INTENSIVE TRACK 2 SKILLS (Use with *World English 2*, Cengage.)

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| **Listening/**  **Speaking** | **Grammar** | **Vocabulary/ Pronunciation** | **Reading** | **Writing** | **Studying/Learning** | **Job Readiness** |
| 1. Monitor listener comprehension and explain something in a variety of ways to help listener understand (i.e., rephrase, provide an example, etc.), S3.4a. 2. Follow multi-step oral instructions, L1.4c. 3. Adapt speech to listener, *S3.6c.* 4. Understand register/code switching. 5. Relate a sequence of events or steps, S1.4c. 6. Use appropriate sentence stems for group interactions, discussions, and debates. 7. Practice language appropriate for a variety of relevant conflict resolution situations. | 1. Review sentence terminology – subject, verb, complement, etc. 2. Review present vs. present continuous. 3. Simple past: regular verbs including pronunciation of -ed, and common irregulars   (affirmatives, negatives, questions)   1. Present perfect 2. Future with WILL and WON’T, L2.4b 3. Comparative and superlative adjectives 4. Past continuous contrasted w/ simple past 5. Passive present & past tenses 6. Past participles 7. 1st conditional -probability in the future 8. Habitual action in past w/ used to 9. Modals -- *can, must, have to, need to, should, be supposed to* 10. Indefinite pronouns 11. Participial adjectives 12. Comparisons with *as…as* 13. Preference with *would rather* | 1. Use vocab related to topics beyond the personal sphere (i.e., content-specific vocabulary in preparation for HiSET or college). 2. Use transition words for speaking & writing, L2.4 c&d. 3. Stress the correct syllable in multisyllabic words, S2.4d. 4. Recognize and use common roots and morphemes (prefixes and suffixes), basic synonyms, antonyms, common idioms, some phrasal verbs, R2.4d. 5. Understand that words have different meanings in different contexts. 6. Homonyms 7. Idiomatic expressions, *L2.5e, W2.5b* 8. Phrasal verbs -- i.e., run into, make up, go off, etc.   *Pronunciation*  1. Use word and sentence stress to make a point.  2. Correctly pronounce *–ed* endings & unstressed *schwa*.  3. Reductions of *used to, have to, has to, got to, want to, going to*  4. Use correct question intonation.  5. Chunk and stress sentences appropriately, R3.4a. | 1. Relate reading to personal experience. 2. Interpret/ read maps, cartoons, directions and instructions, notices, advertisements, and Internet content. 3. Understand a variety of testing formats --multiple choice, fill-ins, etc. 4. Understand point of view. 5. Recognize ¶ structure: main idea, topic sentence, supporting sentences, conclusion. 6. Understand key transition words in a narrative. 7. Distinguish between literal and figurative language, R2.6c. | 1. Generate 3-5 original sentences on familiar topics, W1.2a 2. Write affirmative sentences, formulaic questions, and numbers, including those for money and time, W2.2a. 3. Use conventions such as capitals and periods as well as basic syntax-- subject, verb, with s/v agreement. 4. Write comparing two things or expressing an opinion, W1.4d, W2.4c. 5. Write to reinforce grammar skills, including journal writing; paragraphs and short essays describing personal experiences; expressing an opinion; describing a picture or picture story; etc. 6. Write a paragraph with conventional structure and organization, including supporting ideas, W1.4a, W2.4c. 7. Develop ideas through pre-writing activities, including brainstorming and multiple drafts, W3.4a, W3.5a, W3.6a. 8. Use connecting words in compound and complex sentences -- *and, but, because*, etc., W2.4a. 9. Use intermediate grammar structures --present, future, and past tenses, including appropriate auxiliary verbs in negatives and questions, W2.4d. 10. Write from models and/or exemplars, W3.5c. 11. Self-edit independently, W3.6b. 12. Expand ideas in a clear, cohesive passage based on feedback, W1.6a. 13. Paraphrase, summarize, W1.6d. 14. Write at least 3/4 of a page. | 1. Organize notebook, homework, and materials. 2. 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.). 3. In a text, understand table of contents, index, menu, heading, subheadings, etc. 4. Understand individual strengths and weaknesses in learning. 5. Find opportunities to use English outside of class; apply techniques for independent practice and review of material covered in class, S3.4c. 6. Collaborate effectively in pairs and/or small groups; brainstorm ideas to problem solve. 7. Use memory strategies. 8. Proofread and self-correct written work. 9. Take risks in order to learn and practice English, S3.4d. 10. Self-monitor understanding and improvement, L3.5d. 11. Use index cards to deliver an oral presentation. 12. Use study aids, such as retrieval, index cards, notes, and highlighting. 13. Use test-taking skills & strategies 14. Time management; personal calendar 15. Use a highlighter to underline important material in reading, R3.5c. 16. Take notes while reading or listening to a presentation, R3.6b | Resources:   * *Integrating Career Awareness into the ABE & ESOL Classroom* * *Skills to Pay the Bills* * *CTECS Workplace Readiness Skills Curriculum* * *MTP Job Readiness Curriculum*   <http://wellingtoncountylearningcentre.ca/edge/>  Workplace-related issues of the Canadian newsletter,the Learning Edge  *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/) |

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| **Digital Literacy**  Find and fix errors in URLs and email addresses.  Use email and use smartphone to check email.  Understand email security and what constitutes a good password.  Understand the concept of a digital footprint and how social media posts may impact job acquisition.  Use MS Word to type sentences as practice for target structure, pieces of writing, and material for presentations. Save, print, and submit documents.  Use the Internet to practice language skills on interactive websites, listen to English instructional videos on YouTube, improve English reading skills, and reinforce understanding of grammar.  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.  Save 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**  Individually and/or in teams prepare and deliver a (3-4 slides) PowerPoint/Google Slides presentation on an assigned topic.  Work in pairs to script a 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.  Use the Internet to conduct preliminary investigation into personal next steps options. Compile information and links into an MS Word document and save.  Compile information -- education, job experience, etc. -- for use in composing a resume.  Use the Internet to plan a trip, including a budget for airfare, accommodations, rental car, and food.  Write a clear paragraph of 5-8 sentences in which you state and stick with a main topic and support ideas with details and/or examples.  75% or higher on classroom tests and quizzes. | |
| **Materials and Resources**   * Textbook *World English 2* (Cengage) * Reading Resources in resource notebook (Organized by *World English 2* topic areas.)   **1. FOOD**  Books in library, room 105: *The Hungry Planet, Eat This, Not That (For Kids*)  *The Change Agent: All About Food* Issue 39, September 2014 (Library 105)  **The Story of Chocolate** from *Active: Skills for Reading Bk 2* 2e (Pearson)  **Eating for Health** from *Active: Skills for Reading Bk 2* 2e (Pearson)  **Gluttony: You are what you eat** from *Hot Topics 1* (CNN Heinle)  **Food in America** from *Contact USA 3* 3e (Pearson)  **Food** from *Thoughts and Notions* (CNN Heinle)  (Continued on next page.)  **Materials and Resources** (continued)  **2. SELF EXPRESSION**  **Is There a Recipe for Happiness?** From *Pathways 2 (*Cengage)  **High School Lockers aren’t the Social Spots They Used to Be** from NewsELA  **Swearing Can Make You Physically Strong** from  **3. URBAN LIFE**  **Some Local are fed up that tourists are eating up rainbow bagel** from NewELA  **Is urban graffiti a force for good or evil?** From NewsELA  **The night sky is filled with too much artificial light…** from NewsELA  **4. OUR BODIES**  Articles: **Beauty Contests: The business of beauty** from *Hot Topics 1* (CNN Heinle)  **Beauty: Mirror, Mirror on the wall…** from *Hot Topics 2* (CNN Heinle)  **Taking Care of Yourself** from *Access Reading: Reading in the Real World* 3 (Heinle)  **Living to 100 and Beyond** from *Password 2: A reading and Vocabulary Text* (Longman/Pearson)  *The Change Agent: Health* Issue 28, March 2009 (Library 105)  **5. CHALLENGES**  Articles: **Getting Along** from *Access Reading: Reading in the Real World* 3 (Heinle)  **Driving Challenges** (iSL Collective)  **Challenge: Overcoming difficult circumstances** (iSL Collective)  **6. CHANGES**  **Technology: Changing Our Lives** from *Contact 2 USA* (Pearson)  **The Power of Crowds** from *Pathways 2* (Cengage)  **Equal Rights for All** from *Grammar In Context 2* (Cengage)  **George Dawson – Life is so Good** from *Grammar in Context 2* (Cengage)  **7. LUXURY**  Articles: **The Secrets of Advertising** from *Active: Skills for Reading Bk 2* 2e (Pearson)  **Advertising: We know what you want before you do!** from *Hot Topics 2* (CNN Heinle)  **Shopping: The new drug of choice** from *Hot Topics 1* (CNN Heinle)  **8. NATURE**  Articles: **Saving the Environment** from *Active: Skills for Reading Bk 2* 2e (Pearson)  **Nature: Paradise Lost – Can we get it back?** from *Hot Topics 1* (CNN Heinle)  (Continued on next page.)  **Materials and Resources** (continued)  **9. LIFE IN THE PAST**  **The History of Telling Time** from *Password 2: A reading and Vocabulary Text* (Longman/Pearson)  **Fertile Crescent** from *softschools.com*  **Roman Dining**  from *zbths.org*  **Romulus and Remus: The Founders of Rome** from *zbths.org*  **10. TRAVEL**  Articles: **Going Abroad** from *Active: Skills for Reading Bk 2* 2e (Pearson)  *The Change Agent: Transportation* Issue 43, September 2016 (Library 105)  **11. CAREERS**  Articles: **Going Forward: Education and Employment** from *Journeys Near and Far: Reading and Responding Critically* (Houghton Mifflin)  **Lying: What’s THAT on your resume?** from *Hot Topics 2* (CNN Heinle)  *The Change Agent: Career Pathways* Issue 39, September 2014 (Library 105)  **12. CELEBRATIONS**  *The Change Agent: Celebrations* Issue 45, September 2017 (Library 105)  **New Years Eve Celebrations from Around the World** from *topics-mag.com* | | **Exit Criteria**  Listening/Speaking   * Understand most quotidian English phrases. * Participate in routine conversations about daily activities, school, work, family, housing, health. * Expand on basic ideas in conversation. * Understand main idea of oral presentation given by a native speaker. * Function independently in most face-to-face survival situations. * Ask and respond to questions on familiar and some unfamiliar topics. * Attempt to use new vocabulary and phrases. * Follow multi-step oral directions. * Use common verb tenses appropriately and with relative control.   (Continued on next page.)  **Exit Criteria** (continued)  Grammar   * Use present, past, and future tenses accurately most of the time. * Understand concept of parts of speech and identify in context. * Use subject pronouns and possessive adjectives accurately. * 75% oral and written control of basic grammar including present, simple past (regular and irregular) and future tenses (will/going to), including negatives and questions * 75% oral and written control of future tense clauses (if, when, before, after), modals (will, can should, might, may must), first conditional form. * Contrast past vs. past continuous (75% accuracy). * Correctly make comparisons between two or more things. * 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 mostly familiar vocabulary and grammatical structures. * Read, understand, and follow directions for written exercises and tests. * Use various strategies (e.g., dictionary, context clues) to learn and understand new words. * Read and understand simple graphic information. * Read and understand stories and articles written for native speakers at a reading level of GLE 3-5. * Find main idea and supporting details in a reading passage. * Talk about a text read in class using own words. * Identify fact vs. opinion. * Sequence events in a story. * Understand common abbreviations, and some common idioms. * Recognize common roots, prefixes and suffixes.     Writing   * Fill out an online applications and other common forms. * Understand and apply spelling rules for present tenses, plurals, -ing, -s on verbs. * Use mostly appropriate grammar, subject/verb agreement, syntax, and mechanics in writing. * Write a well-organized, well-constructed paragraph of at least 5 sentences. * Use correct verb tense from among those already learned. * Understand and use capitalization. * Correctly spell regular and irregular forms of simple past tense verbs. * Attempt a mix of simple, compound, and complex sentences with appropriate connecting words -- (and, but, so, because, although, when, while) and appropriate punctuation. * Write for a variety of reasons (describe an experience, express an opinion, or describe a scene). * Use commas in a list/series, date, city/state, and with clauses.   (Continued on next page.)  **Exit Criteria** (continued)  Learning Strategies   * Keep an organized notebook. * Reliably complete homework assignments. * Actively participate in class. * Demonstrate appropriate social skills in whole class and collaborative activities. * Independently use retrieval and other successful study strategies to maximize learning. * Use own words to present information. * Independently/successfully use available tools for learning – dictionary, phone, Internet, text/paper, electronic translator, etc. |

**ESOL FRAMEWORKS -- (Low Intermediate/SPL 4)**

## LISTENING

#### Standard 1

L1.4a Follow and identify purpose and/or gist of spoken messages on topics beyond immediate survival needs (e.g. invitation or agreement/disagreement)

L1.4b Listen and understand short connected statements and questions on familiar topics when spoken at a moderate rate

L1.4c Listen and follow instructions with some details (e.g. Get the paper from the top shelf of the closet.)

L1.4d Identify specific information in everyday contexts (e.g. phone message, brief conversations) with some support/ scaffolding

#### Standard 2

L2.4a Understand specific vocabulary in controlled settings (e.g. role play about community resources, occupations)

L2.4b Understand intermediate grammatical structures (e.g. tag questions, simple and continuous verb tenses, most prepositions, simple conjunctions, and simple modal forms)

L2.4c Understand transition words (e.g. then/next, finally, before/after)

L2.4d Identify intermediate base words and common inflections (e.g. live/lived; employee/ employer) and meanings of words with prefix un-

L2.4e Understand common contractions and word reductions in everyday topics or speech (e.g. did not 🡪 didn’t; going to 🡪 gonna; want to 🡪 wanna; got to 🡪 gotta)

L2.4f Understand basic synonyms, comparisons, some common idioms and some phrasal verbs

#### Standard 3

L3.4a Seek additional information to check understanding (e.g. What did you say? and What do you mean?)

L3.4b Negotiate meaning with speaker (e.g. Please say that another way; Please use a different word.)

L3.4c Indicate to the speaker what was (or was not) understood from a spoken message

L3.4d Focus on units or chunks of meaning rather than on individual words

ACTIVITIES: Dictation, audio/videotapes, guest speakers/presentations, information gap/jigsaw listening activities, minimal pair tasks, music/cloze, teacher talk

## SPEAKING

#### Standard 1

S1.4a Request and provide information with elaboration beyond the minimum (e.g. I want to learn English so I can…; I’m sneezing because I’m allergic to…)

S1.4b Employ formal or informal social courtesies, depending on the listener(s) and social context (e.g. How are you today, vs. How are you doing?)

S1.4c Relate a sequence of events (e.g. to give instructions, to tell a story, to explain a process)

S1.4d Summarize information from a variety of sources (e.g. from current events, talking with others, or from a reading)

#### Standard 2

S2.4a Construct compound sentences

S2.4b Develop an expanded lexicon of vocabulary to begin expressing shades of meaning (e.g. antonyms, synonyms, and word families)

S2.4c Use intermediate grammatical structures (e.g. correct word order, simple and continuous verb tenses and simple modal forms, comparative and superlative, selected prefixes and suffixes, and correct pronoun case)

S2.4d Stress the appropriate syllable in everyday multi-syllabic words (e.g. seventy vs. seventeen, tomorrow, family)

#### Standard 3

S3.4a Monitor listener comprehension and explain something in a variety of ways to help a listener understand (e.g. rephrase, circumlocute, provide an example, spell or write the misunderstood word or phrase)

S3.4b Take an active role in a conversation (e.g. asking follow up information questions; asking for explanation; holding the floor; keeping your turn; resuming after interruption; changing the topic)

S3.4c Seek independent opportunities to practice speaking

S3.4d Take risks in spontaneous situations with native English speakers (e.g. with guest speakers in class, on a class field trip)

ACTIVITIES: Role plays, presentations/speeches, interviews/surveys, summaries, dialogs, storytelling, discussion, debates, chain stories, jazz chants, choral pronunciation activities, drama/plays, reporting with reading, picture, or audio/video prompts

## READING

#### Standard 1

R1.4a Read and understand simplified or adapted multi-paragraph text on a familiar topic

R1.4b Identify main idea, supporting details, sequence, and transitions in simplified or adapted multi-paragraph text on a familiar topic

R1.4c Compare/contrast information from a simplified or adapted multi-paragraph text on familiar subjects

R1.4d Use text features to predict general idea of a text (e.g. visuals, title, headings)

R1.4e Recognize the format and purpose of various genres (e.g. narrative, informational text, letter, poem)

#### Standard 2

R2.4a Use letter-sound knowledge to decode unfamiliar words

R2.4b Recognize most irregular high frequency words (e.g. would, again)

R2.4c Use phrasing when reading aloud to increase fluency (e.g. the girl/walked/into the room)

R2.4d Develop vocabulary including common roots ad prefixes/suffixes, homonyms, transition words, words with multiple meanings, and some common idiomatic expressions

R2.4e Recognize intermediate function words: pronouns, prepositions, conjunctions, auxiliary verbs (e.g. that, since, have, was)

R2.4f Understand the differences in meaning for the simple and continuous verb tenses and simple modals

#### Standard 3

R3.4a Focus on units or chunks of meaning rather than on individual words

R3.4b Use context clues to derive meaning of words with multiple meanings (e.g. She runs to catch the bus; She runs a small company.)

R3.4c Adjust reading rate depending on the purpose (e.g. reading for detail vs. for general idea)

R3.4d Use a graphic organizer to organize information, ideas, words (e.g. word web, Venn diagram, timeline, K-W-L chart)

ACTIVITIES: Decoding, oral reading, silent reading, read/summarize, comprehension questions/discussion, read and run (read and return to group with information to write), read and illustrate, collaborative reading (reader becomes expert for group), read and act out/interpret, research reading (including Internet),

## WRITING

**Standard 1**

W1.4a Organize related ideas around a theme (e.g. simple descriptions, narration of events, feelings)

W1.4b Fill out simple authentic forms (e.g. library card application, bank check, post office change-of-address form)

W1.4c Sequence steps or events, to give instructions, tell a story or explain a process

W1.4d Express preferences, and comparisons

**Standard 2**

W2.4.a Construct compound sentences using simple conjunctions (e.g. and, or, but) and complex sentences using because or when

W2.4b Use vocabulary related to topics beyond the personal sphere (e.g. local current events, world affairs, cross-cultural discussions)

W2.4c Write a paragraph with a beginning, middle and end, using teacher support

W2.4d Use intermediate grammatical structures (e.g. past continuous and some irregular past verb tenses; comparatives and superlatives)

W2.4e Use quotation marks, commas, and apostrophes with support

W2.4f Domonstrate some control over spelling conventions, word families, common spelling patterns (e.g. silent e, -tion)

**Standard 3**

W3.4a Develop ideas through pre-writing activities (e.g. free writing, mind mapping) without stopping to correct grammar or spelling

W3.4b Take risks by writing longer sentences and using new vocabulary

W3.4c Type written work on word processor/computer to facilitate revising (if they already know how to type)

ACTIVITIES: Copying, dictation, sentence practice, dialog journals, read and respond, list/brainstorming, pre-writing activities including using graphic organizers and outlines, personal writing, poetry – specific forms such as cinquain, haiku, or shape poem, sequence writing activities (ex: how to make a p b & j sandwich), letters, notes, messages, email, chain stories, persuasive essays,

## Intercultural knowledge and skills

1. Identify and describe the significance of cultural images and symbols—U.S. cultures and their own
2. Analyze everyday behaviors in U.S. cultures and compare and contrast these with their own
3. Identify culturally-determined behavior patterns
4. Analyze and describe diversity in U.S. cultures
5. Compare and contrast the differences and similarities in the values and beliefs in their own culture and in U.S. cultures
6. Recognize cultural stereotypes—favorable and discriminatory—and describe how they impact their own and others’ behavior
7. Examine their own cultural adjustment process and the personal balance that must be struck between acculturation and preserving their own culture

## Navigating Systems

1. Describe their needs
2. Identify and locate particular systems connected to the specific needs they have identified
3. Develop the skills needed to act within these systems to meet their needs
4. Assess whether these systems have responded to their needs, determine revised steps, and challenge these systems if they choose

## Developing strategies and resources for learning

1. Develop and use strategies to set and achieve personal goals
2. Develop and use memory strategies
3. Develop and use study skills for formal education
4. Identify and use independent language learning opportunities inside and outside of the classroom
5. Identify their learning strengths and weaknesses and develop effective personal language learning strategies
6. Develop and use affective strategies to manage feelings about language learning
7. Develop and use social strategies for language learning