LISTENING & SPEAKING

Students should be able to:

1. initiate and participate in authentic face to face and phone conversations on familiar and unfamiliar topics.

2. prepare and present a short formal speech about a familiar topic.

3. use and respond to reduced speech and some slang.

4. use and respond to high frequency idiomatic expressions.

5. use and respond appropriately to social cues in a variety of face to face and phone conversations.

6. follow multi-step instructions in a variety of situations.

7. participate in discussions on a variety of topics from multiple sources.

8. respond appropriately to a variety of listening activities.

Examples:

1. Students listen to, as well as develop and ask questions to a guest speaker on such topics as financial aid, hiring expectations; and buying and selling houses.

2. Students present a speak for 5 minutes on a variety of topics such as how to do or make something; cultural celebrations; a special place in their country.


4. “Break a leg.” “I’m under the weather” “I’m broke”


6. Follow a police officer’s instructions in a sobriety test.

7. Students view a video clip on a brief U. S. history or cultural item and ask and answer questions based on its content.

8. Students take dictation for missing words, whole sentences, and correct spelling practice.
READING

Students should be able to:

1. read and interpret authentic materials on a variety of topics.

2. identify the writer’s bias and purpose in a reading selection.

3. interpret the meanings of words using context clues, prefixes, suffixes and roots.

4. interpret authentic charts, tables, and graphs from a variety of sources.

5. grasp the meaning of most reading material to paraphrase or summarize key points.

6. use inferred meaning to interpret and discuss reading materials.

7. use applied meaning from prior knowledge and experience to interpret and discuss a variety of reading selections.

8. compare and contrast information gathered from some reading selections.

Examples:

1. Read a newspaper article, read on-line job listing/descriptions, read a short biography or short fiction story. Answer literal comprehension questions about the reading.

2. Read an editorial, or a success story in order locate writing techniques, (e.g. to inform, to persuade and to narrate).

3. Read a rental agreement a simplified legal document and try to guess at meanings or unfamiliar words without using a dictionary.

4. Read a bar graph showing health statistics from a magazine article in Newsweek.

5. Read a safety workplace bulletin and summarize key points.

6. Read printed ads for hidden meaning.

7. Students read a selection about superstitions and discuss their own cultural superstitions and experiences.

8. Students read about and point out similarities and differences in a American social habits. (e.g. eating fast food versus eating at home.)
Students should be able to:

1. expand simple sentences by adding modifying words, clauses and phrases.
   Examples: 1. The girl who lives next door to my brother just bought a brand new car.
2. develop a paragraph with an introduction, supporting details, and conclusion.
   Examples: 2. Write a paragraph about personal goals.
3. to paraphrase and summarize main ideas of familiar and some unfamiliar topics
   Examples: 3. Read an article about immigration and write a summary paragraph based on key words and elements.
4. identify and use transitional words to connect sentences and ideas in a piece of prose.
   Examples: 4. point out to students that the following words can be used in place of but to show contrast: (e.g. although, nevertheless, however, even though).
5. demonstrate good control of mechanical structures such as spelling, punctuation, syntax, and grammar.
   Examples: 5. Dictations with peer corrections, scrambled sentences using the dictionary to correct spelling errors.
6. compose a short essay to express feelings, opinions, and ideas using descriptive and narrative styles.
7. revise multiple drafts to expand and clarify writing content with occasional input from others.
   Examples: 7. Peer editing, proofreading, and revising for particular items such as content, organization, spelling and punctuation.
8. develop a personal resume using a model.
   Examples: 8. Present examples of different resume styles.
9. compose a formal business letter using a model.
   Examples: 9. Students write a letter of complaint or a cover letter for a job.
Students should be able to:

1. contrast the past and past progressive tenses with the present and present progressive tenses.
   Examples:
   1. I always study in the library. vs. Yesterday John and Sue studied outside.

2. identify and use present perfect and present perfect progressive.
   2. I have studied several times for the test. I have been studying for the last three hours.

3. identify and use past perfect and past perfect progressive.
   3. She had never worked that shift before. He has been working here for two months when he got a raise.

4. use modals of desire/preference and obligation.
   4. I'd like to have pizza for dinner. I've got to go home now.

5. identify and recognize adverb clauses for time, cause and effect, and contrast and condition.
   5. I will have finished cleaning the house by the time you get home. Because of the rain, we stayed inside. Even though I studied for the test, I still didn't pass.

6. identify and use coordinating conjunctions with paired structures.
   6. Both her daughter and son live in Chicago. I have to study either today or tomorrow. Neither the manager nor the employee knew how to fix the machine.

7. use gerunds as subject, object and object of preposition.
   7. Shopping is fun. I enjoy shopping. We talked about shopping for hours.

8. use infinitives after certain verbs and adjectives to show purpose.
   8. I want to find a job. I'm happy to help you. He went to the counselor to get help.
<table>
<thead>
<tr>
<th>TOPICS COVERED AT THIS LEVEL SHOULD BE:</th>
<th>LEVEL COMPETENCIES:</th>
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<tr>
<td>For the first 48 hours of instruction:</td>
<td>Upon completion of the first 48 hours of instruction, a student should be able to:</td>
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</table>

1. Self Management/Improvement

   A: Prioritize home, school, and/or work obligations
   B: Create long and short term goals
   C: Identify successful job skills
   D: Identify appropriate interviewing behavior
   E: Take and interpret telephone messages and proper phone etiquette

2. Personal Finance

   A: Plan a household budget
   B: Compare different banking options
   C: Interpret the use of credit cards and interest rates
   D: Identify some financial terms/vocabulary

3. Health

   A: Compare medical practices in the U.S. to practices in their country
   B: Use a medical hotline to access information and emergency services
   C: Identify a variety of healthcare professionals
   D: Interpret nutritional information

4. Consumer Issues

   A: Find housing using newspapers, websites, and local resources
   B: Interpret and analyze advertisements
   C: Discuss consumer shopping tips
   D: Compare products for purchase
For the second 48 hours of instruction:

5. Getting Hired/On the Job

A: Use a variety of resources to find a job
B: Complete a job application
C: Identify appropriate workplace behaviors and responsibilities
D: Analyze a workplace performance evaluation
E: Discuss the pros and cons of different job benefits

6. Transportation Rules, Laws & Issues

A: Identify roles of people in a courtroom
B: Identify different types of crimes
C: Define requirements for obtaining driver’s license
D: Recognize different types if traffic citations
E: Identify car insurance terms
F: Fill out accident report

7. Civic Responsibility

A: Identify some U.S. Constitutional rights and responsibilities
B: Identify different government agencies and their purpose
C: Define the purpose of work unions
D: Identify some U.S. educational rights and responsibilities
# LOW ADVANCED

## NRS DESCRIPTORS

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<tr>
<th>TEST BENCHMARK</th>
<th>CELSA SCORE RANGE 42 - 53</th>
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<tbody>
<tr>
<td><strong>SPEAKING AND LISTENING</strong></td>
<td>Students at this level can converse on many everyday subjects and subjects with unfamiliar vocabulary, but may need repetition, rewording or slower speech; they can speak creatively, but with hesitation; Students can clarify general meaning by rewording and has control of basic grammar; these students can also understand descriptive and spoken narratives and can comprehend abstract concepts in familiar contexts.</td>
</tr>
<tr>
<td><strong>READING AND WRITING</strong></td>
<td>At this level, the student is able to read simple descriptions and narratives on familiar subjects or from which new vocabulary can be determined by context; the student can also make some minimal inferences about familiar texts and compare and contrast information from such texts, but not consistently. The student can also write simple narrative descriptions and short essays on familiar topics such as customs in a native country; in addition, this student has consistent use of basic punctuation, but makes grammatical errors with complex structures.</td>
</tr>
<tr>
<td><strong>FUNCTIONAL AND WORKPLACE</strong></td>
<td>This individual can function independently to meet most survival needs and can communicate on the telephone on familiar topics; this student can interpret charts and graphics and can handle jobs that require simple oral and written instructions along with diagrams and limited public interaction. The student can use all basic software applications, understand the impact of technology and select the correct technology in a new situation.</td>
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</tbody>
</table>
### CORE TEXT AND WORKBOOK: ALL STAR 4  MC GRAW HILL: PUBLISHER

### SUPPLEMENTAL TEXTS:

<table>
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<th>Readers</th>
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<th>Dictionaries</th>
<th>Workbooks</th>
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### TEACHER RESOURCES

- Fundamentals of English Grammar AZAR
- Talk Your Head Off (.. and Write Too)

Low Advanced Revised 8/9/05