**Curriculum**

**ESL Advanced**

**Course Overview**

ESL Advanced is for non-native English speakers who have intermediate competency in English (TOEFL 450-500 score) but need to improve their skills to eventually be successful in the mainstream English classroom. The emphasis is on the structures, patterns, and strategies used in academic reading, writing, listening, and speaking. Students in the course should already have acquired intermediate English ability and understand the basics of the skills mentioned above. The overall objective of the course is to move students toward the proficiency needed to complete mainstream academic work in high school and university. Students enrolled in ESL must achieve a grade of 'C-' or better in order to earn the College Preparatory Diploma upon graduation. Students achieving a grade below a 'C-' will earn the International Diploma.

**Department Standards**

Students will develop and improve academic English skills needed for success in mainstream content classes.

Students will develop English communication skills for a variety of social contexts.

Students will develop analytical and critical thinking skills.

Students will expand and strengthen their vocabulary to enhance their ability to understand and communicate in a variety of contexts.

Students will develop an appreciation and understanding of other cultures, including the culture of the host country.

**Benchmarks**:

1. Students will use mostly accurate English grammar and mechanics in both spoken and written English at an Advanced level.

2. Students will be able to write clearly organized academic paragraphs and essays of a variety of types.

3. Students will be able to express themselves orally with a high level of clarity and intelligibility in most academic and non-academic contexts. Students will be able to comprehend spoken English in most academic and non-academic contexts.

4. Students will be able to read and comprehend a variety of types of authentic written texts with a good level of comprehension, demonstrating some effective critical thinking and analytical skills. Students will build both passive and active academic and non-academic vocabulary to an Advanced level.

5. Students will broaden their understanding and appreciation of a variety of cultures, from both the English-speaking and non-English-speaking world.

**Performance Indicators**

**1. Grammar and Mechanics:**

Students will be able to understand, use, and identify errors in the following language features with mostly consistent accuracy:

* basic present, past and future verb forms, stative verbs, irregular and troublesome verbs, expressions with 'always' to complain, expressions of place with progressive verbs
* adverb clauses of time and subject-verb agreement
* regular and irregular plural nouns, possessive nouns, nouns as modifiers, non-count nouns, basic articles, expressions of quantity
* personal and impersonal pronouns, agreement of pronouns and nouns, reflexive pronouns and expressions with 'other'
* the passive, the passive form of modals and phrasal modals, the stative passive, common passive verbs + prepositions
* gerunds as objects of prepositions, common verbs followed by gerunds or infinitives, adjectives followed by infinitives, verbs of perception, the infinitive without 'to' with 'let' and 'make'
* conditional sentences and wishes, including true, untrue, mixed, and implied conditionals, and verb forms following 'wish', and 'would' for future wishes.
* correct spelling of -ing and -ed forms of verbs
* correct pronunciation of -ed endings of verbs correctly

Students will use on-line resources and self-study websites to improve understanding and accurate use of language features.

**2. Academic Writing**

* Students will be able to brainstorm ideas for essays in a number of ways.
* Students will be able to construct effective outlines for essays.
* Students will be able to write a 'funnel' introductory paragraph to an academic essay, which includes an attention-getting hook and a thesis statement.
* Students will be able to write body paragraphs which contain topic and concluding sentences, logical division of ideas, and effective transition signals for cohesion.
* Students will be able to develop a thesis and support it by using analogies, quotations, and facts appropriately.
* Students will be able to write concluding paragraphs which summarize main points, use transitions signals effectively and conclude the essay effectively.
* Students will be able to use strategies of note-taking, outlining, and summarizing to structure drafts of clear, coherent, and focused essays with consistent use of standard grammatical forms
* Students will be able to write topic-driven, analytical expository compositions (such as "pro and con", "persuasive", "compare and contrast", "process", and "biographical") with mostly effective and consistent organization and clarity. Students will also be able to write reports that convey information from primary and secondary sources and use some technical terms. They will be able to use appropriate tone and voice for the purpose, audience, and subject matter of these essays.
* Students will be able to revise writing for appropriate word choice, organization, consistent point of view, and transitions, with some variation in grammatical forms and spelling.
* Students will be able to edit writing for grammatical structures and the mechanics of writing.
* Students will utilize digital tools to gather, evaluate and use information in a variety of written compositions.
* Students will be able to use word-processing applications to organize and format writing, as well as to eliminate grammar and spelling errors.

**3. Listening and Speaking**

* Students will be able to make themselves understood when speaking by using mostly consistently accurate standard English grammatical forms, sounds, intonation, pitch, and modulation but may make random errors.
* Students will be able to participate in and initiate conversations in a variety of academic and social contexts, by asking and answering questions and restating and soliciting information, with mostly consistent fluency and understanding.
* Students will be able to prepare and deliver mostly clear and effective presentations on a variety of topics.
* Students will develop an ability to express opinions, ideas, narratives, and analysis mostly clearly in most common academic situations.
* Students will increase their comprehension of spoken English in a variety of contexts.
* Students will develop the ability to recognize and correct errors in their own and others’ spoken English.
* Students will utilize digital tools to gather, evaluate and use information in oral presentations.
* Students will be proficient at using applications such as ‘PowerPoint’ and ‘Keynote’ to organize and present oral reports.

**4. Reading and Vocabulary**

* Students will have a growing understanding of and ability to:

 - read for gist; extract information from authentic writing

 - develop strategies for inferring meaning from context

 - read for details (scanning and skimming)

 - read critically, separating facts, opinions, implications

 - answer comprehension questions accurately by locating essential information in text

 - summarize and paraphrase main ideas from paragraphs, articles, stories etc.

* Students will build an active vocabulary that is capable of serving a variety of situations, especially those found in the daily classroom environment, and form a passive vocabulary that enables students to understand most academic material, both in reading and listening.
* Students will understand how to build words using an increasing number of prefixes and suffixes, and learn and use common phrasal verbs and idioms.
* Students will be able to use monolingual and bilingual dictionaries to determine the meaning of unknown words.
* Students will be able to read aloud increasingly complex narrative and expository texts with mostly appropriate pacing, intonation, and expression.
* Students will access on-line dictionaries in order to understand new terms and build active vocabulary.

**5. Cultural Awareness**

* Students will show a knowledge of and appreciation for a variety of cultures, especially for those of the students and teacher of the class and of the host country, the United Kingdom.
* Students will be able to compare and contrast the unique features of a variety of cultures.
* Students will show tolerance of cultural differences, especially those represented in the classroom and school.
* Students will utilize on-line resources to research and share in the classroom issues, current events and other aspects of their home culture.

**Assessments**

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**I. Grammar and Mechanics**

* Individual, group, and class interactive activities
* Independent practice
* Individual computer based activities
* Quizzes, tests, and writing assignments
* Contextualized writing assignments

**2. Academic Writing**

* Pre-writing and brainstorming activities for individual paragraphs
* First draft of essays using word processing
* Peer editing and evaluating essays
* Revising and editing of own essays
* Final draft
* Written exercises completed independently.
* Paragraph writing, with focus on topic sentence, supporting sentences, and

concluding sentence.

* Tests, quizzes, semester exam
* Written exercises completed independently.
* Students will write outlines and drafts of a variety of basic essay types (compare and contrast, persuasive, pro and con, analytical, descriptive, etc.) using the writing process.

**3. Listening and Speaking.**

* Group and individual oral presentations
* Class discussion
* Small group discussion and reporting to whole class.
* Reading aloud of final drafts
* Individual and group computer based activities in the language lab
* Answering questions based on recorded media presentations

**4. Reading and Vocabulary**

* Oral and written responses to comprehension questions
* Oral and written responses to vocabulary activities
* Independent practice
* Quizzes and tests

**5. Cultural Awareness**

Exploring traditions and events in world cultures, especially students'

cultures and the host culture, through reading, listening, speaking, and

writing assignments that require student reflection, comparison, analysis, and

evaluation.

 FIRST SEMESTER EXAMS

SECOND SEMESTER EXAMS

May TOEFL ITP

**Core Topics**

**Grammar and vocabulary:**

Verb tense review, question formation and auxiliary verbs, gerunds and infinitives, phrasal verbs, adjective clauses, modal verbs, the passive voice, conditional phrases, indirect speech and embedded questions, formatting standards, and related vocabulary studies

**Writing skills:**

Autobiographical writing, compare and contrast writing, summarizing techniques, descriptive writing, report writing, cause and effect essay, business letter writing,

**Reading skills:**

Reading comprehension strategies, related readings

**Listening skills:**

Authentic academic listening skills

**Specific Content**

**Specific Content:**

**1. Grammar and Mechanics**

* Overview of present and past verb tenses
* Overview of future forms
* Adverb Clauses of Time
* Subject-Verb Agreement
* Nouns, including regular and irregular plural nouns, possessive nouns, nouns as modifiers, count and non-count nouns, basic article usage, expressions of quantity.
* Pronouns, including personal pronouns, agreement of pronouns and nouns, reflexive pronouns, impersonal pronouns, expressions with 'other'.
* Modal verbs.
* The Passive, including forming and using the passive, passive form of modals and phrasal modals, the stative passive and common passive verbs + prepositions.
* Gerunds and Infinitives, including gerunds as objects of prepositions, common verbs followed by gerunds or infinitives, adjectives followed by infinitives, using verbs of perception, infinitive without 'to' with 'let' and 'make'.
* Conditional Sentences and Wishes, including true, untrue, mixed, and implied conditionals, omitting 'if', using 'as if' and 'as though', verb forms following 'wish', and using 'would' for future wishes.

**2. Academic Writing Skills:** A. Brainstorming and Outlining

* Introductory paragraph with attention-getting, funnel introduction and thesis statement
* Body paragraphs with topic and concluding sentences, logical division of ideas and transition signals between sentences and paragraphs
* The concluding paragraph
* Drafting and revision
* Review of use of sources, paraphrasing and integration of quotations
* Writing a variety of types of academic essays, including Pro/Con, Compare and Contrast, and Argumentative

**3. Listening and Speaking**

* Oral accuracy in grammar, vocabulary and pronunciation
* Asking and answering questions and restating and soliciting information in a variety of academic and social contexts
* Oral presentation skills of organization, the use of sources, relevant vocabulary and mostly consistent standard English grammatical forms and pronunciation
* The ability to hear errors and self correct

**4. Reading and Vocabulary**

* Discussing pre-reading reactions
* Understanding intended meaning
* Making inferences
* Reading critically
* Determining main ideas
* Finding information to support conclusions
* Drawing comparisons
* Relating reading to self or personal experience
* Answering specific comprehension questions
* Paraphrasing and summarizing
* Building passive and active vocabulary

**5. Cultural Awareness**

* Awareness, tolerance and respect for world cultures, including those of English speaking countries
* Awareness, tolerance and respect for the culltures represented within the classroom

**Resources**

Understanding and Using English Grammar, Fourth Edition, Azar, Betty S. and Hagen, Stacy A. Pearson 2009

Raise the Issues: An Integrated Approach to Critical Thinking, Third Edition, Numrich, Carol, Pearson Education 2010

Consider the Issues: Listening and Critical Thinking Skills, Third Edition, Numrich, Carol, Pearson Education 2004

Words for Students of English: A Vocabulary Series for ESL, Level 6, Rogerson, Holly D. et al. University of Michigan Press 2011

Other articles, audio-visual presentations, and materials provided by the teacher