INTENSIVE TRACK 3 SKILLS (Use with *World English 3*, 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 a listener understand (i.e., re-phrase, provide an example, etc.), S3.4a. 2. Follow complex, multi-step oral instructions. 3. Adapt speech to listener, S3.6c*.* 4. Participate in a discussion using appropriate language to recognize another group member’s message, elaborate on another group member’s contribution, politely disagree, express a personal opinion, etc., S3.4b. 5. Participate in role plays. 6. Develop conversational fluency. 7. Understand register -- when to use formal vs. informal language. | 1. Present perfect continuous and present perfect tenses 2. So + adj + that… 3. Gerunds as subjects and gerunds vs. infinitives 4. Modals to express possibility/ability -- *may/might* 5. Passive voice 6. Past perfect tense 7. 1st conditional -- in the present 8. *If* and *wish* clauses 9. Direct and indirect/reported speech 10. Subject adjective clauses 11. Indirect and negative questions 12. Adjective clauses with object pronouns 13. Tag questions 14. Adverbial clauses of time 15. Modals for past -- *should have, would have, could have* 16. Noun clauses 17. Modals for future 18. Review prepositions & prepositional phrases 19. Past participles and present participles as adjectives 20. Adverbs and comparative adverbs 21. 2nd & 3rd (unreal) conditionals 22. Future continuous 23. Phrasal verbs | 1. Use transition words for speaking & writing, L2.4c&d. 2. Recognize and use common morphemes -- (roots, prefixes, and suffixes), synonyms, antonyms, common idioms, some phrasal verbs, R2.4d, R2.5b. 3. Understand that words have different meanings in different contexts. 4. Idiomatic expressions, *L2.5e, W2.5b* 5. Further develop content-specific and academic vocabulary in preparation for HiSET or college.   *Pronunciation:*  1. Stress the correct syllable in multisyllabic words, S2.4d. 2. Use appropriate sentence stress.  3. Correctly pronounce *–ed* and other word endings | 1. Understand point of view, R1.5e. 2. Consciously use strategies to increase fluency/speed, R2.5a. 3. Recognize ¶ structure: main idea, topic sentence, supporting sentences, conclusion, R1.4b. 4. Recognize format and purpose of various genres, R1.4e. 5. Understand key transition words in a narrative, R2.4e. 6. Focus on units of meaning when reading silently or orally, R3,4a. 7. Understand the meaning of common and more complex verb tenses in context, R2.4f, R2.6e. 8. Show familiarity with a variety of testing formats --multiple choice, fill-ins, etc. 9. Detect bias in language. 10. Recognize facts vs. opinions. 11. Concrete vs. abstract concepts 12. Identify point of view and/or purpose of a text. | 1. Write a paragraphs with conventional structure and organization, including supporting ideas, W1.4a, W2.4c. 2. Develop ideas through pre-writing activities, including brainstorming and multiple drafts, W3.4a, W3.5a, W3.6a. 3. Correctly use a mix of simple, compound, and complex sentences, W2.4a, W2.5a. 4. Use a mix of intermediate structures correctly --present, future, and past tenses, including appropriate auxiliary verbs in negatives and questions, W2.4d, W2.5d. 5. Write clear paragraphs of 5-8 sentences that state and stick with a main topic; support ideas with details and/or examples, and concluding sentence, W2.5c. 6. Write from models and/or exemplars, W3.5c. 7. Self-edit independently, W3.6b. 8. Based on feedback, expand ideas in a clear, cohesive piece of writing, W1.6a. 9. Paraphrase, summarize, W1.6d. 10. Write at least 3/4 of a page, single- spaced, handwritten. 11. Write a 5-paragraph essay, W2.6c. 12. Revise successive drafts for clarity, W3.5a, W3.6a. 13. Understand what constitutes plagiarism. | 1. Develop and use successful strategies for studying (i.e., retrieval of material covered in class, making own flashcards, keeping a list of frequently misspelled words, etc.). 2. Develop and use successful strategies for encounters with unfamiliar vocabulary including dictionary skills - (online or paper.). 3. Understand individual strengths and weaknesses in learning. 4. Find opportunities to use English outside of class; apply techniques for independent practice and review of material covered in class, S3.4c. 5. Work effectively in pairs and/or small groups for a variety of purposes and in a variety of roles; brainstorm ideas to problem solve. 6. Use memory strategies. 7. Proofread and self-correct written work /respond to editing marks. 8. Take risks in order to learn and practice English, S3.4d. 9. Self-monitor understanding and improvement, L3.5d. 10. Use index cards to deliver an oral presentation. 11. Use effective study and test-taking strategies. 12. Demonstrate effective time management. 13. Use retrieval strategies practiced in the classroom to prepare for tests and quizzes. 14. Use a highlighter to underline important material in reading, R3.5c. 15. 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*   *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/)  <https://www.howtobecome.com/category/career-list>  <http://wellingtoncountylearningcentre.ca/edge/>  Workplace-related issues of the Canadian newsletter, *The Learning Edge* |

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| **Digital Literacy**  Use email and use phone to check email. Understand professional vs. friendly (formal vs. informal) email.  Understand email and Internet security: cookies, secure passwords, phishing, scams, etc.  Use MS Office applications and Google functions to complete assignments.  Understand the concept of a digital footprint and how social media posts may impact job acquisition.  Download browsers; change default browser.  Conduct focused Internet searches: Understand what URL suffixes mean and why focused searches yield more reliable results -- .org, .gov, .edu, suffixes for countries, etc.  Use the Internet to practice language skills on interactive websites, listen to English instructional videos on YouTube, improve English reading skills, reinforce understanding of grammar, and to explore training, higher education, and/or career options.  Evaluate an information source for bias, validity, etc.  Use the Internet to research and gather information.  Use the Internet to practice test for HiSET, GED, Applitrack, and/or TOEFL.  Find, download, and use language learning applications on a smartphone.  Compile a digital portfolio appropriate for a job or college application.  **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**  Produce representative examples of finished writing with multiple drafts that demonstrate high-intermediate/advanced command of English.  Prepare and deliver effective presentations with graphics both individually and as part of a team.  Research and plan next steps vis-à-vis college and career, write up and save a comprehensive next steps plan.  Successfully participate in a debate using arguments supported by evidence and statistics.  Create and/or refine a resume and cover letter. Tailor a cover letter and for a particular job.  Create a digital portfolio that highlights skills for either a college or job application.  Produce a college application essay.  Successfully participate in a mock job or college interview.  75% or higher on classroom tests and quizzes. |
| **Materials and Resources**  Textbook: *World English 3* (Cengage)  Supplementary readings from Intensive 3 binder (Topics from *World English 3*):  **1. PEOPLE AND PLACES**  Books in library, room 105: **What A Life!** Intermediate Reader biographies (Pearson)  Articles: **Body Language Across Cultures** from *Reading Connections 4* (Heinle)  **2. THE MIND**  Articles: **Music and the Mind** from *Reading Connections 4* (Heinle)  **Your Memory at Work** from *Password 2: A reading and Vocabulary Text* (Longman/Pearson)  **Strange Brains: Unlocking the Secret** from *Hot Topics 3* (Heinle)  **What is Synesthesia?**  **The Mind of the Chimpanzee** from *New Password 5* 2e (Pearson)  **The Mind** from *Mosaic 2: Reading* Silver e (McGrawHill)  **Small Wonders** from *Topics for Today 5* 3e (Heinle)  (Continued on next page.)  **Materials and Resources** (continued)  **3. CHANGING PLANET**  Articles: **Wonders of the Deep** from *Reading Connections 4* (Heinle)  **A Changing, Living Planet** from Steps to *Academic Reading: between the Lines* 3e (Heinle)  Web resources: Videos on overpopulation, Population Connection: <http://www.populationconnection.org/resources/poped/>  <https://www.worldof7billion.org/student-video-contest/2015-winners/>  The Water Project -- <https://thewaterproject.org/why-water/>  **4. MONEY VS. WEALTH**  Articles: **Spending a Fortune** from *Reading Connections 4* (Heinle)  Internet editorials: *The Huge Differences Between Money and Wealth and Why It’s Important to You* – Stephanie Relfe  *Money Versus Wealth* -- David Korten  Web resources: *The New Mad Men, a* video about how companies are targeting the growing Latino market <http://www.americabythenumbers.org/episode/austin/>  **5. SURVIVAL**  Articles: **Stopping the Spread of Superbugs** from *Reading for Today CONCEPTS 4* 4e, (Cengage)  **6. ART**  Articles: **Isamu Noguchi: Artist of Two Worlds** from *Counterparts, an intermediate reader* (Macmillan)  **Artistic Innovations** from *New Password 5* 2e (Pearson)  **Art and Entertainment** from *Mosaic 2: Reading* Silver e (McGrawHill)  **7. GETTING AROUND**  Articles: **Around Town** from *Access Reading 4* (Heinle)  *The Change Agent: Transportation* Issue 43, September 2016 (Library 105)  **8. COMPETITION**  Articles: **Violence in Sports: When is a game not a game?** from *Hot Topics 1* (CNN Heinle)  **9. DANGER**  *The Dangers of Facebook*– Youtube video with accompanying worksheet (iSL Collective.com)  Articles: **Danger and Daring** from *Mosaic 2: Reading* Silver edition (McGrawHill)  **10. MYSTERIES**  Books in library, room 105: **The Outer Edge: Still Unsolved** (Jamestown Education)  Articles: **The Mystery of the Iceman** from *Reading for Today CONCEPTS 4* 4e, (Cengage)  **Mysteries** from *Thoughts and Notions* (CNN Heinle)  **Cults: Path to God or somewhere else?** from *Hot Topics 3* (Heinle)  **Secrets in the Stones** from Steps to *Academic Reading: between the Lines* 3e (Heinle)  **The Great Illusionist** from *Reading Advantage 4* 2e (Heinle)  **How Did the Egyptians Make Mummies?** From *What a World 2* (Pearson/Longman)  (Continued on next page.)  **Materials and Resources** (continued)  **11. LEARNING**  Articles: **Lifelong Learning** from *Access Reading: Reading in the Real World* 3 (Heinle)  **Learning through Video Games: Fact or Fiction?** from *Reading for Today CONCEPTS 4* 4e, (Cengage)  **Lifelong Learning** from *Access Reading 4* (Heinle)  **All Kinds of Intelligence** from Steps to *Academic Reading: between the Lines* 3e (Heinle)  **Language and Learning** from *Mosaic 2: Reading* Silver edition (McGrawHill)  **12. SPACE**  Articles: **Mars: Our Neighbor in Space** from *Issues for Today* 4e (Heinle)  **The Search for Other Worlds** from *Reading Connections 4* (Heinle)  **Space Science on Earth** from *Reading for Today CONCEPTS 4* 4e, (Cengage) | **Exit Criteria**  Listening/Speaking   * Participate effectively in practical, persuasive, and social conversation; expand ideas beyond basics. * Understand 80%-90% native English conversation when the speaker is talking clearly at a normal speed about quotidian subject matter. * Speak fluently in both familiar and unfamiliar situations. * Function independently in daily survival, social, and work situations. * Convey and explain complex ideas. * Demonstrate good control over grammar (75% accuracy). * Self-correct with relative ease. * Handle difficult situations -- i.e., speaking to the boss or to the doctor, using the telephone. * Use vocabulary as necessary to restate ideas and explain ideas more clearly.   (Continued on next page.)  **Exit Criteria** (continued)  Grammar   * Control basic grammar including present, past, and future tenses (75-85% accuracy), as well as present and past perfect tenses. * Incorporate a variety of verb tenses, compound sentences, and expressive structures into speaking and writing. * Recognize and correctly interpret most verb tenses in text.   Reading   * Read and understand fiction and non-fiction text in English at a reading level of GLE 6-8. * Comprehend text organization and locate main ideas in reading. * Retell, summarize, and analyze a story, article, or passage both orally and in writing. * Read and understand stories and articles written for native speakers of English at a reading level of GLE 4-7. * Demonstrate a developing level of oral reading fluency, with appropriate chunking/phrasing. * GLE 6 or higher on TABE reading test   Writing   * Free-write at least 1 page, handwritten, and single-spaced. * Use appropriate mixed verb tenses. * Use 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 (letters, narratives, opinions, descriptions, summaries). * Understand and employ principles of paragraph organization. * Understand how to organize writing for a formal essay, using paragraphs with topic sentences, supporting sentences, and summary sentences. * Write a 5-paragraph essay on an assigned topic. * Effectively use the writing process to generate, edit, and refine a piece of writing.   Digital/Study Skills   * Use MS Office programs to produce finished work. * Upload and download documents and materials to/from the Internet/Cloud. * Compile a digital portfolio of work including a resume, cover letter, and a college application essay. |