INTENSIVE TRACK 1 SKILLS (Use with *World English 1*, Cengage)

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Listening/**  **Speaking** | **Grammar** | **Vocabulary/**  **Pronunciation** | **Reading** | **Writing** | **Studying/Learning** | **Job Readiness** |
| 1. Understand and participate in short conversations using basic grammatical structures; express basic ideas & communicate personal info and survival needs, L1.2a, L1.2b, S1.2b, S2.2c. 2. Follow oral instructions with some details, L1.4c. 3. Give and receive commands 4. Describe and discuss basic facts and opinions on subject content. 5. Ask questions for clarification. 6. Begin to use appropriate sentence stems for group work and discussion: *I agree/ disagree because…;* *I’d like to add to what you said…; Could you explain why…; etc.* 7. Use cognates between English and L1 to gain meaning*, S3.2c.* | 1. Personal, subject, and object pronouns 2. Present tense with BE 3. Possessives w/’s and possessive adjectives 4. Adverbs of frequency 5. Imperatives – give and receive commands 6. Articles – a/an, some/any, the vs. a/an with quantifiers 7. Present continuous tense and contrast w/present (affirmatives, negatives, questions) 8. Stative verbs 9. Simple past tense with BE (affirmatives, negatives, questions) 10. Comparatives and superlatives 11. Modals -- need, want, could, ought to, should, must, have to (affirmatives, negatives, questions) 12. Present perfect tense, contrast with simple past 13. 1st conditional 14. Question words – who, what, where, when, how, why 15. Adjectives and their placement 16. Noun plurals (-s, -es, and common irregulars -- child/ children, foot/feet, etc.) 17. Basic prepositions of time and place 18. There is/there are & demonstratives – this/that 19. Like/Like to, can/can’t, have to 20. Review of plurals & possessives | 1. Understand and use quotidian vocabulary, L2.2a, L2.4a, W2.2b. 2. Identify patterns and categorize words by subject area, R2.2d, S2.2b. 3. Use vocab related to topics beyond the personal sphere (i.e., content areas, community resources, jobs, current events, world affairs, etc.), L2.4a, W2.4b. 4. Transition words for speaking & writing, L2.4 c&d. 5. Understand that words have different meanings in different contexts or as different parts of speech.   *Pronunciation*  1. Stress the correct syllable in multisyllabic words, S2.4d.  2. Pronounce word endings. | 1. Silently read and understand 1-2 paragraphs relevant to lessons. Demonstrate understanding by answering simple comprehension questions, R1.2a.  2. Support answers with information from reading.  3. Connect text to one's own experience.   1. Determine theme or main idea of a text and identify supporting details, R1.4b. 2. Predict what will happen next in a story, R1.4d. 3. Get information from and interpret graphics embedded in text: maps, charts, graphs, cartoons. 4. Understand a variety of testing formats --multiple choice, fill-ins, etc. 5. Self-monitor comprehension of a text, R3.2b. | 1. Generate 3-5 original sentences on familiar topics, W1.2a. 2. Use conventions such as capitals and periods as well as basic syntax with s/v agreement, W2.2e. 3. Write accurately from dictation (beginning level). 4. Write a letter explaining a problem and/or asking for advice or assistance, W2.4c. 5. Write comparing two things or expressing an opinion, W1.4d, W2.4c. 6. Understand and use sequencing words – first, after, then, finally, etc. 7. Write a paragraph with conventional structure and organization, including supporting ideas (beginning level), W1.4a, W2.4c. 8. Use graphic organizers. 9. Write to summarize the main points of a text. | 1. Alphabetize words in a list. 2. Use a dictionary. 3. Listen effectively to teacher and classmates. 4. Organize notebook, homework, and materials. 5. Understand class rules and expectations. 6. Develop and use successful strategies for studying (i.e., retrieval of material covered in class, making own flashcards, keeping a list of own frequently misspelled words, etc.). 7. In a text, understand table of contents, index, menu, heading, subheadings, etc. 8. Understand and follow multi-step directions to complete a worksheet or classroom activity. 9. Understand individual strengths and weaknesses in learning, monitor progress/ improvement, L3.5d. 10. Find opportunities to use English outside of class; apply techniques for independent practice and review of material covered in class, S3.4c. 11. Work cooperatively in pairs and/or small groups; brainstorm ideas to problem solve. 12. Use memory strategies. 13. Proofread and self-correct written work. 14. Take risks in order to learn and practice, S3.4d. | Resources:   * *Integrating Career Awareness into the ABE & ESOL Classroom* * *Skills to Pay the Bills* * *CTECS Workplace Readiness Skills Curriculum* * *MTP Job Readiness Curriculum*   *Work skills tutorial*  [*https://www.gcflearnfree.org/workskills/*](https://www.gcflearnfree.org/workskills/)    *Career Planning*  [*https://www.gcflearnfree.org/topics/careerplanning/*](https://www.gcflearnfree.org/topics/careerplanning/)  <http://wellingtoncountylearningcentre.ca/edge/>  Workplace-related issues of the Canadian newsletter, *The Learning Edge* |
| **Digital Literacy**  Learn basic computer and technology-related vocabulary.  Find and fix errors in URLs and email addresses.  Understand basic email security and what constitutes a good password.  Use email and use smartphone 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.  Use PowerPoint or Google Slides for a presentation.  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/>  <https://www.techsmith.com/tutorial.html> -- Video tutorials for more sophisticated video construction platforms | | | | **Demonstration of Learning**  Prepare and deliver a short (3-4 slides) PowerPoint/Google Slides presentation with at least one photo and one graphic about a classmate’s identity, home country, family, etc. or about a particular interest or hobby.  Use MS Word and the Internet to research and prepare material for an oral *How To* presentation with at least one graphic. Deliver the presentation to the class.  Work in pairs to script a conflict resolution role play. Make a video of the role play performance (using cell phone, flip camera, etc.). Post the video online and/or show to the class.  Work in a small group to decide on the solution to a given problem. Document the process of coming to consensus and write up the problem’s solution.  In several sentences, express a claim and support it with details or examples.  75% or higher on classroom tests and quizzes. | | |
| **Materials and Resources**   * Textbook *World English 1* (Cengage) * Reading Resources in resource notebook (Organized by *World English 1* topic areas.)   **1. PEOPLE**  Articles: **Mae Jemison, Space Scientist** from *Visions: Language, Literature, Content* (Heinle)  **Interesting People of the World** from *Thoughts and Notions* (CNN Heinle)  **William Shakespeare** from *What A Life!* (Pearson)  **Supreme Court Justices** activity from Oyez.com  **2. WORK, REST, AND PLAY**  Articles: **Occupations** from *Facts & Figures* 3e (Heinle)  **Fun and Relaxation** from *Access Reading: Reading in the Real World* 2 (Heinle)  **Sleeping on the Job** from *Read On 1: Beginning* (McGrawHill)  **The Home Office** from *Read On 1: Beginning* (McGrawHill)  **No Homework Tonight** from *Read On 1: Beginning* (McGrawHill)  **At The Movies** from *Contact USA 2* (Pearson)  **Careers/Dream job Series** (NewsELA)  **3. GOING PLACES**  **Countries of the World**  from NewsELA  **What is a Compass?** from NewsELA  **Across a Continent** from *Life* (Cengage)  **4. FOOD**  Books in library, room 105: *The Hungry Planet, Eat This, Not That (For Kids*)  Articles: **Breakfast in America** from *Reading Advantage 1* 2e (Pearson)  **All About Food** from *Active: Skills for Reading 1* 3e (Cengage/National Geographic)  *The Change Agent: All About Food* Issue 39, September 2014 (Library 105)  **A Global Food Journey** from *Pathways* *Level 1* (Cengage)  **Cooking the World** from *Pathways Level 1* (Cengage)  **5. SPORTS**  Articles: **The World Cup** from *Reading Advantage 1* 2e (Pearson)  **The Olympics** from *Active: Skills for Reading 1* 3e (Cengage/National Geographic)  **The Story of Basketball** from k12staudycanada.org  **10 Boston Red Sox and Fenway Facts** from bleacherreport.com  (Continued on next page.)  **Materials and Resources** (continued)  **6. DESTINATIONS**  **Easter Island** from nglife.com  **Baby Talk** from*Reading/Writing Skill Activities* (Glencoe Science)  **Which English will We Speak?** from *Active Skills for Reading 1* (Cengage)  **Sign Language** from *Active Skills for Reading 1* (Cengage)  **Emojis get a big (thumbs-up emoji) from British Linguist** from *NewsELA*  **What does the sun sound like?** from *Breaking News English*  **8. THE FUTURE**  **Plans for the Future** from beyond part of Bed, Bath, and Beyond  **How Will We Live?** from *Pathways* (Cengage)  **Retirement Living** from *Grammar in Context* *Leve 2* (Cengage)  **Life after Retirement** from *Grammar in Context* *Level 2* (Cengage)  **9. SHOPPING FOR CLOTHES**  *The Change Agent: Fashion* Issue 31, September 2010 (Library 105)  **Clothing** from excellentesl4u.com  **Unusual Fashion Gets You More Respect** from Breaking News English  **How Pants Went from Banned to Required in the Roman Empire** from NewsELA  **Should Public Schools Require a Dress Code** from ReadWorks  **10. LIFESTYLES**  **Can a Healthy Lifestyle Alter Genes** from infosquares.com  **Obesity: A National Problem** from *Grammar in Context Level* 2 (Cengage)  **Obesity: A Solution** from *Grammar in Context* *Level 2* (Cengage)  **It Feels Good to Laugh** from ReadWorks  *The Change Agent: Health* Issue 28, March 2009 (Library 105)  **11. ACHIEVEMENTS**  **The Secret of Success** from *Pathways* *Level 1* (Cengage)  **What was the Renaissance?** from edhelper.com  **The Wright Brothers: Men with a Vision** from *Grammar in Context Level 3* (Cengage)  **12. CONSEQUENCES**  **Climate/ Global Warming** from ReadWorks  **The #MeToo Movement Lesson** from NewsELA | | | | **Intensive 1 Exit Criteria**  **Listening/Speaking**   * Understand simple phrases containing quotidian vocabulary (including numbers, time, days of the week, months, seasons, weather, etc.) and structures. * Understand and answer mixed wh- questions. * Express basic ideas and survival needs, including asking and responding to related questions. * Participate in routine social conversations (i.e. greetings, invitations). * Ask and respond to questions using familiar vocabulary, structures, and phrases. * Follow simple written and oral directions/commands. * Share and express orally personal info, such as likes and dislikes. * Use learned sentence stems for group discussions. * Demonstrate basic oral control of grammar addressed in class.   **Grammar**   * Master using BE in simple present tense statements, negatives, and questions. * Use simple present, present continuous, simple past, and present perfect with some accuracy. * Use possessive adjectives. * Use basic prepositions of time and place. * Accurately apply adverbs of frequency. * Know that subject pronouns replace nouns. * Know that verbs need to match subject # and why; avoid using a noun (subject) with a subject pronoun -- e.g. Maria she is here. * Know the difference between singular and plural nouns and recognize and use accurately. * Generate questions using appropriate question words and syntax.   **Reading**   * Phonics – Know names of letters of alphabet, vowels, consonants. Recognize long and short vowel sounds * Understand that fluency is a goal. * Understand direction words to help interpret instructions and exercise examples. * Understand simple text on familiar topics and topics introduced in textbook. * Demonstrate comprehension of a simple passage by correctly recalling aspects of the passage and/or correctly answer comprehension questions. * Find simple facts in a passage – e.g. What time? Where? -- to support an answer or opinion.   (Continued on next page.)  **Writing**   * Write personal information (name, address, phone number). * Fill in basic forms with appropriate personal information. * Write sentences with mostly regular spelling, capital letters, and ending punctuation. * Share and express in basic writing personal information such as likes and dislikes.   **Digital/Study Skills**   * Display motivation, organization, and ability to study and complete homework assignments. * Demonstrate digital literacy adequate to complete assignments. * Demonstrate appropriate social skills in whole class and collaborative situations. | | |