



# Azusa Adult Education Center

## Course Outline

(Updated Aug 2021)

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**TITLE:** English as a Second Language - Beginning

**DEPARTMENT:** ESL

**SECTION NUMBERS:** 3005.01 and 3005.07

**LENGTH OF COURSE:** 36 Weeks - Rolling Enrollment

**PREREQUISITES:**

- Individuals must be a minimum of 18 years of age
  - Individuals must take the CASAS Pre- and Post- Exam
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**AAEC Vision Statement**

Azusa Adult Education Center will empower every student to pursue their personal, educational and career goals to transition into higher education or productive employment.

**AAEC Mission Statement**

We are committed, as a professional learning community, to continuous improvement in providing a diverse and high quality educational program where all students are provided the opportunity to develop and deepen their knowledge, skills and abilities required to:

- Actively participate in further educational pursuits
- Obtain or advance in a career
- Ethically participate in a multi-cultural civic society

**1. COURSE DESCRIPTION:**

This is a non-credit, open enrollment course that is designed for students who have little or no literacy skills in English or their native language and who need to start at the beginning. Students will build basic English life skills vocabulary through listening, speaking, reading, writing and basic grammar activities. The use of technology will also be integrated.

## **2. COURSE GOALS:**

- This course is designed around the competency-based model of instruction.
- The content covered in this course will focus on understanding through the areas of listening, speaking, reading, writing, language function, language form, and cultural literacy.
- The basic life skills' categories which will provide the topics of instruction are: Basic Communication, Consumer Economics, Community Resources, Employment, Government/Citizenship, Computation, Learning and Thinking Skills, and Independent Living.
- The goal of the course is to promote English language competency for personal, social, educational and professional purposes, applying English to real-life situations with embedded contextualized learning.
- There is an emphasis on literacy and basic communication skills that enable learners to participate more fully within society as citizens, workers and family members.
- Scans foundation skills and competencies are embedded in class instruction.

## **3. STANDARDS:**

### **English Language Proficiency Standards for Adult Education**

The ELP Standards for AE are divided into two groups: Standards 1–7 and Standards 8–10. Standards 1–7 highlight the language skills required for ELLs to engage in content-specific practices necessary for their full engagement in English language arts and literacy, mathematics, and science. Standards 8–10 highlight the linguistic skills needed to support Standards 1–7.

1. Construct meaning from oral presentations and literary and informational text through level-appropriate listening, reading, and viewing.
2. Participate in level-appropriate oral and written exchanges of information, ideas, and analyses, in various social and academic contexts, responding to peer, audience, or reader comments and questions.
3. Speak and write about level-appropriate complex literary and informational texts and topics.
4. Construct level-appropriate oral and written claims and support them with reasoning and evidence.
5. Conduct research and evaluate and communicate findings to answer questions or solve problems.

6. Analyze and critique the arguments of others orally and in writing.
7. Adapt language choices to purpose, task, and audience when speaking and writing.
8. Determine the meaning of words and phrases in oral presentations and literary and informational text.
9. Create clear and coherent level-appropriate speech and text.
10. Demonstrate command of the conventions of standard English to communicate in level-appropriate speech and writing.

#### **4. STUDENT LEARNING OUTCOMES:**

At the end of the course, students will be able to meet the following specific competencies:

##### **CASAS Competencies:**

###### Basic Communication

- 0.1.1 Identify or use appropriate non-verbal behavior in a variety of situations (e.g., handshaking)
- 0.1.2 Understand or use appropriate language for informational purposes (e.g., to identify, describe, ask for information, state needs, agree or disagree)
- 0.1.3 Understand or use appropriate language to influence or persuade (e.g., to caution, advise, persuade, negotiate)
- 0.1.4 Understand or use appropriate language in general social situations (e.g., to greet, introduce, thank, apologize, express pleasure or regret)
- 0.1.5 Interact effectively in the classroom
- 0.1.6 Clarify or request clarification
- 0.1.7 Understand, follow or give instructions, including commands and polite requests (e.g., Do this; Will you do this?)
- 0.1.8 Understand or use appropriate language to express emotions and states of being (e.g., happy, hungry, upset)
- 0.2.1 Respond appropriately to common personal information questions
- 0.2.2 Complete a personal information form
- 0.2.3 Interpret or write a personal note, invitation, or letter
- 0.2.4 Converse about daily and leisure activities and personal interests

###### Consumer Economics

- 1.1.4 Interpret, use and compute measurement for consumer-related purposes
- 1.1.6 Count, convert, and use coins and currency, and recognize symbols such as (\$) and (.)
- 1.1.7 Identify product containers and related units of measure
- 1.2.1 Interpret advertisements, labels, charts, and price tags in selecting goods and services
- 1.2.2 Compare price, quality, and product information to determine the best buys for goods and services
- 1.2.6 Identify places to purchase goods and services, including the Internet
- 1.2.7 Interpret information or directions to locate merchandise

- 1.2.8 Identify common food items
- 1.2.9 Identify common articles of clothing
- 1.4.1 Identify different kinds of housing, areas of the home, and common household items
- 1.4.8 Recognize home theft and fire prevention measures
- 1.6.1 Interpret food packaging labels such as expiration dates
- 1.6.4 Interpret sales receipts
- 1.9.1 Interpret highway and traffic signs and signals, including parking information
- 1.9.9 Identify types of vehicles and basic car parts and features, including safety equipment

### Community Resources

- 2.1.2 Identify emergency numbers and place emergency calls
- 2.1.8 Use a telephone or similar device to make and receive calls and for other functions
- 2.2.1 Ask for, give, follow, or clarify directions to a place or location, including reading signs
- 2.2.2 Recognize and use signs related to transportation
- 2.2.3 Identify or use different types of transportation in the community, and interpret traffic information
- 2.3.1 Interpret clock time
- 2.3.2 Identify the months of the year and the days of the week
- 2.3.3 Interpret information about weather conditions
- 2.3.4 Interpret and write dates
- 2.4.1 Address items for mailing
- 2.4.4 Purchase stamps and other postal items and services
- 2.5.6 Use library services
- 2.6.4 Interpret and order from restaurant and fast food menus, and compute costs
- 2.7.1 Interpret information about holidays

### Health

- 3.4.2 Identify safety measures that can prevent accidents and injuries
- 3.5.2 Identify a healthy diet
- 3.5.5 Identify practices that promote cleanliness and hygiene
- 3.5.9 Identify practices that help maintain good health, such as regular checkups, exercise, and disease prevention measures
- 3.6.1 Identify parts of the body
- 3.6.3 Interpret information about illnesses, diseases, and health conditions, and their symptoms

### Employment

- 4.1.2 Follow procedures for applying for a job, including interpreting and completing job applications, résumés, and letters of application
- 4.1.6 Interpret general work-related vocabulary (e.g., supervisor, shift)
- 4.2.1 Interpret wages, deductions, pay statements, and timekeeping forms
- 4.3.1 Interpret safety signs found in the workplace
- 4.4.2 Identify appropriate skills and education for keeping a job and getting a promotion
- 4.4.3 Interpret job-related signs, charts, diagrams, forms, and procedures, and record information on forms, charts, checklists, etc.

- 4.8.1 Demonstrate ability to work cooperatively with others as a member of a team, contributing to team efforts, maximizing the strengths of team members, promoting effective group interaction, and taking personal responsibility for accomplishing goals

#### Government/Citizenship

- 5.2.6 Identify the U.S. flag, other national symbols, and principal monuments  
5.3.8 Identify procedures for reporting a crime  
5.5.8 Identify local, state and federal government leaders

#### Computation

- 6.0.1 Identify and classify numeric symbols  
6.0.2 Count and associate numbers with quantities, including recognizing correct number sequencing  
6.1.1 Add whole numbers  
6.1.2 Subtract whole numbers  
6.2.1 Add decimal fractions  
6.2.2 Subtract decimal fractions  
6.4.1 Apply a percent to determine amount of discount  
6.6.6 Calculate with units of time

#### Learning to Learn

- 7.1.4 Establish, maintain, and use a system of personal organization, such as paper or electronic files, calendars, and checklists  
7.2.3 Make comparisons, differentiating among, sorting, and classifying items, information, or ideas  
7.4.5 Use reference materials, such as dictionaries and encyclopedias  
7.4.7 Identify or utilize test-taking skills  
7.7.2 Demonstrate basic skills in using a computer, including using common software applications

#### Independent Living

- 8.1.1 Recognize and/or demonstrate hygiene and grooming skills  
8.1.4 Recognize and/or demonstrate selection and care of clothing and personal property  
8.3.2 Identify and interact with persons in the community who can provide support in achieving goals (e.g., neighbors, teachers, contacts from human service agencies and recreation facilities)

### **SCANS Competencies: The Secretary's Commission on Achieving Necessary Skills (Job Performance)**

#### Three-Part Foundation

- 1 -Basic Skills: Reads, writes, performs arithmetic and mathematical operations, listens and speaks
  - *Reading*--locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedule.

- *Writing*--communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts.
- *Arithmetic/Mathematics*--performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques.
- *Listening*--receives, attends to, interprets, and responds to verbal messages and other cues.
- *Speaking*--organizes ideas and communicates orally
- 2 -Thinking Skills: Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons
  - *Creative Thinking*--generates new ideas.
  - *Decision Making*--specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative.
  - *Problem Solving*--recognizes problems and devises and implements plan of action.
  - *Seeing Things in the Mind's Eye*--organizes, and processes symbols, pictures, graphs, objects, and other information.
  - *Knowing How to Learn*--uses efficient learning techniques to acquire and apply new knowledge and skills.
  - *Reasoning*--discovers a rule or principle underlying the relationship between two or objects and applies it when solving a problem
- 3 -Personal Qualities: Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty
  - *Responsibility*--exerts a high level of effort and perseveres towards goal attainment.
  - *Self-Esteem*--believes in own self-worth and maintains a positive view of self.
  - *Sociability*--demonstrates understanding, friendliness, adaptability, empathy.
  - *Self-Management*--assesses self accurately, sets personal goals, monitors progress, and exhibits self-control.
  - *Integrity/Honesty*--chooses ethical courses of action

### Five Workplace Competencies

- 1. Resources: Identifies, organizes, plans, and allocates resources
  - *Time*--Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules.
  - *Money*--Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives.
  - *Material and Facilities*--Acquires, stores, allocates, and uses materials or space efficiently.
  - *Human Resources*--Assesses skills and distributes work accordingly, evaluates performance and provides feedback
- 2. Interpersonal: Works with others
  - Participates as Member of a Team--contributes to group effort.
  - Teaches Others New Skills.
  - Serves Clients/Customers--works to satisfy customers' expectations.

- Exercises Leadership--communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies.
  - Negotiates--works toward agreements involving exchange of resources, resolves divergent interests.
  - Works with Diversity--works well with men and women from diverse backgrounds
- 3. Information: Acquires and uses information
    - Acquires and Evaluates Information.
    - Organizes and Maintains Information.
    - Interprets and Communicates Information.
    - Uses Computers to Process Information
  - 4. Systems: Understands complex inter-relationships
    - *Understands Systems*--knows how social, organizational, and technological systems work and operates effectively with them.
    - *Monitors and Corrects Performance*--distinguishes trends, predicts impacts on systems operations, diagnoses deviations in systems' performance and corrects malfunctions
    - *Improves or Designs Systems*--suggests modifications to existing systems and develops new or alternative systems to improve performance
  - 5. Technology: Works with a variety of technologies
    - *Selects Technology*--chooses procedures, tools or equipment including computers and related technologies
    - *Applies Technology to Task*--Understands overall intent and proper procedures for setup and operation of equipment
    - *Maintains and Troubleshoots Equipment*--Prevents, identifies, or solves problems with equipment, including computers and other technologies

## **Language Skills: (ESL Model Standards for Adult Education)**

### Listening

- Demonstrate understanding of simple words, phrases, and questions drawn from familiar material, such as personal information or the immediate physical setting.
- Demonstrate understanding of high-frequency commands and expressions of courtesy.

### Speaking

- Express basic needs with simple words or phrases drawn from learned material.
- Repeat words and phrases for clarification and to improve pronunciation.
- Answer simple questions with "yes", "no", or one-word responses.

### Reading

- Discriminate between shapes and both upper and lowercase letters.
- Demonstrate eye movement from top to bottom and left to right.
- Discriminate among numerals.
- Relate phonologic sounds to letters (sound/symbol correspondence).
- Recognize signs with one word or symbol - restroom signs, for example.

### Writing

- Trace shapes and letters, following guide arrows or other directions.
- Copy letters of the alphabet and numerals.
- Copy basic information (name, phone number, address) for personal identification on a form.
- Copy from a list of words previously produced orally.

### Language Function

- Factual information: identify, demonstrate
- Social and interpersonal relations: greet, show gratitude, express state of being

### Language Form

- Sentence Types
  - Respond to simple commands ("Stand", "Sit", "Open your book").
  - Ask questions with words and phrases ("Name?")
- Verb Tenses
  - Ask and respond to simple questions in the present tense.
  - What's your name?
  - Where are you from?

## **5. INSTRUCTIONAL STRATEGIES:**

The use of whole language in teaching English through auditory, visual, and kinesthetic modalities is utilized at all levels. The object of a learning experience is not to see how many learning strategies can be incorporated but to determine which ones are best for students and the content being explored. The following is a list of instructional strategies that are encouraged:

### **Instructional Strategies to Incorporate CASAS Competencies and Language Skills:**

Drawing and Artwork - Many students have a natural affinity for drawing. Use it! I could have stopped periodically and had students draw a scene from The Lottery. A picture of the box in which the lottery slips were kept would have been a good way to ascertain students' attention to detail.

Field Trips – The brain remembers what it experiences when it travels to places in the real world. Having students make written predictions regarding what they will see on the trip and then write about what was seen are good literary activities to incorporate. Virtual field trips enable students to travel to places that would otherwise be inaccessible or cost prohibitive.

Games - Nothing facilitates a good review better than playing a game. Dividing students into three heterogeneous teams and competing in a spirited game of Jeopardy is a good way to review major concepts prior to a test. Tossing a Nerf ball for students to catch is a great way to call on students to respond.



Graphic Organizers, Semantic Maps, and Word Webs - This strategy appeals to both hemispheres of the brain. Create mind maps for teaching main idea and details, sequence of events, cause and effect, compare and contrast, and many other comprehension skills.

K-W-L Charts - These language charts start with the question, "What do you know about the topic?" Following this discussion, students are asked, "What do you still want to know about the topic?" Once the unit of study has been completed, the language charts are used again and students answer the third question, "What did you learn about the topic?"

Manipulatives, Experiments, Labs, and Models - Having students read and follow the directions for an experiment or for building a model is a way to integrate literacy across the curriculum.

Metaphors, Analogies, and Similes - One of the highest level thinking strategies is the use of metaphors. When a student can find ways to compare two or more dissimilar things, they are really using their brains. For example, when teaching main idea and supporting details, I compare it to a table and legs.

Mnemonic Devices - Every content area contains acronyms and acrostics, shortened ways of helping students retain content. While these may not foster higher levels of thought, they go a long way toward increasing the amount of content students can remember.

Movement - Anything students learn while in motion has a better chance of being remembered.

Music, Rhythm, Rhyme, and Rap - Have students create a song, rhyme, or rap that depicts students' understanding of a concept previously taught. While completing this assignment, they must employ one of the highest levels of thinking—synthesis—or the ability to take information and put it into a different form.

Project-Based and Problem-Based Learning - Take 10 or 15 literary objectives and incorporate them into a real-life project or give them a relevant problem to solve. These objectives will be mastered so much easier if students encounter them within the context of real life.

Reciprocal Teaching and Cooperative Learning - Having students sometimes work in pairs or teams to accomplish curricular objectives is a good way to ensure that they are career and "life" ready since the ability to work together is a major workplace and community competency.

Role Plays, Drama, Pantomimes, and Charades - When students act out the steps in a math word problem, pantomime a content-area vocabulary word as classmates guess it, or dramatize a scene from history, it goes a long way toward enabling them to remember the information prior to and after a test.

Storytelling - Stories have a beginning, middle, and end and connect content together. These connections facilitate memory. Tell stories as you deliver content and then have students create their own and watch recall improve.

Structured Notetaking - The students draw a vertical line about two inches from the left side of the paper, log main ideas and key words to the left and details to the right of the line, and write a brief summary of the lesson at the bottom of the page. Structured notetaking is not simply a way to record facts; it also leads to deeper student engagement and reflection.

Technology - The use of technology is another workplace competency that every student should acquire prior to graduation. It is essential since so much literacy today involves computer literacy.

Visualization and Guided Imagery - When authors do not provide visuals in a story, novel, or textbook, good readers are able to create their own visuals of what they are reading. Many students find this strategy difficult to implement since so many of the technological devices they interface with today have visuals provided. Pausing during read alouds and having students develop pictures in their brains of what they are seeing as they read is a good way to help them perfect their visualization skills.

Visuals - At least 50% of students who walk into any classroom today will be predominantly visual learners. Comprehension is facilitated when students have visuals (pictures, captions, bold and subheadings, charts, and graphs) to assist them.

Work Study and Apprenticeships - Work study refers to apprenticeships, internships, and externships. In other words, it is on-the-job training.

Writing and Journals – Use writing-to-learn strategies at the beginning, middle, or end of class to help students inquire, clarify, or reflect on the content. The student thinks for a minute or so, then writes for about five minutes. Students write reflections, summaries, quick writes, take notes, observations, etc. to solidify their thinking and demonstrate their command of language.

### **Instructional Strategies to Incorporate SCANS Competencies:**

Start each class with an agenda on the board.

- Information: organizing
- Resources: allocating time
- Interpersonal: negotiating

Put students in teams and assign teams classroom maintenance jobs.

- Interpersonal: working in teams, taking individual responsibility
- Personal Qualities: demonstrating sociability
- Systems: developing system to improve performance

Conclude every lesson by calling attention to the workplace relevance of the lesson and the classroom activities.

- Systems: monitoring performance

Teach students how to organize their classroom materials.

- Interpersonal: teaching others
- Systems: monitoring performance

Monitor students' progress with checklists and weekly tests.

- Interpersonal: organizing and maintaining information
- Systems: monitoring/correcting performance

Pay attention to classroom incidents and conflicts. Develop lessons that teach students how to deal with these issues appropriately.

- Interpersonal: working in teams, negotiating
- Thinking skills: solving problems, making decisions
- Personal qualities: demonstrating sociability

Model appropriate workplace behavior: arrive on time, come with an organized plan, dress appropriately, and maintain a positive attitude.

- Personal qualities: taking responsibility, managing self
- Systems: understanding systems

Encourage students to use, fix, or make minor adjustments in equipment, such as hole punch, pencil sharpener, overhead projector, etc.

- Technology: maintaining & troubleshooting equipment and applying technology to task

Designate student trainers, tutors or experts who can train new students and assist classmates as needed.

- Interpersonal: teaching others
- Systems: improving or designing systems

Encourage self and peer revision whenever possible. Teach the appropriate language to make revisions.

- Systems: monitoring/correcting performance Interpersonal: taking individual responsibility
- Personal qualities: assessing/managing self

## **6. INSTRUCTIONAL MATERIALS:**

Instructors teach from the adopted textbooks, workbooks and printed materials. Teacher prepared, student centered materials such as downloadable worksheets, realia, visuals and supplementary texts may also be used to reinforce lessons related to course content.

- Bitterlin, G., Johnson, D., Price, D., Ramirez, S., & Savage, K. (2018). *Ventures Student's Book – Basic Level* (3<sup>rd</sup> ed.). New York, NY: Cambridge University Press
- Bitterlin, G., Johnson, D., Price, D., Ramirez, S., & Savage, K. (2018). *Ventures Workbook – Book – Level 1* (3<sup>rd</sup> ed.). New York, NY: Cambridge University Press
- Bitterlin, G., Johnson, D., Price, D., Ramirez, S., & Savage, K. (2018). *Ventures Student's Book – Level 1* (3<sup>rd</sup> ed.). New York, NY: Cambridge University Press
- Bitterlin, G., Johnson, D., Price, D., Ramirez, S., & Savage, K. (2018). *Ventures Workbook – Level 1* (3<sup>rd</sup> ed.). New York, NY: Cambridge University Press
- CASAS Test Prep Student Booklets #1, #2, #3, #4, #5, and #6
- Unit of Study COAAP Booklets for units approved by CASAS for the school year

## **7. COURSE CONTENT:**

### **Scope and Sequence – BASIC Level**

UNIT TITLE TOPIC	FUNCTIONS	LISTENING AND SPEAKING	VOCABULARY	GRAMMAR FOCUS
<b>Welcome</b> pages 2–5	<ul style="list-style-type: none"> <li>Identifying the letters of the alphabet</li> <li>Spelling names</li> <li>Identifying classroom directions</li> <li>Identifying numbers</li> </ul>	<ul style="list-style-type: none"> <li>Saying classroom directions</li> <li>Saying the alphabet</li> <li>Saying numbers</li> </ul>	<ul style="list-style-type: none"> <li>Classroom directions</li> <li>The alphabet with capital and lowercase letters</li> <li>Numbers</li> </ul>	
<b>Unit 1</b> <b>Personal information</b> pages 6–17 Topic: <b>Describing people</b>	<ul style="list-style-type: none"> <li>Identifying names</li> <li>Identifying area codes and phone numbers</li> <li>Identifying countries of origin</li> <li>Exchanging personal information</li> </ul>	<ul style="list-style-type: none"> <li>Asking and answering questions about personal information</li> </ul>	<ul style="list-style-type: none"> <li>Personal information</li> <li>Countries</li> <li>Months of the year</li> </ul>	<ul style="list-style-type: none"> <li>Possessive adjectives (<i>my, your, his, her</i>)</li> </ul>
<b>Unit 2</b> <b>At school</b> pages 18–29 Topic: <b>The classroom</b>	<ul style="list-style-type: none"> <li>Identifying classroom objects</li> <li>Describing location</li> <li>Finding out location</li> </ul>	<ul style="list-style-type: none"> <li>Asking what someone needs</li> <li>Asking about and giving the location of things</li> </ul>	<ul style="list-style-type: none"> <li>Classroom furniture</li> <li>Classroom objects</li> <li>Days of the week</li> </ul>	<ul style="list-style-type: none"> <li>Prepositions of location (<i>in, on, under</i>)</li> </ul>
Review: Units 1 and 2 pages 30–31		<ul style="list-style-type: none"> <li>Understanding conversations</li> </ul>		
<b>Unit 3</b> <b>Friends and family</b> pages 32–43 Topic: <b>Family</b>	<ul style="list-style-type: none"> <li>Identifying family relationships</li> <li>Describing a family picture</li> </ul>	<ul style="list-style-type: none"> <li>Asking and answering questions about family relationships</li> </ul>	<ul style="list-style-type: none"> <li>Family relationships</li> <li>Family members</li> <li>People</li> </ul>	<ul style="list-style-type: none"> <li>Yes / No questions with <i>have</i></li> </ul>
<b>Unit 4</b> <b>Health</b> pages 44–55 Topic: <b>Health problems</b>	<ul style="list-style-type: none"> <li>Describing health problems</li> </ul>	<ul style="list-style-type: none"> <li>Asking and answering questions about health problems</li> </ul>	<ul style="list-style-type: none"> <li>The doctor's office</li> <li>Body parts</li> <li>Health problems</li> </ul>	<ul style="list-style-type: none"> <li>Singular and plural nouns</li> </ul>
Review: Units 3 and 4 pages 56–57		<ul style="list-style-type: none"> <li>Understanding conversations</li> </ul>		
<b>Unit 5</b> <b>Around town</b> pages 58–69 Topic: <b>Places and locations</b>	<ul style="list-style-type: none"> <li>Identifying buildings and places</li> <li>Describing location</li> </ul>	<ul style="list-style-type: none"> <li>Asking and answering questions about where someone is</li> <li>Asking and answering questions about the location of buildings and places</li> <li>Describing your neighborhood</li> </ul>	<ul style="list-style-type: none"> <li>Buildings and places</li> <li>Transportation</li> </ul>	<ul style="list-style-type: none"> <li>Prepositions of location (<i>on, next to, across from, between</i>)</li> <li>Where questions</li> </ul>

UNIT TITLE TOPIC	READING	WRITING	LIFE SKILLS	PRONUNCIATION
<b>Welcome</b> pages 2–5	<ul style="list-style-type: none"> <li>■ Reading classroom directions</li> <li>■ Reading the alphabet</li> <li>■ Reading numbers</li> </ul>	<ul style="list-style-type: none"> <li>■ Writing the alphabet</li> <li>■ Writing numbers</li> </ul>	<ul style="list-style-type: none"> <li>■ Understanding classroom directions</li> </ul>	<ul style="list-style-type: none"> <li>■ Pronouncing the alphabet</li> <li>■ Pronouncing numbers</li> </ul>
<b>Unit 1</b> <b>Personal information</b> pages 6–17 Topic: <b>Describing people</b>	<ul style="list-style-type: none"> <li>■ Reading a paragraph about a new student</li> </ul>	<ul style="list-style-type: none"> <li>■ Completing sentences giving personal information</li> <li>■ Completing an ID card</li> </ul>	<ul style="list-style-type: none"> <li>■ Reading an ID card</li> </ul>	<ul style="list-style-type: none"> <li>■ Pronouncing key vocabulary</li> <li>■ Pronouncing area codes and phone numbers</li> </ul>
<b>Unit 2</b> <b>At school</b> pages 18–29 Topic: <b>The classroom</b>	<ul style="list-style-type: none"> <li>■ Reading a note about school supplies</li> <li>■ Reading a memo about class information</li> </ul>	<ul style="list-style-type: none"> <li>■ Completing sentences about class information</li> </ul>	<ul style="list-style-type: none"> <li>■ Reading a class schedule</li> </ul>	<ul style="list-style-type: none"> <li>■ Pronouncing key vocabulary</li> </ul>
<b>Review:</b> Units 1 and 2 pages 30–31				<ul style="list-style-type: none"> <li>■ Pronouncing a as in <i>name</i> and o as in <i>phone</i></li> </ul>
<b>Unit 3</b> <b>Friends and family</b> pages 32–43 Topic: <b>Family</b>	<ul style="list-style-type: none"> <li>■ Reading a paragraph about a family</li> </ul>	<ul style="list-style-type: none"> <li>■ Completing sentences about a family</li> <li>■ Completing sentences about your family</li> </ul>	<ul style="list-style-type: none"> <li>■ Reading a housing application</li> </ul>	<ul style="list-style-type: none"> <li>■ Pronouncing key vocabulary</li> </ul>
<b>Unit 4</b> <b>Health</b> pages 44–55 Topic: <b>Health problems</b>	<ul style="list-style-type: none"> <li>■ Reading a paragraph about a visit to the doctor's office</li> </ul>	<ul style="list-style-type: none"> <li>■ Completing a sign-in sheet at the doctor's office</li> </ul>	<ul style="list-style-type: none"> <li>■ Reading a label on a box of medicine</li> </ul>	<ul style="list-style-type: none"> <li>■ Pronouncing key vocabulary</li> </ul>
<b>Review:</b> Units 3 and 4 pages 56–57				<ul style="list-style-type: none"> <li>■ Pronouncing e as in <i>read</i>, l as in <i>five</i>, and u as in <i>June</i></li> </ul>
<b>Unit 5</b> <b>Around town</b> pages 58–69 Topic: <b>Places and locations</b>	<ul style="list-style-type: none"> <li>■ Reading a notice about a library opening</li> <li>■ Reading a description of someone's street</li> </ul>	<ul style="list-style-type: none"> <li>■ Completing sentences describing your street</li> </ul>	<ul style="list-style-type: none"> <li>■ Reading a map</li> </ul>	<ul style="list-style-type: none"> <li>■ Pronouncing key vocabulary</li> </ul>

UNIT TITLE TOPIC	FUNCTIONS	LISTENING AND SPEAKING	VOCABULARY	GRAMMAR FOCUS
<b>Unit 6</b> <b>Time</b> pages 70–81 Topic: <b>Daily activities and time</b>	<ul style="list-style-type: none"> <li>■ Asking the time</li> <li>■ Asking for and giving information about the days and times of events</li> </ul>	<ul style="list-style-type: none"> <li>■ Asking and answering questions about the time</li> <li>■ Asking and answering questions about events</li> </ul>	<ul style="list-style-type: none"> <li>■ Clock time</li> <li>■ Activities and events</li> <li>■ Times of the day</li> </ul>	<ul style="list-style-type: none"> <li>■ Yes / No questions with <i>be</i></li> </ul>
Review: Units 5 and 6 pages 82–83		<ul style="list-style-type: none"> <li>■ Understanding conversations</li> </ul>		
<b>Unit 7</b> <b>Shopping</b> pages 84–95 Topic: <b>Clothes and prices</b>	<ul style="list-style-type: none"> <li>■ Identifying clothing items</li> <li>■ Reading prices</li> <li>■ Identifying colors</li> </ul>	<ul style="list-style-type: none"> <li>■ Asking and answering questions about prices</li> <li>■ Identifying the colors of clothing</li> </ul>	<ul style="list-style-type: none"> <li>■ Clothing</li> <li>■ Prices</li> <li>■ Colors</li> </ul>	<ul style="list-style-type: none"> <li>■ <i>How much is? / How much are?</i></li> </ul>
<b>Unit 8</b> <b>Work</b> pages 96–107 Topic: <b>Jobs and skills</b>	<ul style="list-style-type: none"> <li>■ Identifying jobs</li> <li>■ Identifying job duties</li> </ul>	<ul style="list-style-type: none"> <li>■ Asking and answering questions about jobs</li> <li>■ Asking and answering questions about job duties</li> </ul>	<ul style="list-style-type: none"> <li>■ Names of jobs</li> <li>■ Job duties</li> </ul>	<ul style="list-style-type: none"> <li>■ Yes / No questions with simple present</li> <li>■ Short answers with <i>does</i> and <i>doesn't</i></li> </ul>
Review: Units 7 and 8 pages 108–109		<ul style="list-style-type: none"> <li>■ Understanding conversations</li> </ul>		
<b>Unit 9</b> <b>Daily living</b> pages 110–121 Topic: <b>Home responsibilities</b>	<ul style="list-style-type: none"> <li>■ Identifying family chores</li> </ul>	<ul style="list-style-type: none"> <li>■ Asking and answering questions about family chores</li> <li>■ Asking and answering questions about people's activities</li> </ul>	<ul style="list-style-type: none"> <li>■ Chores</li> <li>■ Rooms of a house</li> </ul>	<ul style="list-style-type: none"> <li>■ What questions with the present continuous</li> </ul>
<b>Unit 10</b> <b>Free time</b> pages 122–133 Topic: <b>Free time</b>	<ul style="list-style-type: none"> <li>■ Identifying free-time activities</li> <li>■ Describing what people like to do</li> </ul>	<ul style="list-style-type: none"> <li>■ Asking and answering questions about free-time activities</li> </ul>	<ul style="list-style-type: none"> <li>■ Free-time activities</li> </ul>	<ul style="list-style-type: none"> <li>■ <i>like to + verb</i></li> <li>■ What questions with <i>like to + verb</i></li> </ul>
Review: Units 9 and 10 pages 134–135		<ul style="list-style-type: none"> <li>■ Understanding conversations</li> </ul>		

UNIT TITLE TOPIC	READING	WRITING	LIFE SKILLS	PRONUNCIATION
<b>Unit 6</b> <b>Time</b> pages 70–81 Topic: <b>Daily activities and time</b>	<ul style="list-style-type: none"> <li>■ Reading a paragraph about a person's schedule</li> <li>■ Reading someone's daily schedule</li> </ul>	<ul style="list-style-type: none"> <li>■ Completing a schedule</li> <li>■ Completing sentences about a schedule</li> </ul>	<ul style="list-style-type: none"> <li>■ Reading an invitation</li> </ul>	<ul style="list-style-type: none"> <li>■ Pronouncing key vocabulary</li> <li>■ Pronouncing times</li> </ul>
Review: Units 5 and 6 pages 82–83				<ul style="list-style-type: none"> <li>■ Pronouncing a as in at and o as in on</li> </ul>
<b>Unit 7</b> <b>Shopping</b> pages 84–95 Topic: <b>Clothes and prices</b>	<ul style="list-style-type: none"> <li>■ Reading an email about a shopping trip</li> </ul>	<ul style="list-style-type: none"> <li>■ Completing a shopping list</li> </ul>	<ul style="list-style-type: none"> <li>■ Reading a store receipt</li> </ul>	<ul style="list-style-type: none"> <li>■ Pronouncing key vocabulary</li> <li>■ Pronouncing prices</li> </ul>
<b>Unit 8</b> <b>Work</b> pages 96–107 Topic: <b>Jobs and skills</b>	<ul style="list-style-type: none"> <li>■ Reading an article about the employee of the month</li> <li>■ Reading a letter about people's jobs</li> </ul>	<ul style="list-style-type: none"> <li>■ Completing sentences about people's jobs</li> </ul>	<ul style="list-style-type: none"> <li>■ Reading help-wanted ads</li> </ul>	<ul style="list-style-type: none"> <li>■ Pronouncing key vocabulary</li> </ul>
Review: Units 7 and 8 pages 108–109				<ul style="list-style-type: none"> <li>■ Pronouncing e as in red, i as in six, and u as in bus</li> </ul>
<b>Unit 9</b> <b>Daily living</b> pages 110–121 Topic: <b>Home responsibilities</b>	<ul style="list-style-type: none"> <li>■ Reading an email about problems with family chores</li> <li>■ Reading a chart of family chores</li> </ul>	<ul style="list-style-type: none"> <li>■ Completing a chart about family chores</li> <li>■ Completing sentences about family chores</li> </ul>	<ul style="list-style-type: none"> <li>■ Reading a work order</li> </ul>	<ul style="list-style-type: none"> <li>■ Pronouncing key vocabulary</li> </ul>
<b>Unit 10</b> <b>Free time</b> pages 122–133 Topic: <b>Free time</b>	<ul style="list-style-type: none"> <li>■ Reading an email to a friend</li> </ul>	<ul style="list-style-type: none"> <li>■ Completing sentences about free-time activities</li> </ul>	<ul style="list-style-type: none"> <li>■ Reading a course description</li> </ul>	<ul style="list-style-type: none"> <li>■ Pronouncing key vocabulary</li> </ul>
Review: Units 9 and 10 pages 134–135				<ul style="list-style-type: none"> <li>■ Reviewing pronunciation of a, e, i, o, and u in key vocabulary</li> </ul>



## Scope and Sequence – Level 1

UNIT TITLE TOPIC	FUNCTIONS	LISTENING AND SPEAKING	VOCABULARY	GRAMMAR FOCUS
<b>Welcome</b> pages 2–5	<ul style="list-style-type: none"> <li>Identifying the letters of the alphabet</li> <li>Identifying numbers</li> <li>Identifying days and months</li> <li>Identifying abbreviations</li> </ul>	<ul style="list-style-type: none"> <li>Saying the alphabet and numbers</li> <li>Spelling numbers and names</li> <li>Saying days and months</li> <li>Saying your birth month</li> </ul>	<ul style="list-style-type: none"> <li>The alphabet with capital and lowercase letters</li> <li>Numbers</li> <li>Months and days</li> </ul>	
<b>Unit 1</b> <b>Personal information</b> pages 6–17 Topic: <b>Introductions</b>	<ul style="list-style-type: none"> <li>Identifying names</li> <li>Identifying numbers</li> <li>Using greetings</li> <li>Identifying countries of origin</li> <li>Exchanging personal information</li> </ul>	<ul style="list-style-type: none"> <li>Clarifying spelling</li> <li>Using greetings</li> <li>Using appropriate language to introduce self and others</li> </ul>	<ul style="list-style-type: none"> <li>Personal information</li> <li>Countries and nationalities</li> <li>Personal titles</li> </ul>	<ul style="list-style-type: none"> <li>Possessive adjectives</li> <li>Subject pronouns</li> <li>Simple present of be</li> <li>Contractions</li> </ul>
<b>Unit 2</b> <b>At school</b> pages 18–29 Topic: <b>The classroom</b>	<ul style="list-style-type: none"> <li>Describing location</li> <li>Finding out location</li> </ul>	<ul style="list-style-type: none"> <li>Asking and giving location of things</li> <li>Saying <i>excuse me</i></li> </ul>	<ul style="list-style-type: none"> <li>Classroom furniture</li> <li>Classroom objects</li> </ul>	<ul style="list-style-type: none"> <li>Prepositions of location (<i>in, on, under</i>)</li> <li><i>Where is?</i></li> <li>Singular and plural nouns</li> <li>Yes / No questions</li> <li><i>this / that</i> and <i>these / those</i></li> <li>Contractions</li> </ul>
<b>Review:</b> Units 1 and 2 pages 30–31		<ul style="list-style-type: none"> <li>Understanding a conversation</li> </ul>		
<b>Unit 3</b> <b>Friends and family</b> pages 32–43 Topic: <b>Family</b>	<ul style="list-style-type: none"> <li>Describing actions</li> <li>Talking about family members</li> </ul>	<ul style="list-style-type: none"> <li>Asking and answering questions about current activities</li> <li>Answering questions about your family</li> </ul>	<ul style="list-style-type: none"> <li>Family relationships</li> <li>Daily activities</li> <li>Descriptive adjectives</li> </ul>	<ul style="list-style-type: none"> <li>Present continuous</li> <li><i>Wh-</i> questions</li> <li>Yes / No questions</li> <li>Object pronouns (<i>him, her, it, them</i>)</li> </ul>
<b>Unit 4</b> <b>Health</b> pages 44–55 Topic: <b>Health problems</b>	<ul style="list-style-type: none"> <li>Describing health problems and suggesting remedies</li> <li>Expressing sympathy</li> </ul>	<ul style="list-style-type: none"> <li>Asking about someone's health</li> <li>Expressing sympathy</li> <li>Suggesting a remedy</li> </ul>	<ul style="list-style-type: none"> <li>Body parts</li> <li>Health problems</li> <li>Descriptive adjectives</li> </ul>	<ul style="list-style-type: none"> <li>Simple present of <i>have</i></li> <li>Yes / No questions with <i>have</i></li> <li><i>have</i> and <i>need</i></li> <li>Contractions</li> </ul>
<b>Review:</b> Units 3 and 4 pages 56–57		<ul style="list-style-type: none"> <li>Understanding a narrative</li> </ul>		
<b>Unit 5</b> <b>Around town</b> pages 58–69 Topic: <b>Places and directions</b>	<ul style="list-style-type: none"> <li>Describing location</li> <li>Giving directions</li> <li>Asking for directions</li> <li>Confirming by repetition</li> </ul>	<ul style="list-style-type: none"> <li>Asking about a location</li> <li>Describing your neighborhood</li> <li>Clarifying directions</li> </ul>	<ul style="list-style-type: none"> <li>Building and place names</li> <li>Imperatives for directions</li> </ul>	<ul style="list-style-type: none"> <li>Prepositions of location (<i>on, next to, across from, between, on the corner of</i>)</li> <li><i>Where</i> questions</li> <li>Affirmative and negative imperatives</li> </ul>

UNIT TITLE TOPIC	READING	WRITING	LIFE SKILLS	PRONUNCIATION
<b>Welcome</b> pages 2–5	<ul style="list-style-type: none"> <li>■ Reading the alphabet</li> <li>■ Reading numbers</li> <li>■ Reading months and days</li> </ul>	<ul style="list-style-type: none"> <li>■ Writing the alphabet</li> <li>■ Writing names</li> <li>■ Writing numbers</li> <li>■ Writing days</li> </ul>	<ul style="list-style-type: none"> <li>■ Understanding dates</li> </ul>	<ul style="list-style-type: none"> <li>■ Pronouncing the alphabet</li> <li>■ Pronouncing numbers</li> <li>■ Pronouncing days and months</li> </ul>
<b>Unit 1</b> <b>Personal information</b> pages 6–17 Topic: <b>Introductions</b>	<ul style="list-style-type: none"> <li>■ Reading a paragraph describing a student's personal information</li> </ul>	<ul style="list-style-type: none"> <li>■ Writing sentences giving personal information</li> <li>■ Identifying and using capital letters</li> </ul>	<ul style="list-style-type: none"> <li>■ Reading a registration form</li> <li>■ Understanding cultural differences in names</li> <li>■ Using personal titles</li> <li>■ Using a directory</li> <li>■ Reading an ID card</li> </ul>	<ul style="list-style-type: none"> <li>■ Pronouncing key vocabulary</li> <li>■ Saying telephone numbers</li> <li>■ Saying addresses</li> </ul>
<b>Unit 2</b> <b>At school</b> pages 18–29 Topic: <b>The classroom</b>	<ul style="list-style-type: none"> <li>■ Reading sentences describing a classroom</li> <li>■ Using pictorial cues</li> </ul>	<ul style="list-style-type: none"> <li>■ Writing sentences about the location of items in the classroom</li> <li>■ Using capitalization and periods</li> </ul>	<ul style="list-style-type: none"> <li>■ Reading an inventory list</li> <li>■ Counting objects</li> </ul>	<ul style="list-style-type: none"> <li>■ Pronouncing key vocabulary</li> </ul>
<b>Review:</b> Units 1 and 2 pages 30–31				<ul style="list-style-type: none"> <li>■ Recognizing syllables</li> </ul>
<b>Unit 3</b> <b>Friends and family</b> pages 32–43 Topic: <b>Family</b>	<ul style="list-style-type: none"> <li>■ Reading a paragraph describing a family birthday party</li> <li>■ Using a passage's title for comprehension</li> </ul>	<ul style="list-style-type: none"> <li>■ Writing sentences about your own family</li> <li>■ Writing number words</li> </ul>	<ul style="list-style-type: none"> <li>■ Reading an insurance application form</li> <li>■ Using family trees</li> <li>■ Using formal and informal family titles</li> </ul>	<ul style="list-style-type: none"> <li>■ Pronouncing key vocabulary</li> </ul>
<b>Unit 4</b> <b>Health</b> pages 44–55 Topic: <b>Health problems</b>	<ul style="list-style-type: none"> <li>■ Reading a paragraph describing a sick family's visit to a doctor's office</li> <li>■ Interpreting exclamation points</li> </ul>	<ul style="list-style-type: none"> <li>■ Writing an absence note to a child's teacher</li> <li>■ Writing dates</li> </ul>	<ul style="list-style-type: none"> <li>■ Using an appointment card</li> <li>■ Matching remedies to ailments</li> <li>■ Showing concern for someone's health</li> </ul>	<ul style="list-style-type: none"> <li>■ Pronouncing key vocabulary</li> </ul>
<b>Review:</b> Units 3 and 4 pages 56–57				<ul style="list-style-type: none"> <li>■ Pronouncing strong syllables</li> </ul>
<b>Unit 5</b> <b>Around town</b> pages 58–69 Topic: <b>Places and directions</b>	<ul style="list-style-type: none"> <li>■ Reading an email describing a neighborhood</li> <li>■ Interpreting pronoun referents</li> </ul>	<ul style="list-style-type: none"> <li>■ Writing a description of your neighborhood</li> <li>■ Capitalizing proper nouns</li> </ul>	<ul style="list-style-type: none"> <li>■ Reading and drawing maps</li> <li>■ Giving and getting directions</li> <li>■ Understanding what a DMV is</li> </ul>	<ul style="list-style-type: none"> <li>■ Pronouncing key vocabulary</li> </ul>

UNIT TITLE TOPIC	FUNCTIONS	LISTENING AND SPEAKING	VOCABULARY	GRAMMAR FOCUS
<b>Unit 6</b> <b>Time</b> pages 70–81 Topic: <b>Daily activities and time</b>	<ul style="list-style-type: none"> <li>Describing habitual activities</li> <li>Asking for dates and times</li> <li>Giving information about dates and times</li> </ul>	<ul style="list-style-type: none"> <li>Using <i>usually</i> vs. <i>always</i></li> <li>Using <i>has</i> vs. <i>goes to</i> for classes</li> <li>Talking about daily schedules</li> </ul>	<ul style="list-style-type: none"> <li>Times of the day</li> <li>Habitual activities</li> </ul>	<ul style="list-style-type: none"> <li>Simple present tense</li> <li>Wh- questions</li> <li>Prepositions of time (<i>at, in, on, from...to</i>)</li> <li><i>start / end</i> and <i>open / close</i></li> </ul>
Review: Units 5 and 6 pages 82–83		<ul style="list-style-type: none"> <li>Understanding a conversation</li> </ul>		
<b>Unit 7</b> <b>Shopping</b> pages 84–95 Topic: <b>Food and money</b>	<ul style="list-style-type: none"> <li>Asking about quantity</li> <li>Reading prices</li> <li>Asking the location of items</li> </ul>	<ul style="list-style-type: none"> <li>Asking and answering <i>How many?</i> and <i>How much?</i></li> <li>Talking about what there is and isn't</li> <li>Using quantifiers</li> </ul>	<ul style="list-style-type: none"> <li>Grocery store items</li> <li>U.S. currency</li> </ul>	<ul style="list-style-type: none"> <li>Count and non-count nouns</li> <li><i>How many?</i> / <i>How much?</i></li> <li><i>There is</i> / <i>There are</i></li> <li>Quantifiers with non-count nouns</li> <li><i>some</i> and <i>any</i></li> </ul>
<b>Unit 8</b> <b>Work</b> pages 96–107 Topic: <b>Jobs and skills</b>	<ul style="list-style-type: none"> <li>Identifying past and present jobs</li> <li>Describing skills</li> </ul>	<ul style="list-style-type: none"> <li>Talking about your job</li> <li>Talking about skills</li> </ul>	<ul style="list-style-type: none"> <li>Occupations</li> <li>Work locations</li> </ul>	<ul style="list-style-type: none"> <li>Simple past of <i>be</i> (statements and questions)</li> <li><i>can</i></li> <li>Contractions</li> <li><i>be</i> with <i>and</i> and <i>but</i></li> </ul>
Review: Units 7 and 8 pages 108–109		<ul style="list-style-type: none"> <li>Understanding a narrative</li> </ul>		
<b>Unit 9</b> <b>Daily living</b> pages 110–121 Topic: <b>Home responsibilities</b>	<ul style="list-style-type: none"> <li>Describing past actions</li> <li>Discussing chores</li> <li>Expressing appreciation</li> </ul>	<ul style="list-style-type: none"> <li>Talking about household activities</li> </ul>	<ul style="list-style-type: none"> <li>Chores</li> <li>Household items</li> <li>Time words</li> </ul>	<ul style="list-style-type: none"> <li>Simple past tense of regular and irregular verbs</li> <li><i>Or</i> questions</li> </ul>
<b>Unit 10</b> <b>Free time</b> pages 122–133 Topic: <b>Free-time activities</b>	<ul style="list-style-type: none"> <li>Describing past actions</li> <li>Describing future actions</li> <li>Discussing plans</li> </ul>	<ul style="list-style-type: none"> <li>Talking about free-time activities</li> </ul>	<ul style="list-style-type: none"> <li>Free-time activities</li> <li>Sports</li> </ul>	<ul style="list-style-type: none"> <li>Simple past of irregular verbs</li> <li>Future with <i>be going to</i></li> <li>Contrasting past, present, and future</li> </ul>
Review: Units 9 and 10 pages 134–135		<ul style="list-style-type: none"> <li>Understanding a conversation</li> </ul>		

UNIT TITLE TOPIC	READING	WRITING	LIFE SKILLS	PRONUNCIATION
<b>Unit 6</b> <b>Time</b> pages 70–81 Topic: <b>Daily activities and time</b>	<ul style="list-style-type: none"> <li>■ Reading a paragraph describing a person's schedule</li> <li>■ Using Wh- questions to interpret a reading</li> </ul>	<ul style="list-style-type: none"> <li>■ Writing a description of your schedule</li> <li>■ Using indents for paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>■ Using class and other schedules</li> <li>■ Understanding Parent-Teacher Associations</li> <li>■ Understanding volunteerism</li> <li>■ Using calendars</li> <li>■ Reading clocks</li> </ul>	<ul style="list-style-type: none"> <li>■ Pronouncing key vocabulary</li> </ul>
Review: Units 5 and 6 pages 82–83				<ul style="list-style-type: none"> <li>■ Understanding intonation in questions</li> </ul>
<b>Unit 7</b> <b>Shopping</b> pages 84–95 Topic: <b>Food and money</b>	<ul style="list-style-type: none"> <li>■ Reading a paragraph describing a shopping trip</li> <li>■ Looking for clues to understand new words</li> </ul>	<ul style="list-style-type: none"> <li>■ Writing a note about a shopping list</li> <li>■ Using commas in a list</li> </ul>	<ul style="list-style-type: none"> <li>■ Reading supermarket ads</li> <li>■ Reading receipts and using basic consumer math</li> <li>■ Using U.S. currency</li> <li>■ Using multiple payment methods</li> </ul>	<ul style="list-style-type: none"> <li>■ Pronouncing key vocabulary</li> </ul>
<b>Unit 8</b> <b>Work</b> pages 96–107 Topic: <b>Jobs and skills</b>	<ul style="list-style-type: none"> <li>■ Reading a letter describing a person's job and work history</li> <li>■ Interpreting narrative time through verb tense</li> </ul>	<ul style="list-style-type: none"> <li>■ Writing a paragraph about your skills</li> <li>■ Checking spelling</li> </ul>	<ul style="list-style-type: none"> <li>■ Completing job applications</li> <li>■ Identifying skills</li> <li>■ Understanding job certification</li> <li>■ Reading email</li> </ul>	<ul style="list-style-type: none"> <li>■ Pronouncing key vocabulary</li> </ul>
Review: Units 7 and 8 pages 108–109				<ul style="list-style-type: none"> <li>■ Pronouncing the -s ending with plural nouns</li> </ul>
<b>Unit 9</b> <b>Daily living</b> pages 110–121 Topic: <b>Home responsibilities</b>	<ul style="list-style-type: none"> <li>■ Reading a letter describing daily events</li> <li>■ Interpreting the narrative voice</li> </ul>	<ul style="list-style-type: none"> <li>■ Writing an email describing household chores</li> <li>■ Using the simple past in writing</li> </ul>	<ul style="list-style-type: none"> <li>■ Using a job-duties chart</li> <li>■ Understanding household chores and the tools used for them</li> </ul>	<ul style="list-style-type: none"> <li>■ Pronouncing key vocabulary</li> </ul>
<b>Unit 10</b> <b>Free time</b> pages 122–133 Topic: <b>Free-time activities</b>	<ul style="list-style-type: none"> <li>■ Reading an email describing a vacation</li> <li>■ Interpreting time words in a passage</li> </ul>	<ul style="list-style-type: none"> <li>■ Writing an email describing a past and future vacation</li> <li>■ Creating new paragraphs as the tense changes</li> </ul>	<ul style="list-style-type: none"> <li>■ Reading a TV schedule</li> <li>■ Using schedules</li> <li>■ Understanding the cultural features of sports</li> </ul>	<ul style="list-style-type: none"> <li>■ Pronouncing key vocabulary</li> </ul>
Review: Units 9 and 10 pages 134–135				<ul style="list-style-type: none"> <li>■ Pronouncing the -ed ending in the simple past</li> </ul>

## **8. RESOURCES:**

### **Starfall**

Great early-literacy practice for English Language Learners.

[www.starfall.com](http://www.starfall.com)

### **Learn English Using Online Resources**

Free ESOL Websites listed by New York Public Library: These general ESOL websites offer many types of activities (grammar, listening, pronunciation, vocabulary, reading, etc.) for language learners of all levels.

[www.nypl.org/help/community-outreach/immigrant-services/learn-esol-online-resources](http://www.nypl.org/help/community-outreach/immigrant-services/learn-esol-online-resources)

### **English Media Lab Homepage**

Exercises for all English learners including online grammar exercises, vocabulary videos, pronunciation exercises, and interactive quizzes for beginning, intermediate and advanced learners.

[www.englishmedialab.com](http://www.englishmedialab.com)

### **American English Resources**

American English Resources provide materials for teachers' professional development and for students in the classroom. Find classroom activities, audiobooks, MP3s, videos and pedagogical material to assist in learning English as a second language. Students can also explore American culture through various materials. Resources include popular American classics, in-house publications and links to U.S. government websites and podcasts.

[www.americanenglish.state.gov/resources](http://www.americanenglish.state.gov/resources)

### **International Children's Digital Library**

Free digitized picture books in multiple languages. Great for ESL students.

[www.en.childrenslibrary.org](http://www.en.childrenslibrary.org)

### **ESL Videos**

ESLvideo.com provides educational resources for English as a Second Language Students to improve their listening, speaking, grammar, and vocabulary skills. The quiz activities and lessons are created by teachers, and are free to use in class, lab, or at home.

[www.eslvideo.com](http://www.eslvideo.com)

### **English Interactive**

English Interactive provides activities for speaking, listening, reading, writing and more.

[www.englishinteractive.net](http://www.englishinteractive.net)

## **9. EVALUATION:**

Students study under a competency-based system and are graded as competency requirements are satisfactorily completed. Courses are Pass/Fail with some instructors opting to give a letter grade. In the case of a letter grade, A-D is passing and F is fail. Each course's competencies are grading expectations are explained in the course syllabus shared with students at the beginning of each term. Attendance and a work ethics are also taken into consideration.

## **10. REPETITION OF COURSE:**

Students who successfully complete the course may be promoted. However, students who successfully complete the course and, for various reasons, drop out and later reenter the program will be re-tested and may be re-enrolled in this course.

## **11. STATEMENT OF CIVIL RIGHTS:**

All educational and vocational opportunities are offered without regard to race, color, national origin, gender, or physical disability.