High Intermediate
LISTENING

Students should be able to:

1. respond appropriately to face to face and telephone conversations using unfamiliar vocabulary within familiar topics.

2. respond to some face to face and phone conversations using unfamiliar topics.

3. follow directions with 3 or more steps.

4. respond appropriately to questions about specific times, dates and locations.

5. respond to some authentic phone conversations and automated voice responses.

6. draw conclusion and make predictions about the main idea of a television, radio or video recording.

7. identify and distinguish the differences between formal and informal language usage.

8. distinguish facts from opinions

Examples:

1. Role play Doctor’s orders: “get adequate sleep, about 8 hours, and take sufficient fluids, minimum 8 glasses.”

2. Listen for specific information about civic responsibilities, legal matters, or school business

3. Have students give each other directions to a community location, a school office, a supervisors’ orders, a classroom assignment

4. A: I’m on my way to your house. B: how soon can you get here? A: I’ll be there by 3:00. B: that’s too... Late can you come sooner? A: I can be there by 2. Is that okay?

5. Place an order for food by phone, get information about hours of business, get banking information or cinema times.

6. Listen to a brief article or short passage and retell the key elements.

7. Listen to a conversation and fill in the blanks for common idioms, slang or popular acronyms.

8. Listen to a recording of different conversations and take notes and classify information into fact and opinions
SPEAKING

Students should be able to:

1. participate in face-to-face and phone conversations using familiar topics.
2. participate in some face-to-face and phone conversations using unfamiliar topics.
3. give directions with 3 or more steps with some specific details.
4. ask for repetition as a means of clarification about a subject.
5. apologize and accept criticisms.
6. give excuses with valid and invalid reasons.
7. make a complaint and negotiate a solution.
8. ask and answer questions about specific information.
9. state the main idea of a brief article from a media source or a written passage.
10. give opinions and advice about familiar topics.
11. produce and respond to an answering machine message.

Examples:

1. Conversation Café, role plays, information gap activities.
2. Role play a conversation between a receptionist and a job applicant, a job interview situation, report a crime; report an emergency to 911.
3. Explain how to get to a specific location with landmarks or a simple step by step process.
4. How can I pay for Nursing classes?...You can apply for an ESL scholarship....I can apply for what?
5. You left your computer on all night....I’m sorry it won’t happen again.
6. Would you like to go the movies with me? Sorry, I can’t. I have to wash my hair.
7. Role play conversations between landlord and tenants, doctors and patients, or exchanging faulty items from a store.
8. Where can I take Citizenship classes? At the community college in Grayslake.
9. Each student reads a different article and explains it to his/her partner.
10. Analyze Dear Abby letters. Role play Problem – solution situations about health, legal or school issues.
11. Have students record personal and business phone messages. Discuss the differences in appropriate language for each.

High Intermediate REVISED 8/9/05
**READING**

**Students should be able to:**

1. interpret and follow a set of directions or instructions with 3 or more steps
2. respond to authentic written requests for information with some unfamiliar vocabulary.
3. identify key elements and important vocabulary within informal classroom conversations and short narratives
4. scan for specific information in a short story or in a brief article, or other reading materials.
5. skim a variety of reading materials to predict the main idea.
6. identify chronological order and simple transitions in a variety of reading materials.
7. identify comparison and contrast information and word cues in a short passage or other reading materials.
8. predict meanings of unfamiliar vocabulary by using context clues.
9. interpret and define some common English idioms, slang, reduced speech and acronyms.
10. distinguish the difference between a news article and an editorial.
11. interpret and respond to a complaint letter.

**Examples:**

1. Follow directions for a game or a presentation.
2. fill out a copy of an authentic job application form or a health history form.
3. Read a conversation between the police and crime victim. Answer comprehension questions or take notes about the key words and elements.
4. Identify the key words in the story. Read a warranty and locate important information;
5. Use bold print, introduction, conclusion, pictures, paragraph organization, and the title to identify the possible main idea.
6. First, next, finally, last, also, however, before, after.
7. Chicago is a big city while Antioch is a small town. Cues: Such as, in the mean time, on the other hand, meanwhile, otherwise
8. Clothes are expensive at Bloomingdales; I can’t afford to pay their prices. In the 2nd sentence afford means _______
9. “Keeps me on my toes”, “pain in the neck” MADD What’s up?
10. Students look for predefined language elements that make up a news article versus editorial; fact vs. opinion
11. read a letter of complaint and look for writing elements and the main idea of the letter.
Students should be able to:

1. compose simple sentences using correct word order.
2. write a set of simple step by step directions and instructions.
3. fill in copies of authentic forms from a variety of community resources.
4. combine simple sentences using connector words *which, who, and that.*
5. create a conversation based on familiar topics and some unfamiliar topics.
6. write a 3-5 sentence paragraph based on a familiar topic.
7. create a simple graph based on written information.
8. combine sentences using two place connector words *because, while, when, since, and after.*
9. compose a simple letter of complaint and negotiate a resolution.
10. write a 3 paragraph narrative using an introduction, body, and conclusion.
11. write a brief summary using a model or prompts

Examples:

1. Unscramble sentence patterns for correct word order
2. Write out a recipe for their favorite dish. Write instructions on how to make a piñata.
3. Fill out a bank account form or an accident report, or a postal change of address form.
4. Jose likes a girl. She sits next to him in class. Jose likes a girl who sits next to him in class.
5. Write out a conversation between a driver and a police officer.
6. Topic: What I did over the weekend
7. Draw a graph that includes students’ nationalities, gender, age or physical appearance.
8. a. We decided not to cook *because* it was too hot.
   b. Because *it was too hot*, we decided not to cook.
9. Write a letter to coca cola explaining you bought a case of coke and several cans were empty. Ask for your money back or new case free.
11. After answering comprehension questions have students take their answers and write a summary paragraph.
Students should be able to:

1. contrast the simple present with the present progressive.

2. identify and use the simple past and past progressive tenses.

3. identify and use common time expressions with a simple past tense.

4. identify, recognize, and pronounce /-ed/ endings for regular past time words

5. recognize, define, and use simple past tense irregular verbs.

6. identify and use some comparative and superlative adjectives and adverbs using familiar topics.

7. use habitual used to as a way to express a past time action.

8. recognize and use some common modals.

9. use possessive nouns, adjectives and pronoun forms

10. identify and use some reflexive pronouns

Examples:

1. She washes dishes everyday. She’s washing dishes now.

2. Regular form and functions, irregular forms and functions
   Progressive forms and functions

3. This morning, yesterday, day before yesterday, last week, last month, three hours ago.

4. /t/ as in worked , /d/died, /id/as in completed

5. slept, wept, dreamt ,forbade ,etc

6. As + adjective + as  My mother is as big as her sister.
   As + adverb + as  She is as slow as a turtle.

7. I used to eat at 6 a. m. in my country but now I eat at 7.

8. ability (can/could/couldn’t). advice (should/shouldn’t) and probability (may/may not, might/might not and could). Would prefer/would rather

9. The girl’s dress is blue; My brother is getting married to her sister;
   Her book is old; Mine is new.

10. She sees herself in the mirror
TOPICS COVERED AT THIS LEVEL SHOULD BE:

For the first 48 hours of instruction:

1. Setting Goals
   A: prioritize family responsibilities
   B: set and distinguish the difference between long term and short term goals, and develop a realistic strategy to accomplish those goals.

2. Communications
   *** (chapter 8 in ALL STAR)***
   A: use a variety of good communication skills in face to face conversations, on the phone, and giving presentations.
   B: participate in phone conversations and take messages for home and at work.

3. Work
   A: locate, analyze and describe job requirements
   B: compare and contrast U. S. workplace culture with other countries

4. Safety, accidents and emergency procedures
   A: analyze and interpret safety rights on the job
   B: discuss safety procedures and fill out an accident report

For the second 48 hours of instruction

5. Money and Consumer Issues
   A: read, analyze and interpret vehicle and general product warranties.
   B: compute interest on a loan

6. Housing
   A: evaluate a house for sale and calculate housing costs
   B: interpret, take notes on and discuss the Fair Housing Act

11. Community
   A: identify and interpret common laws and ordinances
   B: report a crime on the phone and in person

6. Healthy Living
   A: evaluate medical habits in the U. S.
   B: read and interpret prescription labels and convert fluid ounces, grams, pounds, and kilograms.

COMPETENCIES:

Upon completion of the first 48 hours of instruction, a student should be able to:

Upon completion of the second 48 hours of instruction, students should be able to:
# HIGH INTERMEDIATE

## NRS DESCRIPTORS

<table>
<thead>
<tr>
<th>TEST BENCHMARK</th>
<th>CELSA SCORE RANGE 30-41</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>SPEAKING AND LISTENING</strong></td>
<td>This student can understand learned phrases and short new phrases containing familiar vocabulary spoken slowly and with some repetition; this individual can communicate basic survival needs with some help and can participate in conversation in limited social situations using new phrases with hesitation; He/she relies on description and concrete terms. There is inconsistent control of more complex grammar.</td>
</tr>
<tr>
<td><strong>READING AND WRITING</strong></td>
<td>This level student can read text on familiar subjects that have a simple and clear underlying structure (e.g. clear main idea, chronological order); he/she also can use context to determine meaning and can interpret actions required in specific written directions; This person can write simple paragraphs with the main idea and supporting detail on familiar topics (e.g. daily activities, personal issues) by recombining learned vocabulary and structures; This student can also self and peer edit for spelling and punctuation errors.</td>
</tr>
<tr>
<td><strong>FUNCTIONAL AND WORKPLACE</strong></td>
<td>This individual can meet basic survival and social needs and can follow some simple oral and written instruction. He/she has some ability to communicate on the telephone on familiar subjects; this person can write messages and note related to basic needs, and can complete basic medical and job application forms. Can handle job that involve basic computer instructions and written communication in tasks that can be clarified orally. This student can work with or learn basic computer software, such as word processing; can follow simple instructions for using technology.</td>
</tr>
</tbody>
</table>
**CORE TEXT AND WORKBOOK:**  **ALL STAR 3  MC GRAW HILL : PUBLISHER**

**SUPPLEMENTAL TEXTS:**

<table>
<thead>
<tr>
<th>Readers</th>
<th>Grammar</th>
<th>Dictionaries</th>
<th>Workbooks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Even More True Stories</td>
<td>Grammar in Context 2</td>
<td>Longman’s Dictionary of American English</td>
<td>Topics in Language Competencies Level 4</td>
</tr>
<tr>
<td>Beyond True Stories</td>
<td>Thomson/Heinle</td>
<td>Longman</td>
<td>Longman</td>
</tr>
<tr>
<td>Longman</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Great American Stories 2</td>
<td>Grammar Form and Function 2</td>
<td>Heinle’s Basic Newbury House</td>
<td></td>
</tr>
<tr>
<td>Longman</td>
<td>Mc Graw Hill</td>
<td>Thomson/Heinle</td>
<td></td>
</tr>
</tbody>
</table>

**TEACHER RESOURCES**

*TO BE DECIDED*