**Curriculum**

**ESL Intermediate**

**Course Overview**

This is the first level in the ESL program (range on Secondary Level English Placement Test: 30-40 scaled score). Intermediate level ESL students have two ESL classes instead of taking one ESL class plus a science course. Each class is one full credit so this course counts as two full credits. The focus of the course is on intensive review, practice, and expansion of commonly used grammatical forms, and on the structures and patterns in the English language. Basic academic reading and writing skills are emphasized as the course is geared towards enabling the student to function effectively in content area classes as well as to build on the reading, writing, and listening skills the student already possesses. The approach of the core writing text integrates the study of rhetorical patterns and the writing process with extensive practice in grammar, mechanics, and sentences structure, while the core reading text, includes pre-reading tasks, critical thinking and vocabulary building exercises, as well as text analysis and essay writing assignments.

**Department Standards**

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

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

3. Students will develop analytical and critical thinking skills.

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

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

**Benchmarks**:

1. Students will be able to use generally accurate grammar and mechanics in both spoken and written English at an Intermediate level.

2. Students will be able to write reasonably well-constructed paragraphs and will be developing the ability to write basic multi-paragraph essays.

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

 Students will be able to comprehend most basic spoken English in both academic and non-academic contexts most of the time.

4. Students will be able to read and comprehend a variety of types of abridged and authentic written texts with a satisfactory level of comprehension, demonstrating emerging critical thinking and analytical skills.

 Students will build both passive and active academic and non-academic vocabulary to an Intermediate 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 emerging accuracy:

* basic present and past verb forms, including irregular forms
* future time using "will" and "be going to"
* the uses of the present and past perfect tenses
* the uses of the present perfect progressive tense
* common adverbs of frequency
* basic time clauses and if- clauses
* parallel verb structure
* basic uses of "since, for, already, yet, still, anymore" when discussing events in English
* information question words and forms
* modal auxiliaries to communicate small differences in the user's attitude and feelings and to state preferences, make suggestions, and give instructions.
* superlatives and comparative forms
* articles, noun and adjective clauses, gerunds and infinitives, and a variety of phrasal verbs and preposition combinations
* 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 identify sentence fragments and simple sentences.
* Students will be able to brainstorm using the listing technique, cluster charts and other brainstorming techniques.
* Students will be able to create an outline of a basic paragraph.
* Students will become aware of the three main components of a paragraph (topic sentence, body, concluding sentence)
* Students will be able to write effective topic and concluding sentences.
* Students will be able to write basic biographical, narrative, descriptive, comparison-contrast, and process paragraphs using a variety of sentence types.
* Students will be able to differentiate between main idea and supporting details.
* Students will be able to use Microsoft Word to type a basic paragraph using a standardized format.
* Students will be able to revise and edit their work with help from the teacher in order to clarify meaning and improve grammatical structure, mechanics and organization.
* .Students will work with a partner on peer editing with emerging confidence and ability.
* Students will be able to identify the main idea in a simple paragraph and summarize it in their own words in written form.
* Students will understand the various uses of the apostrophe, the comma, and capital letters and will use these punctuation marks appropriately most of the time.
* Students will be able to combine simple sentences to make compound and compound-complex sentences using coordination and subordination.
* Students will edit their own writing for basic conventions (e.g. punctuation, capitalization, and spelling) with increasing awareness and ability.
* Students will begin to write basic organized multi-paragraphed essays with a basic thesis statement, organized structure, and relevant details and analysis.
* 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 begin to be understood when speaking rudimentary English but may have some inconsistent use of standard English grammatical forms.
* Students will be able to participate in and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answer questions using simple sentences or phrases.
* Students will restate in simple and sometimes more complex sentences the main idea of a written text.
* Students will prepare and deliver short oral presentations, sometimes accompanied by PowerPoint, using information and images obtained from various sources.
* Students will begin to develop an ability to express opinions, ideas, narratives, and analysis by using standard English grammatical forms and pronunciation much of the time.
* Students will demonstrate internalization of English grammar usage and word choice by self-correction when speaking aloud.
* 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.
* Students will use resources in the digital language lab to practice listening and speaking skills.

**4. Reading and Vocabulary**

* Students will begin to understand and begin to develop the ability to:

- read for gist

- extract information 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 begin to build an active vocabulary that is capable of serving most basic situations, especially those found in the daily classroom environment, and form a passive vocabulary that enables students to understand most basic academic material, both in reading and listening.
* Students will be able to guess from context the meaning of unknown vocabulary with developing success.
* Students will understand how to build words using a basic range of common prefixes and suffixes and learn how to use common phrasal verbs and idioms.
* Students will be able to use a monolingual English dictionary and a bilingual dictionary to find the meaning of new vocabulary, including words with multiple meanings.
* Students will demonstrate sufficient knowledge of English syntax to interpret the meaning of idioms, analogies, and metaphors.
* Students will be able to read aloud increasingly complex narrative and expository text with some 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 become more aware of cultural values and customs common in various world cultures, especially for those of the students and teacher of the class and of the host country, the United Kingdom.
* Students will understand the history and reasoning behind cultural values and customs in various world 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 issues, current events, and other aspects of their home culture, informally and formally throughout the year.

**Assessments**

**I. Grammar and Mechanics**

• Individual, group, and class interactive activities

• Independent practice

• Individual computer based activities

• Quizzes, tests, and writing assignments

**2. Academic Writing**

• Pre-writing and brainstorming activities for individual paragraphs

• First draft of paragraphs using word processing

• Peer editing worksheets

• Revising and editing of own paragraphs

• Final draft

• Written exercises completed independently.

• Paragraph writing, with focus on topic sentence, supporting sentences, and

concluding sentence.

• Summary writing in groups of a traditional folktale from another culture.

• Group oral presentation of tale with PowerPoint

• Tests, quizzes, semester exam

• Written exercises completed independently.

• Paragraph writing using simple, compound, and complex sentences to explain a

• process and to compare and contrast

• Students will write outlines and drafts of basic essays using the writing

process.

• Students will write a three or four paragraph essay, using the writing

process

**3. Listening and Speaking.**

• Group and individual oral presentations

• Watching a DVD in the language lab and responding in the accompanying booklet of comprehension questions.

• 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.

**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**

**Core Topics:**

1. Grammar and Mechanics

2. Academic Writing Skills

3. Listening and Speaking

4. Reading and Vocabulary

5. Cultural Awareness

**Specific Content**

**1. Grammar and Mechanics.**

* Review of present simple and progressive and past simple and progressive
* verb tenses
* An introduction to phrasal verbs and preposition combinations
* Future time: ways to discuss the future
* Present perfect and past perfect verb tenses
* Asking questions
* Phrasal verbs and preposition combinations
* Introduction to common modal auxiliaries
* Comparative and superlative forms
* Phrasal verbs and preposition combinations
* Count and non-count nouns and articles
* Adjective clauses
* Gerunds and infinitives
* Noun clauses

**2. Academic Writing Skills.**

* Paragraph format
* The writing process: overview
* Narrative Paragraphs and time order signals
* Compound sentences
* Simple summary writing
* Descriptive paragraphs
* Logical division of ideas
* Process paragraphs
* Time order signals
* Complex sentences and subordination
* Comparison/Contrast paragraphs using block and point-by-point organization
* Essay organization
* Opinion Essay

**3. Listening and Speaking.**

* Classroom discussion
* Individual questions
* Oral grammar activities in pairs and groups
* Oral reports to class: individual and group
* Language lab oral and listening practice

**4. Reading and Vocabulary**

* Pre-reading discussion of topic and vocabulary
* Using background knowledge of topic
* Previewing and predicting
* Making inferences
* Skimming for main idea
* Learning idioms, compound words, synonyms, antonyms, suffixes, prefixes.
* Using context clues
* Identifying fact and opinion
* Identifying the main idea of a paragraph
* Using graphic organizers

**5. Cultural Awareness**

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

**Resources**

*Understanding and Using English Grammar* (Azar)

*Test Bank for Fundamentals of English Grammar*

*Fun with Grammar: Communicative Activities for the Azar Grammar Series*

*For Your Information Second Edition*: levels 2 and/or 3 and/or 4

*For Your Information* DVDs

*Words*: levels 3 and/or 4

*Introduction to Academic Writing 3rd edition (*Oshima and Hogue)

*The Hound of the Baskervilles* (Stage 4 Oxford Bookworms)

*Great Expectations (*ELT Graphic novel)

*Do Androids Dream of Electric Sheep? (*Stage 5 Oxford Bookworms)

*Mr Holland's Opus* (DVD)

*Remember the Titans* (DVD)

*To Kill a Mockingbird* (DVD)

*Great Expectations* (DVD)

*Intermediate Language Practice* with CD-ROM (Michael Vince)