**Career Life Skills 2**

High-beginning to low-intermediate, SPL 4 in listening/speaking. At this level, students work on speaking and listening skills in the survival areas and expand grammar, vocabulary, reading and writing skills. Students advance their communication skills, including vocabulary, aural comprehension, and speaking in order to function better at work and in their daily lives. The major focus of this level is oral/aural communication. Grammar is taught but not emphasized. Effective, rather than perfectly accurate, communication is the goal.

**Content Objectives for Career & Life Skills Level 2 (Use with *Future – English for Results 2*)**

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| **Personal/ Daily Life** | **Social Skills/Culture** | **Health** | **Civics** | **Consumer** | **Work/Next Step** |
| 1. Personal Information: explaining basic personal history and milestones  2. Numbers: reviewing cardinal and ordinal  3. Family: describing family members; talking about the tasks and roles of family members; talking about marriage & divorce in the U.S.; discussing parenting in the United States and their native country | 1. Social Interactions: inquiring about and responding to information in quotidian social exchanges  2. Asking for and offering assistance  3. Invitations: offering, accepting, declining  4. Apologies  5. Polite and impolite behaviors in the U.S. and the native country  5. Holidays and customs  6. Solving social dilemmas | 1. Parts of the body  2.Accessing health services: making appt., reading medicine labels; describing ailments and injuries; describing basic medical history  3. Talking about healthy living: exercise, diet, nutrition, caffeine, stress | 1. Community: describing neighborhood and community; identifying and accessing community services: post office, library, employment office, community center, parks & recreation; reading event calendars and planning activities  2. Education: understanding types of schools (elementary school, community college, university, etc.) school schedules, and school subjects; communicating with school personnel: leaving phone messages, talking about short term goals for attending school, conferencing with teachers  3. Emergencies: calling 911, describing a problem, what happened in an accident, the location, etc.  4. Traffic violations: communicating with police officers; following instructions, understanding traffic violation language. | 1. Transportation: asking for and following simple directions to a place; using public transportation  3. Simple conversations in retail environment  4. Housing: finding a rental unit: reading ads, checking Internet; describing household problems; understanding rights and responsibilities  5.Identifying and describing leisure time activities in the US and in their native country; describing likes and dislikes,  6. Food shopping & meal preparation: vocabulary for food, cooking, and eating utensils,  Financial literacy: reading receipts & ads; understanding some payment plans; reading a pay stubs, understanding payroll terms, understanding basic facts about Social Security | 1. Identifying occupations and job responsibilities.  2.Simple job interview role plays: questions and answers related to questions on a job application form  3. Document literacy for workplace: job applications, pay stubs, complete a vacation request  4. Simple workplace conversations (supervisors and workers; reporting problems, discussing schedules)  5. Safety on the job  6. Solving a workplace dilemma  7. Workplace expectations -- American workplace culture, professional vs. social, register/code-switching |

**Skill Objectives for Career & Life Skills 2 (Use with *Future – English for Results 2*)**

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| Listening/Speaking | Vocabulary | Reading/Writing | Grammar | Learning |
| 1. Listen to and understand short conversations, *L1.3a&b* and instructions, *L1.3c.*  2. Listen for key words as a way of predicting meaning, *L3.3c.*  3. Identify purpose and gist, *L1.3a.*  4. Identify details, *L1.3d.*  5. Request and provide information with elaboration beyond the minimum (i.e., I want to learn English so I can…etc.), *S1.3a.*  6. Check understanding by clarifying part of message that is not understood, *L3.3b.*  7. Explain something in a variety of ways to help a listener understand (i.e., re-phrase, provide an example, etc.), *S3.3a*  8. Write a 5-sentencedictation  9. Provide feedback to indicate comprehension, L3.3c  10. Summarize information from a variety of sources (i.e. report back to class info from group work), *S1.4d*  11. Distinguish registers: formal or informal. *S1.4b.*  12. Take risks despite anxiety, *L3.3d.*  **Pronunciation**   1. Use syllable stress in newly learned vocabulary, *S2.3d.* 2. Use knowledge of phonemes and syllable stress to distinguish between similar-sounding words (e.g. can vs. can’t), *L2.3e.* 3. Sentence stress and intonation 4. Difficult phonemes: *Th* sounds 5. Reductions of common verbs (going to, can/can’t, have to) | 1. Use vocabulary related to targeted topics (home, community, work.), *W2.3b.*  2. Understand an expanded vocabulary related to needs (health care, housing, etc.,) *L2.3a*.  3. Develop vocabulary, including antonyms and synonyms, *R2.3f*.  4. Recognize alternative wording of basic information/ terms, *R2.3c.*  5. Identify beginning base words and common inflections (e.g. live/living, -er for professions), *L2.3d.*  6. Read ahead to get meaning from context, *R3.3a.* | **Reading**  1*.* Decode words, *R2.3a.*  2. Oral and silent reading of simplified/adapted text, *R1.3a.*  3*.* Understand factual vs. biased information from reading  4. Identify main idea, supporting details, transitions, *R1.3b.*  5. Understand sequence (in story or directions), *R1.3d; R1.3b.*  6. Compare/contrast information in simplified or adapted short texts on familiar topics, *R1.3c.*  **Writing**  1. Write simple affirmative and negative sentences and questions using correct syntax/structure, *W2.3a.*  2. Organize ideas into several related sentences, *W2.3c.*  3. Write short messages and notes using models, *W1.3c.*  4. Fill out simple authentic forms (library card application, school information, etc.), *W1.3b.*  5. Use a graphic organizer to organize thoughts, *W3.3d.*  6. Attempt to self-correct writing errors when they are pointed out, *W3.4c.* | Understand and use beginning grammatical structures, *L2.3b S2.3c, W2.3d.*   1. Review BE + adjectives 2. Review simple present and present continuous, including affirmative, negative, questions, + contrast the two tenses 3. Review prepositions & prepositional phrases 4. Adverbs of frequency 5. There + BE present and past 6. Count/non-count nouns with partitives (some, any) 7. Future with *will* and *be going to* 8. Modals: need, want, have to, must, can, 9. Introduce simple past tense, regular verbs and irregular verbs (affirmative, negative, questions) 10. Prepositions of time 11. Comparative adjectives 12. Past of BE(affirmative, negative, questions) | 1. Identify and use strategies for studying (i.e., re-reading material covered in class, making flashcards, keeping an alphabetical list of frequently misspelled words, etc.)  2. Follow multi-step directions to complete a worksheet or classroom activity  3. Understand strengths and weaknesses in one’s own learning, *DSRL5****.***  4. Keep an organized notebook/homework with some teacher direction  5.Take risks using language in less predictable situations outside of the classroom *S3.3d*  6. Ask for repetition and clarification, *S3.4b, L3.4a****.***  *7*. Identify their learning strengths and weaknesses, *DSRL5****.***  8.Use an answer key responsibly. |

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| **Digital Literacy**  Command basic vocabulary for using digital interfaces (phone, screen, computer, mouse, click, tap, swipe, link, text, email, message)    Use email and use phone to check email.    Use MS Word to type sentences as practice for target structure, short pieces of writing, material for presentations. Save, print, and submit documents.    Use the Internet to research and gather information.    Find, download, and use language learning applications on a smartphone.    Begin saving samples of writing and other work for a digital portfolio.  **Online tools to assess computer skills and/or provide self-paced tutorials for computer skills & digital literacy**  <https://www.digitalliteracyassessment.org/> -- Northstar digital literacy  <https://applieddigitalskills.withgoogle.com/> -- Google tech curriculum <https://www.microsoft.com/en-us/digitalliteracy/default.aspx> <https://www.gcflearnfree.org/subjects/technology/>  Future *MyEnglishLab* Digital Literacy |  | **Competencies and their Demonstrations of Learning**  **Competency**: Negotiate in a variety of community and workplace settings.  **DOL:** Role play common exchanges in community life using appropriate register and language.  **DOL:** Write and perform a dialog for a community or workplace setting.  **DOL:** Interpret documents with a variety of formats and purposes (email, driver’s license, post office forms, lists, calendars, emergency exit plan, medicine labels and prescriptions, etc.).  **DOL:** Complete variety of simplified forms (housing application, job application, school registration).  **DOL:** Write an appropriate text message or email in workplace context (sick, late, inquiry) or a set of instructions or describing a process.  **Competency:** Find and explain information.  **DOL**: Answer a question and cite information that supports the answer (It says that \_\_\_\_\_. The answer is here. Look at the map.)  **DOL:** Research a health concern or US holiday/custom and explain to the class.  **DOL:** Research an occupation and report information to the class in a formal oral presentation.  **DOL:** Give a formal oral presentation on how to do something (clean stainless steel, fix a leaking faucet, take a good picture).  **DOL:** Use a smartphone for GoogleMaps, Google Images, translation, photos, or Web to research information on a topic in the class (health, safety, emergencies, food, sales, employment opportunities, school events, etc.).  **Competency:** Work in teams and use problem-solving skills.  **DOL:** Collaborate on a team project in class: take turns, ask for input, listen actively, affirm others, build on others’ ideas.  **DOL:** Explain a situation or a problem, its solution, and give a reason it is a good solution.  **DOL:** Take simple notes (keywords) from group discussion and report a summary to the class.  **Competency:** Take responsibility for learning.  **DOL:** Communicate with teacher and classmates regarding absences and homework assignments.  **DOL:** Write a list of short and long term goals (for learning English, work, life, family, health, etc.).  **DOL:** Maintain a learning log (List of learning activities - do homework, attend class, ask questions. Write statements: I can \_\_\_\_. I need more practice with \_\_\_\_.)  **DOL:** Self-record reading of a short passage or a scripted dialog with another student.  **DOL:** Use consistent strategies (e.g., word lists, translator, example sentences) to understand and learn new words.  **DOL**: Use phone to research correct spelling, pronunciation, word choice, and to corroborate facts.  **Competency**: Develop employability skills.  **DOL:** Complete a basic online job application.  **DOL:** Communicate work-related skills and experience for an introductory job interview (I can \_\_ / simple past).  **DOL:** Research and identify job title, job responsibilities and routines of several occupations. |

**CLS 2 - Exit Criteria**

**Listening/Speaking**

* Follow 1-3 step oral directions.
* Understand English phrases easily and short new phrases containing familiar vocabulary when spoken slowly. May need repetition*.*
* Function independently in most face-to-face survival situations, but may need some help.
* Participate in socially appropriate way in simple routine conversations about daily activities, school, work, family, housing, health.
* Ask and respond to simple questions on familiar and some unfamiliar topics.
* Attempt to use new vocabulary and phrases.
* Provide simple instructions on how to do something.
* Distinguish between formal and informal registers of conversations practice in class.
* Understand main idea of a simple oral presentation given by a near-native speaker.

**Grammar**

* Ask questions with *what, where, when, who, how often, how much, how many*
* Demonstrate automaticity with verb BE in present tense
* Use present tenses accurately most of the time.
* Recognize past tense and future tenses -“going to” and will.
* Appropriately use adverbs of frequency.
* Begin to use articles *some*/*any*.
* Use subject pronouns and possessive adjectives accurately most of the time.
* Use count and non-count nouns with appropriate quantity words.

**Reading/Vocabulary**

* Read and understand a 3-5 paragraph passage on a familiar topic, containing familiar vocabulary and grammatical structures.
* Understand directions for schoolwork and completing forms,
* Read and understand simple graphic information (chart or infographic.)
* Read a passage aloud with level-appropriate prosody
* Document Literacy: Navigate and interpret documents with a variety of formats and purposes (email, driver’s license, post office forms, lists, calendars, medicine labels and prescriptions, etc.)
* Retell key information from a reading passage.
* Use consistent strategies (e.g., word lists, translator, example sentences) to understand and learn new words.

**Writing**

* Fill out a simple form.
* Understand and apply spelling rules for present tenses, plurals, -ing, -s on verbs.
* Write complete sentences with appropriate capitalization and end punctuation.
* Write a short coherent paragraph about one idea with details and examples, or their support information.
* Use correct verb tense from among those already learned.
* Express an idea/opinion and give reasons in several sentences
* Write a set of instructions
* Write an appropriate text message or email in workplace context (sick, late, inquiry)

**Learning Strategies**

* Keep an organized notebook.
* Reliably complete homework assignments.
* Ask clarifying questions in class.
* Self-monitor: Identify strengths and weaknesses
* Use systems for practicing new spelling and vocabulary words.
* Use phone to research correct spelling, pronunciation, word choice, and to corroborate facts

**Workplace Readiness**

* Complete a basic online job application
* General awareness of workplace expectations -- American workplace culture, professional vs. social, register/code-switching, basic workplace dilemmas (child care interferes, too many phone calls, taking time off, etc.)
* Communicate work-related skills and experience for an introductory job interview
* Identify job title, job responsibilities and routines and outlook of several occupations
* Collaborate on a team in a group project