictures 1, 2, 3.</p>
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<div style="border: 1px solid black; padding: 5px; width: fit-content; margin-bottom: 10px;"> ESL 020/025 (Level 2) </div> <p>Banking</p>	<ul style="list-style-type: none"> • Reading, recognizing and understanding the value of U.S money • Asking for clarification and requesting assistance in regards to using money • Interpreting bills, writing checks • Defining \$ problems and coming up with solutions 	<ul style="list-style-type: none"> • Wh-questions • Imperatives • Word order • Modals of request: can, could 	<p>This is a quarter. It is worth \$.25. What can you buy for a quarter?</p> <p>What is this bill for? How much do you owe? When is the due date?</p> <p>There seems to be a mistake. Could you help me with this?</p>	<p><i>Individual seat tasks:</i></p> <ol style="list-style-type: none"> 1. Write a check. 2. Fill out a deposit slip. 3. Read a bill and answer questions. <p><i>Teacher led task:</i></p> <ol style="list-style-type: none"> 1. State an amount of money and students write the correct amount. 2. Money bingo <p><i>Teacher-student interview:</i> A student has a bill and the teacher asks him/her questions.</p>
<p>Food: recipes/units of measure</p>	<ul style="list-style-type: none"> • Following multi-step directions • Following simple rules presented orally • Asking for and providing clarification • Reading and understanding U.S. measurement system: volume, temperature • Identifying common abbreviations: C/T/t 	<ul style="list-style-type: none"> • Time adverbs: before, after, when • First, second, third • Count / non-count noun • How much / how many • Be-verb • Imperatives 	<p>a cup of, a teaspoon of, a cube of, a pound of, etc.</p> <p>put, stir, mix together, beat, pour, bake, fry, boil, etc.</p> <p>How much do I need? How many eggs?</p> <p>first, then, after that...</p> <p>Do you get that? Do you understand that? I don't understand.</p>	<p><i>Group task observation:</i> Students share how to make a simple food.</p> <p><i>Teacher led activity:</i> TPR, teacher tells students what to do with food making props.</p> <p><i>Teacher-student interview:</i> Teacher asks the students about making a simple food.</p>

ESL 020/025 (Level 2)	<ul style="list-style-type: none"> • Stating location • Asking for assistance • Giving directions • Asking for and providing clarification 	<ul style="list-style-type: none"> • Prepositions of location • There is / are • Imperative • Polite questions: Could you tell me ____? I was wondering ____? 	<p>next to, across from, near</p> <p>Could you please tell me ____? Is there a ____?</p> <p>Go _____. Keep going. The ____ will be _____.</p> <p>So, I go two blocks and then turn right at the intersection?</p> <p>Yes, that's right.</p> <p>Let me see the map.</p> <p>Excuse me, was that left or right?</p>	<p><i>Group work observation:</i> Students tell each other how to get to certain places on a map.</p> <p><i>Teacher-student interview:</i> Teacher asks the students questions about how to get to certain places on a map.</p> <p><i>Teacher led task:</i> Teacher describes how to get to various places on a map, and students indicate the places.</p>
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ESL 030/035 (Level 3)

Content	Communicative Areas	Grammar New Grammar is bolded .	Vocabulary (lexical chunks)	Assessment Tasks
<p>Topics of interest to the students</p>	<ul style="list-style-type: none"> • Initiating and maintaining conversations • Discriminating among questions, statements and imperatives from voice patterns (stress, pitch, rhythm, intonation) • Understanding the concept of language register and some common examples • Recognizing and responding appropriately to common U.S. nonverbal behavior • Requesting, confirming and clarifying information • Stating and asking for opinions • Agreeing and disagreeing with statements and opinions 	<ul style="list-style-type: none"> • Simple present • Past tense • Complex and compound sentences • Time clauses • There is / there are • Word order • Adverbs of frequency 	<p>and, so, but, because, although, even though, when, after, before,</p> <p>What is your opinion of that?</p> <p>There is a lot of____. There isn't much____.</p> <p>Language register: Can I go? vs. Could I please go?</p> <p>We don't often do that. I agree with____, I hate to disagree, but ____.</p>	<p><i>Group work observation:</i></p> <ol style="list-style-type: none"> 1. Students will bring up a topic, give information on a topic and group members will ask questions. 2. Students describe something that they have experienced to the group, and the group asks questions. 3. Students summarize something that they have read and answer a series of questions. 4. Students will bring up a topic, give information on a topic and group members will ask questions. <p><i>Teacher-student interview:</i> The teacher interviews the student and vice-versa on something they have read or discussed in class.</p> <p><i>Individual seat task:</i> Students write their opinions on a given subject.</p>

<p>ESL 030/035 (Level 3)</p>	<ul style="list-style-type: none"> • Describing cultural differences and similarities • Identifying the significant elements of mores and rules • Requesting, confirming and clarifying information and opinions • Stating and asking for opinions • Agreeing and disagreeing 	<ul style="list-style-type: none"> • Simple present • Past tense • Complex and compound sentences • There is / there are • Word order • Adverbs of frequency • Comparatives and superlatives 	<p>more than, less than, as much as, the most, the best, the least, different from, similar to, while, whereas, in comparison to/ in contrast to</p> <p>In my opinion, _____. I think that _____.</p>	<p><i>Group work observation:</i></p> <ol style="list-style-type: none"> 1. Students interview each other about their cultures and identify similarities and differ. 2. Students make collages about life in the U.S. and give presentations regarding similar. and differ. between their cultures and the U.S. <p><i>Individual seat task:</i></p> <ol style="list-style-type: none"> 1. Students write compare-contrast paragraphs from information they've gathered about two different cultures. 2. Students listen to a song, are given the lyrics and then write a paragraph describing why or why not this song could be popular in their countries. <p><i>Teacher-student interview:</i> The teacher interviews students on differences and similarities between the U.S. and their countries.</p>
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<p>ESL 030/035 (Level 3)</p> <p>Free-time activities</p>	<ul style="list-style-type: none"> • Initiating and maintaining simple conversations • Using sentences and culturally appropriate nonverbal behavior to express likes/dislikes, routines and abilities • Issuing, accepting and declining invitations • Extracting time and date information from schedules, calendars and correspondence • Expressing appreciation 	<ul style="list-style-type: none"> • Past continuous • Present continuous • Modals of request • Modals of ability • Modals of advice • Compound and complex sentences • Prepositions of time and location • Gerunds and infinitives 	<p>Would you like to ____?</p> <p>That sounds great. That sounds like fun. I'd love to.</p> <p>I'm sorry, I can't.</p> <p>I really like to __/ __ing</p> <p>I often go swimming on the weekend.</p> <p>See you Monday at 6:00.</p> <p>I can ____, good at ____, be interested in sports, leisure activities and hobbies</p>	<p><i>Group work observation:</i></p> <ol style="list-style-type: none"> 1. Students make a collage showing their free-time activities and describe it to their group. 2. Students describe their week in terms of what they like to do. <p><i>Individual seat tasks:</i></p> <ol style="list-style-type: none"> 1. Students make invitations to places they'd like to go and give the invitation to a classmate. Classmates then write a note in response to the invitation. 2. Given a set of pictures, students write in response to a series of questions. 3. Students are given a bus schedule and a series of questions.
<p>Jobs: job ads, applications, and interviewing</p>	<ul style="list-style-type: none"> • Understanding job ads: common words and abbreviations • Recognizing standard words on a job application and filling out simple application • Using culturally appropriate, non-verbal behavior at an interview • Participating in a 1-3 minute job interview 	<ul style="list-style-type: none"> • Present tense • Past tense • Present perfect • Modals of ability and request: can/be able to, know how to, be good at ____ing • Modals of advice: should, could, can • Polite questions 	<p>Abbreviations: FT PT, exp., wk, yr, hr, immed.</p> <p>I was a ____ in my country.</p> <p>I know how to ____.</p> <p>I am very good at ____.</p> <p>I have been ____ for ____ years.</p> <p>I was wondering. When does the job start?</p> <p>Could you ____? I was wondering if ____?</p>	<p><i>Individual seat task:</i></p> <ol style="list-style-type: none"> 1. Read a variety of job ads and answer questions. 2. Write a description of self and job skills/exp. <p><i>Teacher-student interview:</i></p> <p>Have a 1-3 minute job interview.</p> <p><i>Group work observation:</i></p> <p>Students get a list of jobs and decide who in their group should do each one.</p>

ESL 30/035 (Level 3)	<ul style="list-style-type: none"> • Making and pursuing plans for self-improvement including personal, educational and career goals • Stating personal skills and interests relevant to the goal • Identifying barriers to goals and creating a plan to overcome barriers • Seeking out community resources • Locating information in printed resources: alphanumerical order • Explaining the steps in a process 	<ul style="list-style-type: none"> • Future tense • Time expressions • Articles • Gerunds and infinitives 	<p>a/an, the, some, any, first, then, after that, etc.</p> <p>be interested in ___ing, plan on ___ing, hope to ____, want to___</p> <p>overcome, achieve, succeed, challenge, meet a goal, make it</p> <p>Where can I find___?</p> <p>First, I need to be able to ____.</p>	<p><i>Individual seat task:</i></p> <ol style="list-style-type: none"> 1. Make a time line of future goals and explain it to others. 2. Look at a college catalog and look up needed information. 3. Fill out financial aid forms if desired. 4. Look at community resource information and answer questions. 5. Read a story and answer questions about the characters, skills, and barriers.
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ESL 040/045 (Level 4)

Content	Communicative Areas	Grammar New grammar is bolded .	Vocabulary (lexical chunks)	Assessment Tasks
<p>Topics of interest to the students</p> <p>Suggested topics: education, gender issues, cross-cultural comparison, economics, international conflict, family dynamics, pollution, etc.</p>	<ul style="list-style-type: none"> • Identifying the main topic from observation • Identifying interpersonal messages given by nonverbal cues: intonation, stress, facial expressions, body language • Initiating, maintaining and terminating conversations • Giving and listening to opinions • Making convincing statements • Comparing and contrasting • Understanding and using frequently used idioms and phrasal verbs • Using and understanding reduced speech and linking (common) • Interpreting charts, graphs, and diagrams 	<ul style="list-style-type: none"> • Understand and use tag questions • Adjective clauses • Adverbial clauses • Present/past tense and continuous aspects • Count and noncount nouns (abstract nouns) • Passive voice (simple forms only) • Phrasal verbs 	<p>(not) as ___ as, but, however, in contrast, even though, etc.</p> <p>a lot of information, a little pollution, some news, a lot of noise</p> <p>A / an / the as first and second reference</p> <p>make up for, do away with, put up with, stand up to, get off to a good start, etc.</p> <p>I was given a _____. It was taught that _____. It is well known that _____.</p> <p>way more ___ than, a lot less _____ than, not as ___ as</p>	<p><i>Individual seat tasks:</i></p> <ol style="list-style-type: none"> 1. Students read a story/article and answer questions. 2. Students read and interpret graphs. 3. Students watch a video with the sound off and write down how the person is feeling and why. 4. Students write a paragraph giving their opinion on a topic discussed in class. 5. Students write a paragraph in response to a picture (writing descriptions, identifying problems, giving opinions and solutions). <p><i>Group work observation:</i></p> <ol style="list-style-type: none"> 1. Students individually bring up topics in a group and elicit ideas and opinions from others. 2. Students role-play being at a social gathering where they have to initiate a conversation, switch topics and end a conversation.

<p>ESL 040/045 (Level 4)</p>	<ul style="list-style-type: none"> • Requesting and providing process information in a 1, 2, 3 manner • Asking for and providing clarification • Giving warnings • Following directions to complete a task • Identifying the steps in a process through both listening and reading • Recording important information appropriately 	<ul style="list-style-type: none"> • Time clauses • If clauses • Modals of advice • Could you... • Let vs. make 	<p>First, next, after that</p> <p>If it's hot, don't ____. Be careful not to ____ or else ____.</p> <p>What should I do next? What should I do if ____?</p> <p>Could you tell me ____? You have to let it cool for 10 minutes.</p>	<p><i>Individual presentation:</i> Students will show and tell the class how to do something by giving a presentation.</p> <p><i>Group task observation:</i> 1. Info-gap - One person has ½ of the directions, and the other person has the other ½. They must combine their efforts to come up with the whole set of directions.</p> <p>2. The group follows written directions to put something together.</p> <p><i>Individual seat task:</i> Students write out directions to do something in response to pictures or in relation to something they know about.</p>
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<p>ESL 040/045 (Level 4)</p>	<ul style="list-style-type: none"> • Summarizing information received from a variety of sources, and self • Generating options, reasons and excuses • Asking for and giving advice • Complaining to the appropriate person or agency • Identifying interpersonal messages given by nonverbal cues • Initiating, maintaining and terminating conversations • Understanding and using topic related idioms • Understanding appropriate language register 	<ul style="list-style-type: none"> • Noun clauses (basic) • Modals of advice • Modals of necessity and condition • Simple past vs. present perfect • Adverbs of intensity • Time clauses • Gerunds and infinitives 	<p>The main idea is that_____.</p> <p>One reason is that ____.</p> <p>What would you do?</p> <p>should (not) have, had better</p> <p>Why didn't you_____?</p> <p>I couldn't _____ because _____. You shouldn't have _____.</p> <p>I was really / very / extremely offended when_____.</p> <p>be supposed to_____</p>	<p><i>Group observation task:</i></p> <ol style="list-style-type: none"> 1. Each group reads a different story. In their groups, they describe the problem, possible solutions, and choose a solution. They summarize the story and present the solution with support to the class. 2. Students write out a role-play of problem solving and act it out in front of the class. <p><i>Individual seat task:</i></p> <p>Students write a paragraph in which they give advice to a person in a troubling situation.</p>
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<p>ESL 040/045 (Level 4)</p> <p>Jobs: resumes, cover letters, job interviews</p>	<ul style="list-style-type: none"> • Providing personal background and employment history/skills in social or employment settings • Understanding and using appropriate language register • Clearly stating reasons for decisions or when asking for permission to do something • Writing personal/employment background information using authentic forms, resumes and letters • Carrying out a 3-5 minute interview and negotiating salary (if appropriate) 	<ul style="list-style-type: none"> • Present perfect vs. simple past • Adverbs of frequency • Used to • Modals of ability • Produce compound and complex sentences 	<p>Time expressions: for, since, a long time ago</p> <p>look over, fill out, hand in, leave out, talk over, go over</p> <p>I used to do that.</p> <p>rarely...always</p> <p>I am able to____. I can _____. I am good at _____. I know how to____. I could have_____.</p>	<p><i>Individual seat task:</i></p> <ol style="list-style-type: none"> 1. Students fill-out simple job applications. 2. Students write a cover letter. <p><i>Group observation task:</i></p> <ol style="list-style-type: none"> 1. Students take their job application or list of experiences and talk about their background sequentially. Their group members take notes and ask questions. 2. Students respond to a list of job skills in regards to their ability. <p><i>Teacher-student interview:</i> Job interview (3-5 min.)</p>
<p>Hazards, accidents, injuries, and emergencies on the job and at home</p>	<ul style="list-style-type: none"> • Reporting hazards and emergencies • Making a complaint, giving reasons • Giving and responding to warnings • Reading labels/identifying dangers • Understanding/using idioms • Understanding /using appropriate language register • Calling emergency room services • Demonstrating problem posing skills 	<ul style="list-style-type: none"> • Gerunds and infinitives • Modals of prohibition • Simple vs. continuous vs. perfect tense forms 	<p>I hate to complain, but____. You have to be careful not to_____.</p> <p>I've got you. I got it. The dangerous thing about____is_____.</p> <p>must not, shouldn't, can't, would rather</p> <p>break down, break into, look out, get into an accident, fall apart</p>	<p><i>Individual seat tasks:</i></p> <ol style="list-style-type: none"> 1. Write a note to a teacher or supervisor explaining an absence. 2. Read a medicine label and answer questions. 3. Fill out an accident report from work. <p><i>Group task observation:</i></p> <ol style="list-style-type: none"> 1. Role-play calling up and making an appointment. 2. Role-play being unsure about medication. 3. Tell a story about an accident/illness.

ESL 050 (Level 5)

Content	Communicative Areas	Grammar New grammar is bolded .	Lexical Chunks	Assessment Tasks
<p>Politics and Government</p> <p>Suggested topics: federal governmental structure, voting, local governments, citizenship, courts</p>	<ul style="list-style-type: none"> • Explain orally organizational charts (graphs, outlines, etc.) • Locate information from resources such as voter pamphlets or citizenship handbooks • Differentiate fact from opinion in written material such as in newspapers • Skim for main idea and scan for details • Write comparison and contrast paragraphs • Small talk: discuss current events 	<ul style="list-style-type: none"> • Passive voice (all tenses) • Modals – future possibilities and expectations • (will vs. be going to) • Modals (past forms and passive must) • More complex use of adjective clauses (restrictive/unrestrictive) • Conditionals 	<p>is located in</p> <p>is supposed to</p> <p>must/should/could have been</p> <p>sample vocabulary: vote, elect, run for, candidate, politics/politicians</p> <p>She is a leader who is honest.</p> <p>If I were the leader of my country, I would/could _____.</p>	<p><i>Individual seat tasks:</i></p> <ol style="list-style-type: none"> 1. Read and answer questions in regard to organizational charts, graphs and outlines. 2. Read a newspaper article and write a summary and an opinion. 3. Brainstorm questions and locate information from voter pamphlets or citizenship handbooks. 4. Write a compare-contrast paragraph in relation to a reading. <p><i>Group work observation:</i></p> <ol style="list-style-type: none"> 1. Analyze a graph/chart (on an OHP). Decide how to best explain it to the class and then do so. 2. Discuss current events and make statements using past models regarding what could/should have happened to avoid the situation.

<div data-bbox="191 142 449 237" style="border: 1px solid black; padding: 5px;"> ESL 050 (Level 5) </div> <p data-bbox="184 386 436 480">Education and Careers</p> <p data-bbox="184 526 485 850">Suggested topics: community and technical college, university, on the job training (apprenticeships), K-12, home schooling, career exploration, financial aid</p>	<ul style="list-style-type: none"> • Write a letter of inquiry • Complete an authentic job or college application • Take notes from written (including the Internet) or oral sources and write a short report • Identify vital information from a job announcement • Demonstrate the use of small talk when initiating conversations, tell an anecdote 	<ul style="list-style-type: none"> • As needed, review all verb tenses taught in levels 1-4 • Past perfect (simple and continuous) • Participial adjectives 	<p data-bbox="1297 204 1549 310">an educated person interested in interesting school</p>	<p data-bbox="1629 167 1898 196"><i>Individual seat task:</i></p> <ol style="list-style-type: none"> 1. Look up program information in a college catalog, develop questions about that program and write a letter of inquiry using those questions. 2. Fill out a college or job application. 3. Write a short report using oral or written sources. 4. Look at job announcement and answer questions. 5. Make a career/goal time line and write down questions at each goal. Use these questions to guide research. <p data-bbox="1629 1045 1948 1075"><i>Group observation task:</i></p> <ol style="list-style-type: none"> 1. Have a class mixer whereby students are required to initiate conversation with each other and make small talk.
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<div style="border: 1px solid black; padding: 5px; width: fit-content; margin-bottom: 10px;"> ESL 050 (Level 5) </div> <p>Health and Health Care</p> <p>Suggested topics: traditional/non traditional medicines, the FDA and prescriptions, the elderly, insurance issues, costs and coverage</p>	<ul style="list-style-type: none"> • Fill out authentic medical history forms • Summarize information received from a variety of sources • Advocate and negotiate for self and others in a variety of situations • Report an accident, injury and elaborate by providing important details • Make an oral complaint and give reasons for dissatisfaction to appropriate person or agency • Respond to negative statements and tag endings and questions 	<ul style="list-style-type: none"> • Passive Voice (all tenses) • Conditionals • Noun clauses (including embedded questions) • Differences between transitions, subordinating conjunctions and prepositional expressions 	<p>is developed is allowed are being made has not been approved</p> <p>however, therefore vs. because, although vs. in spite of, due to, in addition</p> <p>I want to know if acupuncture is effective.</p> <p>I didn't know that insurance was so expensive.</p>	<p><i>Individual seat task:</i></p> <ol style="list-style-type: none"> 1. Students fill out a work-related or insurance related accident report. 2. Students listen to a taped 911 call and answer questions. 3. Students write a paragraph describing an accident/illness that they experienced and include important details. 4. Students do a fill-in-the-blank paragraph around content studied in class choosing correct transition words for the blanks. 5. Students write a letter of complaint to the appropriate person. <p><i>Group observation task:</i></p> <ol style="list-style-type: none"> 1. In pairs, students write out ten tag/ negative questions around a class shared topics. Then pairs get together and ask each other the questions. 2. Students role-play calling 911 to report an emergency.
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<div data-bbox="191 188 426 282" style="border: 1px solid black; padding: 5px; width: fit-content;"> ESL 050 (Level 5) </div> <p>Science and Technology</p> <p>Suggested topics: environment, computers, space exploration, energy</p>	<ul style="list-style-type: none"> • Follow multi-step instructions presented in sustained discourse (e.g. computer labs) 	<ul style="list-style-type: none"> • Reported speech • Passive Voice • Noun Clauses 	<p>has been revolutionized</p> <p>....agree that know realize think prove</p>	<p><i>Individual seat task:</i></p> <ol style="list-style-type: none"> 1. Students listen to directions and follow them to complete a task. 2. Students describe how something was put together (using passive voice).
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