Low Intermediate
# Low Intermediate

## NRS Descriptors

<table>
<thead>
<tr>
<th>Test Benchmark</th>
<th>CELSA Score Range</th>
<th>24 - 29</th>
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<tbody>
<tr>
<td><strong>Speaking and Listening</strong></td>
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<tr>
<td>Student’s at this level are expected to be able to understand simple learned phrases and limited new phrases containing familiar vocabulary that is spoken slowly with frequent repetition; they can ask and respond to questions within the scope of this vocabulary; they can express basic survival needs; participate in some routine conversations with some difficulty; have some control over basic grammar.</td>
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<td><strong>Reading and Writing</strong></td>
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<td>Students can read simple material on familiar subjects and comprehend simple and compound sentences in single or in linked paragraphs that contain familiar vocabulary. They can write simple notes and messages about familiar situations with little variety and some control of basic grammar such as present, present progressive and some past tense. A consistent use of basic punctuation is expected at this level. (periods, commas in a series, question marks capitalization)</td>
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<tr>
<td><strong>Functional and Workplace</strong></td>
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<td>Students are expected to be able to interpret simple directions, schedules, signs and maps and fill out simple forms; however, they need support when filling out documents that are not simplified; They can also handle routine entry level jobs that involve some written and oral communication as long as there is a demonstration included; students at this level can also use simple computer programs and perform a sequence of routine task given directions for everyday technology (e.g. fax machines, computers and copiers.).</td>
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LISTENING

Students should be able to:

1. respond to simple face-to-face conversations containing familiar vocabulary.

2. listen and respond to simple simulated phone conversations.

3. identify specific information from taped or recorded materials such as answering machines, public announcements, and voice mails.

4. listen and respond to directions and requests with at least 2-3 steps.

5. listen and respond correctly to a simple inquiries and request.

6. recognize emotions expressed through intonations, stress, and enunciation patterns.

7. draw a conclusion and/or make a prediction from a short passage.

8. identify and respond to some common reduced speech forms.

Examples:

1. “How’s the weather outside?” “It’s really cold”

2. Listen to recorded conversations about familiar topics

3. “Why isn’t your child at school today?” “Flight 232 to NY is departing at Gate 17A.”

4. Student’s take turns giving directions to a particular location or a supervisor’s request.

5. proof of identity, residence, health history, and basic job interview questions.

6. Listen to a person say one simple sentence in two different ways. Students need to determine which is angry and which is not.

7. Listen to a paragraph from a short story and predict the ending or rewrite the ending.

8. gonna’, wanna’, oughtta’
SPEAKING

Students should be able to:

1. create short face-to-face conversations using familiar topics
2. create and respond to simple simulated phone conversations.
3. give directions that involve at least 2-3 steps.
4. respond to questions with specific information
5. make simple inquiries and requests
6. express likes vs. dislikes, ability vs. inability, and wants vs. needs.
7. retell a very short story or very brief article.
8. make a simple complaint using familiar vocabulary and topics
9. ask for simple requests for clarification
10. participate in practical everyday face-to-face conversations with some unfamiliar vocabulary

Examples:

1. Conversation Café, Student and teach made dialogues
2. Role play: Call in sick, “I can’t come in to work today. I’m feeling sick.” Reporting to the school.
3. Give directions to the rest room. Go down the hall and turn left.
4. Tell symptoms to a doctor, “What’s wrong?” “I’ve had a fever for three days.”
5. Ordering in a restaurant: “I’d like a hamburger with no onions please.” Asking for directions “How do you get to Main Street?”
6. I like oranges but I hate apples; I can cook, but I don’t have time to. I need to go to the dentist, but I’m afraid.
7. Each student reads a story and explains it to partner.
8. “My faucet is leaking.” My sink is clogged.
9. Student asks, “Please repeat the last part of that sentence?”
10. “Do you have this in a large?” No, we only have XL in that color....
**READING**

**Students should be able to:**

1. interpret and follow 2-3 step instructions

2. interpret a request for information with familiar vocabulary.

3. identify the main idea and supporting details in a short passage.

4. draw a conclusion and/or make a prediction from a short passage.

5. guess the meaning of unfamiliar words through context.

6. identify different genres (types) of reading such as short stories, newspaper articles, and letters.

7. interpret a simple bar and/or pie graph.

8. interpret literal and implied meanings from a short passage

9. identify coordinating conjunctions specifically *and, or* and but as devices to combine sentences.

10. identify the parts of a paragraph within a short passage

**Examples:**

1. Trace written directions on a map. Use a recipe to prepare a dish. Follow written directions for a game.

2. Interpret a modified copy of a job application form or a health history form.

3. Answer comprehension questions orally and in writing about who, what when and where.

4. Read the introduction to a story and predict the ending.

5. Fill in the blank or cloze exercises which contain simple synonyms.

6. Students look for key elements to determine the genre of a reading.

7. Answer comprehension questions.

8. Ask the group to interpret a simple poem or jokes from Reader’s Digest.

9. She likes to sing. Her husband doesn’t.
   She likes to sing, but her husband doesn’t.

10. label the document with topic sentence, details and concluding sentence.

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**WRITING**

Students should be able to:

1. fill in simple requests for personal information.
2. compose simple sentences in correct word order.
3. create a short (8 line) conversation with prompts.
4. produce a minimum of 3-step written directions using sequential markers first, next, then, now, and last.
5. use basic writing mechanics for paragraphing.
6. combine simple sentences using coordinating conjunctions and, but, and or.
7. use a picture-dictionary, bilingual or monolingual dictionary to expand vocabulary.
8. write or rewrite a conclusion to a passage or a short story.
9. create various types of writings specifically short friendly letters, brief memos, and notes based on a model.
10. compose three short paragraphs with a model and fill in the blank prompts.

Examples:

1. Complete a simple modified application form.
2. She…look….good….restaurant. (She is looking for a good restaurant). “restaurant, good, looking, a, is, She for”
3. Compose a conversation making a doctor’s appointment.
4. Write directions for a simple recipe.
5. Sentences should be written together, and separated by punctuation marks. Beginning paragraphs should be indented.
6. She likes to sing. Her husband doesn’t like to sing. She likes to sing, but her husband doesn’t.
7. In a prewritten story, have them find as many words as they can to replace “nice”.
8. After reading, ________write a new ends to the story.
9. Create a memo for students about an upcoming event. Write a friendly letter to the teacher. Write an absences note.
10. Write about “A Special Person in My Life.”
Students should be able to:

1. use the simple present tense vs. present progressive

2. identify and use some common adverbs of frequency

3. recognize some common non progressive (non action) verbs used in the present tense

4. recognize and use be + going to as a future tense marker

5. Identify and use some comparative forms of adjectives and adverbs

6. identify and recognize some expressions of place. (prep. phrases)

7. recognize and use some prepositions of time.

8. recognize and use modal of ability can vs. able to.

9. use irregular plural noun forms

10. recognize and use count and non-count nouns to express quantity.

11. recognize some frequently used irregular verbs in the past tense.

12. recognize and use some key past time expressions

Examples:

1. He works on Tuesday. He isn’t working today.

2. sometimes, always, and never

3. be, having, like, hear and know.

4. I’m going to the movies this weekend. Are you going with me? No, I’m not going

5. She is taller than me. He is the tallest in the class.

6. in front of, in back of, and next to

7. They go to church on Sunday. Classes start at 9:00.

8. I ‘m able to come to class tomorrow. I can come to class tomorrow.

9. I’m not able to come to class tomorrow. I can’t come to class tomorrow.

10. some, any, a few, many

11. ate, went, had, was, etc.

12. yesterday, last night, last week, last year

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<th>TOPICS COVERED AT THIS LEVEL SHOULD BE:</th>
<th>COMPETENCIES:</th>
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<tr>
<td><strong>For the first 48 hours of instruction:</strong></td>
<td>Upon completion of the first 48 hours of instruction, a student should be able to:</td>
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<tr>
<td>1. Interpersonal Communication</td>
<td>A. Conduct simple face-to-face conversations on familiar topics.</td>
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<td>2. Family</td>
<td>B. Express likes versus dislikes</td>
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<tr>
<td>3. Consumer Education</td>
<td>A. Describe personal and physical traits of family members.</td>
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<tr>
<td><strong>Topics for the second 48 hours of instruction:</strong></td>
<td>A. Order from a menu.</td>
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<td>5. Civics and Community Resources</td>
<td>B. Make simple purchases, exchanges, and returns.</td>
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<td>6. Workplace Skills and Employment</td>
<td>C. Calculate percentages on sales items.</td>
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<td>7. Culture</td>
<td>A. Describe illnesses and injuries.</td>
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<td>8. Banking</td>
<td>B. Read and understand prescription labels.</td>
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Upon completion of the second 48 hours of instruction, a student should be able to:

A. locate government, recreational and emergency resources. |
B. Find specific information in the library. |

A. Identify some personal skills and goals. |
B. Participate in a very basic conversation with a supervisor. |
C. Interpret simple graphs and letters. |

A. Interpret some common American body language, slang, and idioms. |
B. Identify some common American traditions, holidays, and customs. |

A. Listen and respond appropriately to an automated phone message from a bank. |
B. Be familiar with various banking services.
**Core Text and Workbook:**  
**All Star 2**  
**McGraw Hill: Publisher**

**Supplemental Texts:**

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<td><strong>Even More True Stories</strong></td>
<td><strong>Grammar in Context 1</strong></td>
<td><strong>Longman's Dictionary of American English</strong></td>
<td><strong>Topics in Language Competencies Level 3 Longman</strong></td>
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<td><strong>Beyond True Stories</strong></td>
<td>Thomson/Heinle</td>
<td>Longman</td>
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<td><strong>Grammar Form and Function 1</strong></td>
<td><strong>Heinle’s Basic Newbury House</strong></td>
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**Teacher Resources**

**To Be Decided**

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