This English-as-a-Second-Language (ESL) curriculum was developed in 1994 at Garden City Community College in Kansas. The curriculum is designed to meet the needs of the Adult Learning Center students. Materials were developed for each level of college and adult education. The materials focus on six levels of ESL and include expected learner outcomes in listening, speaking, reading, writing, and life and study skills; teacher and student syllabi; student record card to chart enrollment and completion of learner outcomes; an initial placement instrument to determine student level; and an ESL placement sheet. (CK)
ESL Curriculum for Adult Learning
ESL CURRICULUM FOR ADULT LEARNERS

This ESL curriculum was developed in 1994 with Title III funds at Garden City Community College.

Garden City Community College has 2300 students on campus (FTE 1100) and 2000 more students at the off-campus Adult Learning Center. The base economy of Garden City is agricultural, primarily wheat and cattle. Four large beef processing plants in this corner of Kansas attract many refugee and immigrant workers. In Garden City about 40% of the population is "minority." The public school system is almost 50% "minority." Most of the workers who come to the beef plants are from Mexico (legal and illegal immigrants). Large numbers of refugees also work here. They come from Vietnam, Laos, Guatemala, and El Salvador. In our small city of 25,000 we are able to find 30 countries represented. Many people are anxious to learn English as a Second Language.

In the first year of a Title III Improving Institutions Grant, our college set about developing an ESL curriculum to meet the needs of our Adult Learning Center students and those on the main campus. These materials include six levels of English as a Second Language. Four levels are offered at the off-campus locations of the Adult Learning Center. The two advanced levels are taught for credit on the main campus.

The following materials were developed for each level and are attached:

--expected learner outcomes for each of six strands:
*listening
*speaking
*reading
*writing
*life skills
*study skills

--teacher syllabus
--student syllabus
   (plus student syllabi in Spanish and Vietnamese for Level 1 and Level 2)
--student record card to chart enrollment and completion of learner outcomes
--initial placement instrument to determine level
In addition, a teacher resource book was developed for each level. A CD ROM computer lab was installed and appropriate ESL software was purchased with Title III funds.

**PROCESS** is more key to the development of this curriculum than the **PRODUCT** which is seen here. It is being used successfully because the teachers who use these ideas were instrumental in developing them. A committee of six met for 30 clock hours over the period of a semester to come up with the designation of the six strands and the expected learner outcomes within each strand. Then all the teachers met for 10 hours, level by level, to familiarize themselves with the materials, develop lesson plans, and put together the teacher resource notebooks.

For more information, please call Donna Skinner
Garden City Community College
801 Campus Drive
Garden City, KS 67846

316-276-9637

FAX 316-276-9630
ESL PLACEMENT SHEET

Name_________________________ Date_________________ ID________________

Oral directions to the student: This sheet is to help us place you in the correct level of ESL. Please answer as many questions as possible. It is alright if you don't finish them all. Please tell me when you have finished.

Choose the correct answer with a circle around the letter, like this: (a)

Reading

1. This sign means:
   a. go in
   b. go out
   c. stay in
   d. sit down

2. What is your address?

3. The contraction of will not is:
   a. willn't
   b. won't
   c. wouldn't
   d. weren't

4. A plumber works on:
   a. teeth
   b. pipes
   c. pain
   d. cars

5. Car is the same as:
   a. automobile
   b. lamp
   c. motorcycle
   d. truck

6. The abbreviation for morning is:
   a. apt.
   b. p.m.
   c. a.m.
   d. pt.

7. Exercise is important to good health. Your body needs exercise in order to be fit. Three important areas of fitness are muscle strength, flexibility, and heart and lung endurance. Doing sit-ups will increase your muscle strength. Stretching will increase your flexibility. Running and swimming are good for heart and lung endurance. Everybody should exercise to stay fit and healthy.

The main idea of this paragraph is:
   a. You should learn to swim.
   b. Exercise is good for health.
   c. Good friends are important.
   d. Doing sit-ups is hard work.

Grammar

1. ___________ is a good teacher.
   a. It
   b. Him
   c. They
   d. He

2. The man has five ___________.
   a. shirt
   b. shirts
   c. shirted
   d. shirtses

3. Today we ______ speaking English.
   a. am
   b. are
   c. is
   d. It

4. That woman has four ________.
   a. son
   b. child
   c. children
   d. children
5. Yesterday I _____ to school.
   a. go
   b. goes
   c. went
   d. gone

6. I lost my pen. ______ is it?
   a. Were
   b. We're
   c. Where
   d. When

7. ______ ______ many students in my class.
   a. There was
   b. There is
   c. There are
   d. There be

8. ______ money is mine.
   a. The
   b. THE
   c. the
   d. They

9. Kathy, Barbara and Amy are my daughters. Kathy is the ________
   a. younger
   b. young
   c. older
   d. oldest

10. I have two sisters ______ four brothers.
    a. or
    b. and
    c. because
    d. however

Writing

Write about this picture.

- Write about your family:

ESL Program (9/94) Garden City Community College
ESL PLACEMENT TEST
WRITING SAMPLE RESPONSES

Write about this picture:

<table>
<thead>
<tr>
<th>POINTS</th>
<th>RESPONSE</th>
<th>DISCUSSION</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>a. (nothing)</td>
<td>single word</td>
</tr>
<tr>
<td></td>
<td>b. ...doctor...</td>
<td>sentence fragment</td>
</tr>
<tr>
<td></td>
<td>c. ....boy sick...</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>a. the child sick...</td>
<td>sentence fragment and mechanical errors</td>
</tr>
<tr>
<td></td>
<td>b. Nurse and a boy.....</td>
<td>partial sentence</td>
</tr>
<tr>
<td></td>
<td>c. They is Filling sat.</td>
<td>mechanical errors and wrong word</td>
</tr>
<tr>
<td>3</td>
<td>a. the nurse are Helping boy</td>
<td>agreement and mechanics</td>
</tr>
<tr>
<td></td>
<td>b. Boy will be get medcien</td>
<td>missing word, spelling and tense formation</td>
</tr>
<tr>
<td></td>
<td>c. Nurse going to help Boys.</td>
<td>number, missing words</td>
</tr>
<tr>
<td>4</td>
<td>a. A boy is sick.</td>
<td>appropriate responses</td>
</tr>
<tr>
<td></td>
<td>b. The child went to see the doctor.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. The young nurse helps the sick child.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. The child is sick and goes to the doctor.</td>
<td></td>
</tr>
</tbody>
</table>
Write about your family:

<table>
<thead>
<tr>
<th>POINTS</th>
<th>RESPONSE</th>
<th>DISCUSSION</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>no response</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>I live in El Salvador</td>
<td>not related to topic</td>
</tr>
<tr>
<td></td>
<td>Father and mother 5 children</td>
<td>barely recognizable</td>
</tr>
<tr>
<td>4</td>
<td>My family has seven people. We leave in Garden City</td>
<td>few details and many mechanical errors</td>
</tr>
<tr>
<td></td>
<td>My family is for girls tree boys my wife we leave in Traylor I work IBP heard</td>
<td>run on sentence, many mechanical errors</td>
</tr>
<tr>
<td>6</td>
<td>I have two children. They are go to school in Victor Ornelas. My wife work at Tarjet and I have three years at Monfort. We are from Mexico.</td>
<td>some mechanical errors and number disagreements but it is intelligible and organized</td>
</tr>
<tr>
<td>8</td>
<td>My family is not very large. My wife is Thuy and our daughter is Thao. We miss our family. My parents live in Viet Nam and my brothers are in California.</td>
<td></td>
</tr>
</tbody>
</table>
ESL PLACEMENT SHEET

THIS PAGE FOR TEACHER EVALUATION ONLY

Speaking and Listening Skills

Following Directions

- Followed directions as given in English (4 points)
- Needed directions to be repeated (3 points)
- Needed directions to be simplified (2 points)
- Needed translation to get started (1 point)

Post-test Comments

- Was able to volunteer information about test items (4 points)
- Was able to answer questions about test items (3 points)
- Was able to talk about a test item, with modeling (2 points)
- Was unable to comment on test items (1 point)

PLACEMENT

- Points -- ORAL (8 possible)
- Points -- READING (10 possible)
- Points -- GRAMMAR (10 possible)
- Points -- WRITING (12 possible)

- TOTAL POINTS

0 to 12 points > LEVEL 1
13 to 24 points > LEVEL 2
25 to 35 points > LEVEL 3
36 to 39 points > LEVEL 4
40 points > POSSIBLE LEVEL 5

Comments by Tester

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
English as a Second Language (Level 1) is a non-credit course for the beginning English student. It is for students whose first or dominant language is any language other than English. This course meets 8 hours per week and is the first in a series of six ESL classes offered by Garden City Community College. This class is designed to help students move from a level of "no English" or "very little English" to a low beginning level.

Upon completion of the course, students will show competency in the following skills:

Listening

1. Understand some learned phrases spoken slowly with frequent repetitions.
2. Understand personal questions about self, job, home, family.
3. Follow simple directions and commands in the classroom and at work.

Speaking

1. Express basic survival needs, including asking and responding to related questions.
2. Participate in basic conversations in a few very routine social situations (greetings, goodbyes, etc.).
3. Express emergency needs in person and on the phone (e.g. dialing 911 to report a fire).
4. Speak English, but with hesitation and frequent pauses.

May 1994
Reading

Vocabulary

1. Recognize common sight words.
2. Know consonant sounds.
3. Identify words in various settings.

Comprehension

1. Read and follow simple directions.
2. Identify the key word in a sentence.
3. Read and understand short simple sentences.

Application (without translation)

1. Take dictation of words and short simple sentences.
2. Read public signs and phone book.

Writing

1. Use simple present and present progressive tense.
2. Form regular plurals.
3. Use correct adjective/noun word order.
4. Generate three-word sentences.
5. Use declarative sentences.
6. Fill in job application calling for simple personal information.
7. Choose correct subject pronoun.
8. Form questions with verb to be.

Life Skills

1. Identify parts of the body.
2. Describe general physical condition.
3. Identify health facilities (county health, clinic...).
4. Name common foods.
5. State basic food needs.
6. Locate food items in the grocery store.
7. Describe current weather conditions.
8. Respond to weather emergencies.
9. Identify community facilities.
10. Ask for directions.
11. Respond to traffic signs and symbols.

May 1994
12. Heed safety warnings.
13. Count coins and currency.
15. Give and request time information.
16. Name days and months.
17. Use a calendar
18. Identify most clothing items.
19. Name rooms, furniture, and major appliances.
20. Identify basic kinds of housing.
22. Use courtesy words (please...).

Study Skills

1. Read and understand notes copies from board.
2. Alphabetize by first three letters.
3. Report verbally on homework assignment (e.g. how many traffic signs seen on the way home).
4. Answer simple questions orally or written in one word.
5. Discuss feelings, reasons, and outcomes from picture or video.

TEXTBOOKS

Each student will be asked to purchase one textbook for this course:

---
--Oxford Picture Dictionary

MATERIALS NEEDED

In addition to the textbook and dictionary, ESL students need a pen or pencil, a three-ring notebook, and a 5" floppy disk for computer use.

COURSE OUTLINE

The ESL levels are each written with six component strands:

<table>
<thead>
<tr>
<th>Listening</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking</td>
<td>Life Skills</td>
</tr>
<tr>
<td>Reading</td>
<td>Study Skills</td>
</tr>
</tbody>
</table>

May 1994
There are numerous expected learner outcomes for each strand. (For Level 1 outcomes see list above.) These are the outcomes that will be tested to see if the student is ready to progress to the next level. These outcomes represent a minimum level of competence to exit the current level. They represent only a sample of the many competencies which will necessarily be presented at each level. Teachers will plan other learning activities as well, including reviews of skills from previous levels, materials outside the competency lists for the level, and previews of future activities. The major emphasis, however, for each level will come from the list of expected learner outcomes for that ESL level.

Each class period will include a variety of learning activities, with the opportunity for students to practice listening, speaking, reading and writing.

At least one expected learner outcome from each strand will be emphasized during the class periods each week. Weekly lesson plans will be made to introduce, practice, reinforce, review, and assess at least one skill from the objectives in each learning strand.

Assessment will be an on-going, regular, integrated classroom activity. Learning objectives will be tested and mastery recorded on the students' objective management sheet which will be kept up to date by the teacher.

**ASSESSMENT**

Exit tests are available for each level. These serve two purposes. The first is to correctly place the student at initial enrollment. The second is to determine if the student is ready to go on to the next level. Continuing students will take the exit test near the end of the semester. If 80% mastery is achieved, the student is considered ready for advancement to the next level. If not, the student will be advised to repeat the present level.

Students will be assessed in three areas.

A. Cognitive: Knowledge and understanding of the English language is expected in each of the six learning strands: listening, speaking, reading, writing, life skills and study skills. This will be assessed through the exit exam and regular checkoffs on the management sheet.
B. Metacognitive: Particular emphasis is placed on application and transfer of English competencies to everyday learning, working and living skills. This will be assessed through observation of the student’s use of English in practical classes, jobs, and daily life situations.

C. Affective: An essential part of mastering English is the attitude and spirit exhibited in the learning process. This will be assessed through the student’s attendance, completion of homework, and class participation.
Garden City Community College  
Adult Learning Center

ENGLISH AS A SECOND LANGUAGE  
Level 1

COURSE DESCRIPTION

ESL (Level 1) is an English course for the low beginning student. It meets for 8 hours each week at the Garden City Community College Adult Learning Center at 603 North Eighth Street. Classes for morning students are from 10:00 a.m. to 12:00 noon, and for evening students from 7:00-9:00 p.m. The telephone number at the ALC is 276-7600.

After successfully completing this course, students will be ready for the advanced beginning (Level 2) ESL course.

ENGLISH SKILLS

In this course, students will learn the following skills in English. When 80% of these skills are learned, the student is ready to move to Level 3.

**Listening**
1. Understand some phrases in English.
2. Understand personal questions about self, job, home and family.
3. Follow simple directions in class and at work.

**Speaking**
1. Speak about basic needs—food, clothing, housing.
2. Talk in social conversations—hello, goodbye, invitations.
3. Tell about emergencies on the phone or face to face.
4. Speak simple English, slowly and with pauses.
Reading

Vocabulary
1. Read common words.
2. Know English consonant sounds.

Comprehension
1. Read and follow simple directions.
2. Understand most important word in a sentence.
3. Read and understand short simple sentences.

Application (without translation)
1. Write words and short sentences from dictation.
2. Read public signs and phone book.

Writing
1. Use simple present and present progressive tense.
2. Form regular plurals.
3. Use correct word order in simple sentences.
4. Write original three word sentences.
5. Write simple sentences.
6. Complete simple job application.
7. Use pronouns in subject of sentence.
8. Form question with the verb to be.

Life Skills
1. Identify parts of the body.
2. Describe your general health.
3. Identify health facilities (clinic, hospital...)
4. Name common foods.
5. Tell basic food needs.
6. Find foods in the grocery store.
7. Describe the weather.
8. Respond to weather emergencies.
9. Identify community facilities.
10. Ask for directions.
11. Know traffic signs and symbols.
12. Know safety warnings (DANGER, DETOUR...)
13. Count money (coins and currency).
15. Give and request time information.
16. Name the days and months in English.
17. Use a calendar.
18. Identify items of clothing.
19. Name rooms, furniture, and major appliances.
20. Identify different kinds of housing.
22. Use courtesy words (please, thank you, excuse me...)

Study Skills
1. Read notes copied from chalkboard.
2. Alphabetize by first three letters.
3. Complete simple homework assignment.
4. Answer simple questions, spoken or written.
5. Talk about feelings and reasons.
TEXTBOOKS

Each student will purchase two books for this course:

--
--Oxford Picture Dictionary

MATERIALS

For this class, each student will also need:

--a pen or pencil
--a three-ring notebook
--a 5" floppy disk for computer use

TESTS
Garden City Community College  
Adult Learning Center  

ENGLISH AS A SECOND LANGUAGE  
Level 1

COURSE DESCRIPTION

ESL (Level 1) is an English course for the low beginning student. It meets for 8 hours each week at the Garden City Community College Adult Learning Center at 603 North Eighth Street. There is no charge to students for this course. Classes for morning students are from 10:00 a.m. to 12:00 noon, and for evening students from 7:00-9:00 p.m. The telephone number at the ALC is 276-7600.

If students will not be in class, they should call the ALC to tell the teacher.

After successfully completing this course, students will be ready for the advanced beginning (Level 2) ESL course.

ENGLISH SKILLS

In this course, students will learn the following skills in English. When 80% of these skills are learned, the student is ready to move to Level 2.

--

Teacher’s Name

--

Descripción del curso

Inglés como segundo idioma (Nivel 1) es un curso para el estudiante que sabe casi nada del inglés. Se reune ocho horas por semana en el Centro de Aprendizaje para Adultos en 603 calle 8. Es un curso sin costo al estudiante. En la mañana se reune de 10:00 a 12:00, y en la noche de 7:00 a 9:00. El teléfono en el Centro es 276-7600.

Si el estudiante no puede venir a la clase, debe avisar al profesor por teléfono.

Después de cumplir este curso con éxito, el estudiante está preparado para el segundo curso de principiantes (Nivel 2)

CAPACIDADES EN EL INGLES

En este curso, el estudiante aprenderá las siguientes habilidades en inglés. Cuando sabe 80% de las destrezas, el estudiante está listo para Nivel 2.
Listening

1. Understand some phrases in English.
2. Understand personal questions about self, job, home and family.
3. Follow simple directions in class and at work.

Speaking

1. Speak about basic needs—food, clothing, housing.
2. Talk in social situations—hello, goodbye, invitations.
3. Tell about emergencies on the phone or face to face.
4. Speak simple English, slowly and with pauses.

Reading

Vocabulary
1. Read common words.
2. Know English consonant sounds.

Comprehension
1. Read and follow simple directions.
2. Understand most important word in a sentence.
3. Read and understand short simple sentences.

Application (without translation)
1. Write words and short sentences from dictation.
2. Read public signs and phone book.

Writing

1. Use simple present and present progressive tense.
2. Form regular plurals.
3. Use correct word order in simple sentences.
4. Write original three word sentences.
5. Write simple sentences.

Escuchar

1. Entender algunas frases en inglés.
2. Entender preguntas personales sobre el trabajo y la familia.
3. Comprender instrucciones sencillas en la clase y en el trabajo.

Hablarn

1. Hablar de la necesidades básicas—comida, ropa, alojamiento.
3. Hablar de emergencias, por teléfono o en persona.
4. Hablar inglés sencillo, pero con pausas y no muy rápido.

Leer

Vocabulario
1. Leer palabras comunes.
2. Saber los sonidos de las letras consonantes en inglés.

Comprensión
1. Leer y seguir instrucciones básicas.
2. Identificar la palabra más importante en una frase.
3. Leer y comprender frases cortas y sencillas.

Aplicación (sin traducción)
1. Escribir palabras y frases cortas dictadas.
2. Leer señales, letreros, y la guía telefónica.

Escribir

1. Usar los tensos del presente y presente progresivo.
2. Formar plurales regulares.
3. Poner las palabras de una frase en orden correcto.
4. Escribir frases originales de tres palabras.
5. Escribir frases sencillas.
6. Complete simple job application.
7. Use pronouns in subject of sentence.
8. Form questions with the verb to be.

Life Skills

1. Identify parts of the body.
2. Describe your general health.
3. Identify health facilities (clinic, hospital...)
4. Name common foods.
5. Tell basic food needs.
6. Find foods in the grocery store.
7. Describe the weather.
8. Respond to weather emergencies.
9. Identify community facilities.

Study Skills

1. Read notes copied from chalkboard.
2. Alphabetize by first three letters.
3. Complete simple homework

Destrezas útiles

1. Identificar las partes del cuerpo.
2. Describir la salud en general.
3. Identificar clínicas, hospitales, oficinas de médicos.
4. Identificar comestibles comunes.
5. Describir necesidades básicas nutricionales.
6. Encontrar comestibles en el supermercado.
7. Describir el tiempo.
8. Responder a emergencias debidas al tiempo.
9. Identificar facilidades en la comunidad.
10. Pedir ayuda en encontrar un lugar.
11. Entender señales de tránsito.
12. Entender advertencias de tránsito (PELIGRO, DESVIO...)
13. Contar dinero.
15. Preguntar y contestar acerca de la hora.
16. Conocer los días y los meses en inglés.
17. Emplear un calendario.
18. Identificar la ropa.
19. Identificar las partes de una casa y los muebles.
20. Identificar las varias clases de alojamiento.
21. Darse cuenta de las expectaciones culturales higiénicas.
22. Usar las palabras de cortesía (por favor, gracias, perdón...)

Habilidades en el estudio

1. Leer notas copiadas de la pizarra.
2. Poner en orden alfabético según tres primeras letras.
3. Hacer tareas sencillas.
Garden City Community College 
Adult Learning Center

ENGLISH AS A SECOND LANGUAGE 

Level 1

COURSE DESCRIPTION

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ENGLISH SKILLS

In this course, students will learn the following skills in English. When 80% of these skills are learned, the student is ready to move to Level 3.

Listening
1. Understand some phrases in English.
2. Understand personal questions about self, job, home and family.
3. Follow simple directions in class and at work.
Speaking
1. Speak about basic needs—food, clothing, housing.
2. Talk in social situations—hello, goodbye, invitations.
3. Tell about emergencies on the phone or face to face.
4. Speak simple English, slowly and with pauses.

Reading
Vocabulary
1. Read common words.
2. Know English consonant sounds.

Comprehension
1. Read and follow simple directions.
2. Understand most important word in a sentence.
3. Read and understand short simple sentences.

Application (without translation)
1. Write words and short sentences from dictation.
2. Read public signs and phone book.

Writing
1. Use simple present and present progressive tense.
2. Form regular plurals.
3. Use correct word order in simple sentences.
4. Write original three word sentences.
5. Write simple sentences.
6. Complete simple job application.
7. Use pronouns in subject of sentence.
8. Form question with the verb to be.

Life Skills
1. Identify parts of the body.
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8. Respond to weather emergencies.
9. Identify community facilities.
10. Ask for directions.
11. Know traffic signs/symbols.
12. Know safety warnings (DANGER, DETOUR...)
13. Count money (coins/currency).
15. Give and request time information.
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1. Read notes copied from chalkboard.
2. Alphabetize by first three letters.
3. Complete simple homework assignment.
4. Answer simple questions, spoken or written.
5. Talk about feelings and reasons.

TEXTBOOKS
Each student will purchase two books for this course:

--- Oxford Picture Dictionary

MATERIALS
For this class, each student will also need:

--- a pen or pencil
--- a three-ring notebook
--- a 5" computer disk

TESTS
Tests will be given to see which level is best for the student.
Level 1

LISTENING
- Understands some learned phrases spoken slowly with frequent repetitions.
- Understands personal questions about self, job, home, family.
- Follows simple instructions and commands in the classroom and at work.
- Expresses basic survival needs, including asking and responding to related questions.
- Participates in basic conversations in a few very routine social situations (e.g., greetings, goodbyes).
- Expresses emergency needs in person and on the phone (e.g., dialing 911 to report a fire).
- Speaks with hesitation and frequent pauses.

SPEAKING
- Expresses basic survival needs, including asking and responding to related questions.
- Expresses emergency needs in person and on the phone (e.g., dialing 911 to report a fire).

READING
- Vocabulary
  - Recognizes common sight words.
  - Knows sounds of consonants.
  - Identifies words in various settings.
- Comprehension
  - Reads and follows simple directions.
  - Identifies the key word in a sentence.
  - Reads and understands short sentences.
- Application (no translation)
  - Takes dictation of words and short sentences.
  - Reads public signs and phone book.

WRITING
- Uses simple present and present progressive tenses.
- Forms regular plurals.
- Uses correct adjective/noun word order.
- Generates three-word sentences.
- Uses declarative sentences.
- Fills in job application calling for simple personal information.
- Chooses correct subject pronoun.
- Forms questions with to be.
- Uses present forms of to be.

LIFE SKILLS
- Identifies parts of the body.
- Describes general physical condition.
- Identifies health facilities (e.g., health clinic).
- Names common foods.
- Names basic food needs.
- Locates food items in grocery store.
- Describes current weather conditions.
- Responds to weather emergencies.
- Identifies community facilities.
- Asks for directions.
- Responds to traffic signs and symbols.
- Heeds safety warnings.
- Counts coins and currency.
- Does simple math.
- Gives and requests time information.
- Names days and months.
- Uses a calendar.
- Identifies most clothing items.
- Names rooms, furniture, major appliances.
- Identifies basic kinds of housing.
- Is aware of cultural hygiene expectations.
- Uses courtesy words (please...)

STUDY SKILLS
- Reads and understands notes copied from board.
- Alphabetizes by first three letters.
- Reports verbally on homework assignment (e.g., how many traffic signs seen on way home).
- Answers simple questions orally or written in one word.
- Discusses feelings, reasons, and outcomes from pictures or video.
Assessment dates to exit this level:

<table>
<thead>
<tr>
<th>Date</th>
<th>Percent of Mastery</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
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</tr>
</tbody>
</table>

Date discontinued ___________________________    Reason ___________________________

Retention efforts:
dates of phone calls_________________________

dates of letters sent_________________________

dates of personal contact_____________________

Date of re-enrollment ________________________

Date discontinued ___________________________    Reason ___________________________

Retention efforts:

dates of phone calls_________________________

dates of letters sent_________________________

dates of personal contact_____________________

Date of re-enrollment ________________________

Special learning problems noted: (+ comments)

hearing ___________________________________________

vision ___________________________________________

other ___________________________________________
Garden City Community College  
Adult Learning Center

ENGLISH AS A SECOND LANGUAGE

Level 2

COURSE DESCRIPTION

English as a Second Language (Level 2) is a non-credit course for the advanced beginning English student. It is for students whose first or dominant language is any language other than English. This course meets 8 hours per week and is the second in a series of six ESL classes offered by Garden City Community College. This class is designed to help students move from a level of low beginner to high beginner.

EXPECTED LEARNER OUTCOMES

Upon completion of the course, students will show competency in the following skills:

Listening

1. Understand learned phrases easily and short new phrases containing familiar vocabulary spoken slowly with repetition.
2. Understand conversations containing some familiar vocabulary on many everyday subjects, with a need for repetition, rewording, or slower speech.
3. Follow two-step directions in the classroom and at work.
4. Understand very routine and limited conversations of the telephone.
5. Comprehend meanings of a few basic idioms.

Speaking

1. Function in most face-to-face basic survival situations, but may need some help.
2. Ask and respond to direct questions on familiar and some new subjects.
3. Communicate on the phone on practiced subjects (e.g. calling to tell of an absence from class).
4. Use new phrases (i.e. speaks with some creativity) but with hesitation and pauses. Identify characteristics of self, family, environment. Can sometimes clarify by rewording.
5. Reproduce understandably many common English sounds.

Reading

Vocabulary

1. Pair 20 common antonyms.
2. Read compound words.
3. Read product labels.
4. Recognize 40 abbreviations.
5. Be able to read words with blends and diphthongs.

Comprehension

1. Read and follow two-step directions (with prompting).
2. Read and understand sentences and simple paragraphs.
3. Identify main idea of simple paragraph.

Application (without translation)

1. Read and understand simple forms (school enrollment, job application, etc.).
2. Respond to classified ads (rent, car, grocery).
3. Read and use schedules for television, school, class.

Writing

1. Use future progressive, simple future, and past progressive tenses.
2. Recognize nouns and verbs.
3. Form common irregular plurals.
4. Use questions with reverse order and the verb to do.
5. Choose correct object pronouns.
6. Write directions on getting somewhere.
7. Fill in a job application with personal information and a short paragraph.
8. Make a list for shopping.
9. Use and in compound sentences
10. Use demonstratives: this, that, these, those.
11. Uses expletives there is and there are.

May 1994
**Life Skills**

1. Request emergency medical service.
2. Identify major body organs.
3. Describe physical symptoms.
4. Make an appointment with doctor.
5. Ask for certain grocery items.
6. Read a weather forecast map.
7. Report changing weather conditions.
8. Understand basic structure of school system---locations, personnel, access, etc.
10. Estimate sales tax.
11. Request utility connection.
12. Make a personal schedule.
13. Understand a travel schedule.
14. Understand seasonal clothing.
15. Describe family relationships.
16. Discuss marital status.
17. Know driver license qualifications.
18. Understand about car insurance.
20. Identify and describe previous work experience.
21. Answer questions in job interview.
22. Fill in social security form.

**Study Skills**

1. Record key words from oral presentation.
2. Use table of contents.
3. Turn in written homework.
5. Match words and definitions.

**TEXTBOOKS**

Each student will be asked to purchase one textbook for this course:

--Oxford Picture Dictionary

**MATERIALS NEEDED**

In addition to the textbook and dictionary, ESL students need pen or pencil, a three-ring notebook, and a 5" floppy disk for computer use.

May 1994
The ESL levels are each written with six component strands:

- **Listening**
- **Writing**
- **Speaking**
- **Life Skills**
- **Reading**
- **Study Skills**

There are numerous expected learner outcomes for each strand. (For Level 2 outcomes see list above.) These are the outcomes that will be tested to see if the student is ready to progress to the next level. These outcomes represent a minimum level of competence to exit the current level. They represent only a sample of the many competencies which will necessarily be presented at each level. Teachers will plan other learning activities as well, including reviews of skills from previous levels, materials outside the competency lists for the level, and previews of future activities. The major emphasis, however, for each level will come from the list of expected learner outcomes for that ESL level.

Each class period will include a variety of learning activities, with the opportunity for students to practice listening, speaking, reading and writing.

At least one expected learner outcome from each strand will be emphasized during the class periods each week. Weekly lesson plans will be made to introduce, practice, reinforce, review, and assess at least one skill from the objectives in each learning strand.

Assessment will be an on-going, regular, integrated classroom activity. Learning objectives will be tested and mastery recorded on the students' objective management sheet which will be kept up to date by the teacher.

**Assessment**

Exit tests are available for each level. These serve two purposes. The first is to correctly place the student at initial enrollment. The second is to determine if the student is ready to go on to the next level. Continuing students will take the exit test near the end of the semester. If 80% mastery is achieved, the student is considered ready for advancement to the next level. If not, the student will be advised to repeat the present level.

May 1994
Students will be assessed in three areas.

A. Cognitive: Knowledge and understanding of the English language in each of the six learning strands: listening, speaking, reading, writing, life skills and study skills. This will be assessed through the exit exam and regular checkoffs on the management sheet.

B. Metacognitive: Particular emphasis is placed on application and transfer of English competencies to everyday learning, working and living skills. This will be assessed through observation of the student’s use of English in practical class, job, and daily life situations.

C. Affective: An essential part of mastering English is the attitude and spirit exhibited in the learning process. This will be assessed through the student’s attendance, completion of homework, and class participation.

May 1994
Garden City Community College
Adult Learning Center

ENGLISH AS A SECOND LANGUAGE
Level 2

COURSE DESCRIPTION

ESL (Level 2) is an English course for the advanced beginning student. It meets for 8 hours each week at the Garden City Community College Adult Learning Center at 603 North Eighth Street. Classes for morning students are from 10:00 a.m. to 12:00 noon, and for evening students from 7:00-9:00 p.m. The telephone number at the ALC is 276-7600.

After successfully completing this course, students will be ready for the low intermediate (Level 3) ESL course.

ENGLISH SKILLS

In this course, students will learn the following skills in English. When 80% of these skills are learned, the student is ready to move to Level 3.

Listening
1. Understand common phrases.
2. Understand conversations about daily life.
3. Follow two-step directions.
4. Understand some telephone conversations.
5. Comprehend some idioms in English.

Speaking
1. Speak in some face-to-face daily conversations.
2. Ask and answer direct questions about familiar things.
3. Speak on the telephone about common subjects.
4. Talk about yourself and your family.
5. Say many English sounds correctly.

Reading

33
Vocabulary
1. Match 20 antonyms.
2. Read compound words.
3. Read product labels.
4. Recognize 40 abbreviations.
5. Read words with combined letters.
6. Interpret 20 acronyms.

Comprehension
1. Read and follow two-step directions.
2. Read sentences and simple paragraphs.
3. Identify the main idea of a paragraph.

Application (without translation)
1. Read and understand simple forms (school, work).
2. Respond to classified ads.
3. Read TV and school schedules.

Writing
1. Use future progressive, simple future, and past progressive tenses.
2. Recognize nouns and verbs.
3. Form common irregular plural
4. Use questions with reverse order and the verb to do.
5. Choose correct object pronouns.
6. Write directions of getting somewhere.
7. Fill in a job application, including sentences.
8. Make a list for shopping.
9. Use and in compound sentences.
10. Use this, that, these, those.
11. Use there is and there are.

Life Skills
1. Request emergency medical service.
2. Identify major body organs.
3. Describe physical symptoms.
4. Make an appointment with the doctor.
5. Ask for certain grocery items.
6. Read a weather forecast map.
7. Report changing weather conditions.
8. Understand our schools.
10. Estimate sales tax.
11. Request connections of gas, electric, telephone.
12. Make a personal schedule.
13. Understand a travel schedule.
14. Know about clothing for the different seasons.
15. Describe family relationships.
16. Discuss being single, married, divorced, widowed.
17. Know driver license qualifications.
18. Understand about car insurance.
19. Know about American holidays.
20. Tell about previous work experience.
21. Answer questions in a job interview.
22. Fill in a Social Security form correctly.
**Study Skills**

1. Write down information from a talk.
2. Use a table of contents.
3. Turn in written homework.
5. Match words and definitions.

**TEXTBOOKS**

Each student will purchase two books for this course:

--
--Oxford Picture Dictionary

**MATERIALS**

For this class, each student will also need:

--a pen or pencil
--a three-ring notebook
--a 5" floppy disk for computer use

**TESTS**
COURSE DESCRIPTION

ESL (Level 2) is an English course for the advanced beginning student. It meets for 8 hours each week at the Garden City Community College Adult Learning Center at 603 North Eighth Street. There is no charge for this course. Classes for morning students are from 10:00 a.m. to 12:00 noon, and for evening students from 7:00-9:00 p.m. The telephone number at the ALC is 276-7600.

If students will not be in class, they should call the ALC to tell the teacher.

After successfully completing this course, students will be ready for the low intermediate (Level 3) ESL course.

ENGLISH SKILLS

In this course, students will learn the following skills in English. When 80% of these skills are learned, the student is ready to move to Level 3.

DESCRIPCION DEL CURSO

Ingles como segundo idioma (Nivel 2) es un curso para el estudiante que sabe muy poco ingles. Se reune ocho horas por semana en el Centro de Aprendizaje para Adultos en 603 calle 8. Es un curso sin costo al estudiante. En la mañana se reune de 10:00 a 12:00, y en la noche de 7:00 a 9:00. El telefono en el Centro es 276-7600.

Si el estudiante no puede venir a la clase, debe avisar al profesor por telefono.

Después de cumplir este curso con éxito, el estudiante está preparado para el tercer curso de la serie (Nivel 3).

CAPACIDADES EN EL INGLES

En este curso, el estudiante aprenderá las siguientes habilidades en inglés. Cuando sabe 80% de las destrezas, el estudiante está listo para Nivel 3.
Listening
1. Understand common phrases.
2. Understand conversations about daily life.
3. Follow two-step directions.
4. Understand some telephone conversations.
5. Comprehend some idioms in English.

Speaking
1. Speak in some face-to-face daily conversations.
2. Ask and answer direct questions about familiar things.
3. Speak on the telephone about common subjects.
4. Talk about yourself and your family.
5. Say many English sounds correctly.

Reading
Vocabulary
1. Match 20 antonyms.
2. Read compound words.
3. Read product labels.
4. Recognize 40 abbreviations.
5. Read words with combined letters.
6. Interpret 20 acronyms.

Comprehension
1. Read and follow two-step directions.
2. Read sentences and simple paragraphs.
3. Identify the main idea of a paragraph.

Application (no translation)
1. Read and understand simple forms (school, work).
2. Respond to classified ads in newspaper.
3. Read TV and school schedules.

Escuchar
1. Entender frases comunes.
2. Entender conversaciones sobre la vida diaria.
3. Comprender instrucciones con dos partes.
4. Entender algunas conversaciones telefónicas en inglés.
5. Comprender algunos dichos en inglés.

Hablar
1. Participar en algunas conversaciones personales.
2. Preguntar y contestar sobre temas comunes.
3. Hablar por teléfono sobre temas comunes.
4. Conversar de uno mismo y de la familia.
5. Pronunciar correctamente muchos sonidos en inglés.

Leer
Vocabulario
1. Encontrar 20 parejas de palabras opuestas.
2. Leer palabras compuestas.
3. Leer etiquetas en los productos del supermercado.
4. Reconocer 40 abreviaturas.
5. Leer palabras con letras combinadas.
6. Interpretar 20 acrónimos.

Comprensión
1. Leer y seguir direcciones con dos partes.
2. Leer frases y párrafos sencillos.
3. Identificar la idea principal de un párrafo.

Aplicación (sin traducción)
1. Leer y comprender formas sencillas (escuela, trabajo).
2. Contestar a anuncios clasificados en el periódico.
3. Leer horarios de TV y escuela.
Writing
1. Use future progressive, simple future, and past progressive tenses.
2. Recognize nouns and verbs.
3. Form common irregular plurals.
4. Use questions with reverse order and the verb to do.
5. Choose correct object pronouns.
6. Write directions of getting somewhere.
7. Fill in a job application, including sentences.
8. Make a list for shopping.
9. Use and in compound sentences.
10. Use this, that, these, those.
11. Use there is and there are.

Escribir
1. Usar los tensos del futuro progresivo, futuro sencillo, y pasado progresivo.
2. Identificar nombres y verbos.
3. Formar plurales irregulares comunes.
4. Formar preguntas con orden inverso y el verbo to do.
5. Escojer pronombres en lugar objetivo.
6. Escribir direcciones para guía en llegar a cierto lugar.
7. Llenar aplicación para trabajo incluyendo frases.
8. Hacer lista para compras.
10. Usar this, that, these, those.
11. Usar there is and there are.

Life Skills
1. Request emergency medical service.
2. Identify major body organs.
3. Describe physical symptoms.
4. Make an appointment with the doctor.
5. Ask for certain grocery items.
6. Read a weather forecast map.
7. Report changing weather conditions.
8. Understand our schools.
10. Estimate sales tax.
11. Request connections of gas, electric, telephone.
12. Make a personal schedule.
13. Understand a travel schedule.
14. Know about clothing for the different seasons.
15. Describe family relationships.
16. Discuss being single, married, divorced, widowed.
17. Know driver license qualifications.
18. Understand about car insurance.

Destrezas útiles
1. Pedir ayuda de la ambulancia.
2. Identificar los órganos mayores del cuerpo.
3. Describir síntomas físicas.
4. Hacer una cita con el médico.
5. Pedir ciertas cosas en el supermercado.
7. Comentar sobre cambios en el tiempo.
8. Entender el sistema escolar.
9. Entender denominaciones en el dinero de los Estados Unidos.
10. Acertar los impuestos de venta.
11. Pedir servicios de gas, electricidad, teléfono.
15. Explicar relaciones entre la familia.
16. Describirse como soltero, casado, divorciado, viudo.
17. Entender los requisitos para licencia de conductor.
18. Entender algo sobre seguros para automóvil.
19. Know about American holidays.
20. Tell about previous work experience.
21. Answer questions in a job interview.
22. Fill in a Social Security form correctly.

Study Skills
1. Write down information from a talk.
2. Use a table of contents.
3. Turn in written homework.
5. Match words and definitions.

TEXTBOOKS
Each student will purchase two books for this course:

-- Oxford Picture Dictionary

MATERIALS
For this class, each student will also need:

-- a pen or pencil
-- a three-ring notebook
-- a 5" floppy disk for computer use

TESTS
When students enroll at the Adult Learning Center, they will take a test to decide the correct ESL class level. Another test will be given to determine if the student is ready to move to a higher level.

20. Explicar las experiencias en trabajos anteriores.
22. Llenar una forma para Social Security.

Habilidades en el estudio
1. Escribir información después de oir una charla.
2. Usar un índice de materiales de un libro.
3. Hacer tareas para una clase.
4. Completar un examen en forma que pide palabras ausentes.
5. Identificar palabras que responden a definiciones.

LIBROS
El estudiante comprará dos libros para este curso:

-- Oxford Picture Dictionary

MATERIALES
Para esta clase, el estudiante también necesita:

-- lápiz o pluma
-- cuaderno
-- un disco de 5" para computadora

EXAMENES
Cuando se inscribe en el Centro de Aprendizaje para Adultos, el estudiante debe presentar un examen corto para determinar el nivel apropiado. También al final de cada nivel, para averiguar si está listo para el próximo nivel.
Garden City Community College
Adult Learning Center

ENGLISH AS A SECOND LANGUAGE

Level 2

COURSE DESCRIPTION

ESL (Level 2) is an English course for the advanced beginning student. It meets for 8 hours each week at the Garden City Community College Adult Learning Center at 603 North Eighth Street. There is no charge for this course. Classes for morning students are from 10:00 a.m. to 12:00 noon, and for evening students from 7:00-9:00 p.m. The telephone number at the ALC is 276-7600.

If students will not be in class, they should call the ALC to tell the teacher.

After successfully completing this course, students will be ready for the low intermediate (Level 3) ESL course.

ENGLISH SKILLS

In this course, students will learn the following skills in English. When 80% of these skills are learned, the student is ready to move to Level 3.

MÔ TÁ LỚP HỌC


Nếu vĩ bất cứ lý do nào mà học sinh nào không thể đi học được, các học sinh phải gọi cho trung tâm để thông báo cho giáo sư phụ trách biết.

Sau khi hoàn khóa cấp 2 này, các học sinh sẽ được nhận vào lớp trung đẳng (Cấp 3) của chương trình song ngữ (ESL)

NANG KHIÊU CHUYỂN BIỆT ANH NGỮ.

Khi được nhận vào lớp này, các học sinh sẽ học được các năng khiếu chuyển biệt sau đây: Nếu học sinh đạt được 80% những năng khiếu này sẽ được chuyển lên cấp trung đẳng cấp 3.
Listening
1. Understand common phrases.
2. Understand conversations about daily life.
3. Follow two-step directions.
4. Understand some telephone conversations.
5. Comprehend some idioms in English.

Speaking
1. Speak in some face-to-face daily conversations.
2. Ask & answer direct questions about familiar things.
3. Speak on the telephone about common subjects.
4. Talk about yourself and your family.
5. Say many English sounds correctly.

Reading
Vocabulary
1. Match 20 antonyms.
2. Read compound words.
3. Read product labels.
4. Recognize 40 abbreviations.
5. Read words with combined letters.
6. Interpret 20 acronyms.

Comprehension
1. Read and follow two-step directions.
2. Read sentences and simple paragraphs.
3. Identify the main idea of a paragraph.

Application (no translation)
1. Read and understand simple forms (school, work).
2. Respond to classified ads.
3. Read TV and school schedules.

Writing
1. Use future progressive, simple future, and past progressive tenses.
2. Recognize nouns and verbs.
3. Form common irregular plurals.
4. Use questions with reverse order and the verb to do.
5. Choose correct object pronouns.
6. Write directions of getting somewhere.
7. Fill in a job application, including sentences.
8. Make a list for shopping.
9. Use and in compound sentences.
10. Use this, that, these, those.
11. Use there is and there are.

Life Skills
1. Request emergency medical service.
2. Identify major body organs.
3. Describe physical symptoms.
4. Make an appointment with the doctor.
5. Ask for certain grocery items.
6. Read a weather forecast map.
7. Report changing weather conditions.
8. Understand our schools.
10. Estimate sales tax.
11. Request connections of gas, electric, telephone.
12. Make a personal schedule.
13. Understand a travel schedule.
14. Know about clothing for the different seasons.
15. Describe family relationships.
16. Discuss being single, married, divorced, widowed.
17. Know driver license qualifications.
18. Understand about car insurance.
19. Know about American holidays.
20. Tell about previous work experience.
21. Answer questions in a job interview.
22. Fill in a Social Security form correctly.

Study Skills
1. Write down information from a talk.
2. Use a table of contents.
3. Turn in written homework.
5. Match words and definitions.
TEXTBOOKS

Each student will purchase two books for this course:

---
-Oxford Picture Dictionary

MATERIALS

For this class, each student will also need:

--- a pen or pencil
--- a three-ring notebook
--- a 5" floppy disk for computer use

TESTS

When students enroll at the Adult Learning Center, they will take a test to decide the correct ESL class level. Another test will be given to determine if the student is ready to move to a higher level.

---

SÁCH HỌC.

Mỗi học sinh sẽ phải mua 2 cuốn sách cho lớp này.

---
-Từ điển Oxford có hình.

VẤT DỤNG.

Mỗi học sinh sẽ phải có:

- Một cây viết hay viết chỉ.
- Một cuốn kẹp giấy có bài căng và 3 vòng kẹp.
- Một đĩa đĩa toàn 5" (inches)

BÀI THI.

Ngày khi ghi tên, mỗi học sinh sẽ phải qua một kỳ thi để được xếp vào cấp nào. Sau đó sẽ có một bài thi khác để quyết định có học sinh này đã sẵn sàng để chuyển lên lớp cao hơn chưa.
Level 2

LISTENING
- Understands learned phrases easily and short new phrases containing familiar vocabulary spoken slowly with repetition.
- Understands conversations containing some unfamiliar vocabulary on many everyday subjects, with a need for repetition, rewording, or slower speech.
- Follows two-step directions in the classroom and at work.
- Understands very routine and limited conversations on the phone.
- Comprehends meanings of a few basic idioms.

SPARKING
- Functions in most face-to-face basic survival situations, but may need some help.
- Asks and responds to direct questions on familiar and some new subjects.
- Communicates on the phone on practiced subjects (e.g., calling to tell of an absence from class...).
- Uses new phrases (i.e., speaks with some creativity) but with hesitation and pauses. Identifies characteristics of self, family, environment. Can sometimes clarify by rewording.
- Reproduces understandably many common English sounds.

READING
- Vocabulary
  - Pairs 20 common antonyms
  - Reads compound words
  - Reads product labels
  - Recognizes 40 abbreviations
  - Is able to read whole words with blends and diphthongs
  - Interprets 25 acronyms
- Comprehension
  - Reads and follows two-step directions (with prompting)
  - Reads and understands sentences and simple paragraphs
  - Identifies main idea of simple paragraph
- Application (no translation)
  - Reads and understands simple forms (school enrollment, job application...)
  - Responds to classified ads (rent, car, grocery)
  - Reads and uses schedules for television, school, and class

WRITING
- Uses future progressive, simple future, and past progressive tenses
- Recognizes nouns and verbs
- Forms common irregular plurals
- Uses questions using reverse order and the verb to do.
- Chooses correct object pronouns
- Writes directions on getting somewhere
- Fills in a job application with personal information and a short paragraph
- Makes a list for shopping
- Uses and in compound sentences
- Uses demonstratives: this, that, these, those
- Uses expletives there is and there are

LIFE SKILLS
- Requests emergency medical service
- Identifies major body organs
- Describes physical symptoms
- Makes an appointment with doctor
- Reads a weather forecast map
- Reports changing weather conditions
- Understands basic structure of school system, locations, personnel, access
- Understands currency denominations
- Estimates sales tax
- Requests utility connection
- Makes a personal schedule
- Understands a travel schedule
- Understands seasonal clothing
- Describes family relationships
- Discusses marital status
- Knows driver license qualifications
- Understands about car insurance
- Is aware of American holidays
- Identifies and describes previous work experience
- Answers questions in job interview
- Fills in social security form

STUDY SKILLS
- Records key words from oral presentation
- Uses table of contents
- Turns in written homework
- Completes simple fill-in-the-blank test with given words
- Matches words and definitions
Assessment dates to exit this level:

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<th>Date</th>
<th>Percent of Mastery</th>
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Date discontinued ____________________________
Reason _____________________________
Retention efforts: dates of phone calls
dates of letters sent
dates of personal contact

Date of re-enrollment ____________________________

Date discontinued ____________________________
Reason _____________________________
Retention efforts: dates of phone calls
dates of letters sent
dates of personal contact

Date of re-enrollment ____________________________

Special learning problems noted: (+ comments)

hearing ____________________________
vision ____________________________
other ____________________________
ENGLISH AS A SECOND LANGUAGE

Level 3

COURSE DESCRIPTION

English as a Second Language (Level 3) is a non-credit course for the high beginning to low intermediate student. It is for students whose first or dominant language is any language other than English. This course meets 8 hours per week and is the third in a series of six ESL classes offered by Garden City Community College. This class is designed to help students move from a level of high beginner to low intermediate.

EXPECTED LEARNER OUTCOMES

Upon completion of the course, students will show competency in the following skills:

Listening

1. Understand conversations on most everyday subjects at normal speed when addressed directly; may need repetition, rewording, or slower speech.
2. Easily understand conversations containing unfamiliar vocabulary, but has difficulty following rapid conversations between native speakers.
3. Understand routine work-related conversations.
4. Understand most common English idioms.
5. Follow multi-step directions.

Speaking

1. Function independently in English in most survival, work and social situations, occasionally needing help.
2. Expand on basic ideas in conversation, but with hesitation while searching for appropriate grammar and vocabulary. Ask and answer everyday questions.
3. Communicate on the phone in limited situations.
4. Clarify general meaning easily, and can sometimes
5. Reproduce understandably most common English sounds.
6. Uses a few common English idioms.

Reading

Vocabulary

1. Pair common synonyms and antonyms.
2. Understand most contractions.
3. Know the general vocabulary of many usual professions.
4. Have the concept of prefixes and suffixes in English.

Comprehension

2. Differentiate fact and opinion and cause and effect.
3. Read and understand a short newspaper article.
4. Draw conclusions from context clues.
5. Identify main idea and supporting ideas.
6. Answer who, when, what, and where questions about readings.

Application (without translation)

1. Make and read a list.
2. Read newspaper or magazine articles.
3. Follow multi-step directions from manuals and cookbooks.
4. Retell a story or article which has been read.

Writing

1. Use simple past and present perfect tenses.
2. Recognize pronouns, adjectives and adverbs.
3. Use contractions in sentences.
4. Use past tense of common irregular verbs.
5. Ask questions using who, what, when, and where.
6. Write a daily schedule.
7. Generate a short descriptive paragraph.
8. Write a simple letter or invitation.
9. Write checks using cardinal and ordinal numbers.
10. Write a classified ad.
11. Use **but** in compound sentences.
12. Distinguish between count and noncount nouns.
13. Distinguish between use of definite and indefinite articles.
14. Know a few common comparatives and superlatives of adverbs and adjectives.
Life Skills

1. Describe common diseases and accidents.
2. Identify doctors by specializations.
3. Follow medicine labels.
5. State food preferences.
6. Follow recipe directions.
7. Request travel information (weather).
8. Read city and state maps.
9. Locate community resources—mental health, recreation, legal...
10. Manage post office transactions.
11. Open a personal checking account.
15. Request housing repairs.
16. Perform basic household repairs.
17. Greet friends and strangers.
18. Give personal information.
19. Describe social relationships.
20. Identify basic civic responsibilities.
22. Describe job duties and responsibilities.
23. Express goals and steps to attain them.

Study Skills

1. Record key phrases from oral presentation.
2. Find general information from encyclopedia or other library sources.
3. Turn in complex oral and written homework.
5. Define, describe, and state simple how and why. Do simple tracing of chronological order and sequencing with a few items.
6. Find answers to who, what, when, where questions from short articles or paragraphs.

Textbooks

Each student will be asked to purchase one textbook for this course:

--

--A bilingual dictionary (available at the Adult Learning Center)

May 1994
MATERIALS NEEDED

In addition to the textbook and dictionary, ESL students need pen or pencil, a three-ring notebook, and a 5" floppy disk for computer use.

COURSE OUTLINE

The ESL levels are each written with six component strands:

- Listening
- Speaking
- Reading
- Writing
- Life Skills
- Study Skills

There are numerous expected learner outcomes for each strand. (For Level 2 outcomes see list above.) These are the outcomes that will be tested to see if the student is ready to progress to the next level. These outcomes represent a minimum level of competence to exit the current level. They represent only a sample of the many competencies which will necessarily be presented at each level. Teachers will plan other learning activities as well, including reviews of skills from previous levels, materials outside the competency lists for the level, and previews of future activities. The major emphasis, however, for each level will come from the list of expected learner outcomes for that ESL level.

Each class period will include a variety of learning activities, with the opportunity for students to practice listening, speaking, reading and writing.

At least one expected learner outcome from each strand will be emphasized during the class periods each week. Weekly lesson plans will be made to introduce, practice, reinforce, review, and assess at least one skill from the objectives in each learning strand.

Assessment will be an on-going, regular, integrated classroom activity. Learning objectives will be tested and mastery recorded on the students' objective management sheet which will be kept up to date by the teacher.
Exit tests are available for each level. These serve two purposes. The first is to correctly place the student at initial enrollment. The second is to determine if the student is ready to go on to the next level. Continuing students will take the exit test near the end of the semester. If 80% mastery is achieved, the student is considered ready for advancement to the next level. If not, the student will be advised to repeat the present level.

Students will be assessed in three areas.

A. Cognitive: Knowledge and understanding of the English language in each of the six learning strands: listening, speaking, reading, writing, life skills and study skills. This will be assessed through the exit exam and regular checkoffs on the management sheet.

B. Metacognitive: Particular emphasis is placed on application and transfer of English competencies to everyday learning, working and living skills. This will be assessed through observation of the student’s use of English in practical class, job, and daily life situations.

C. Affective: An essential part of mastering English is the attitude and spirit exhibited in the learning process. This will be assessed through the student’s attendance, completion of homework, and class participation.

May 1994
Garden City Community College
Adult Learning Center

ENGLISH AS A SECOND LANGUAGE
Level 3

COURSE DESCRIPTION

ESL (Level 3) is an English course for the high beginning to low intermediate student. It meets for 8 hours each week at the Garden City Community College Adult Learning Center at 603 North Eighth Street. Classes for morning students are from 10:00 a.m. to 12:00 noon, and for evening students from 7:00-9:00 p.m. The telephone number at the ALC is 276-7600.

After successfully completing this course, students will be ready for the high intermediate (Level 4) ESL course.

ENGLISH SKILLS

In this course, students will learn the following skills in English. When 80% of these skills are learned, the student is ready to move to Level 4.

Listening
1. Understand everyday conversations at normal speed; sometimes may need slower speech or repetition.
2. Understand conversations with unfamiliar vocabulary, but may have difficulty with rapid speech.
3. Understand routine work-related conversations.
4. Understand most English idioms.
5. Follow instructions with several steps.

Speaking
1. Speak in most survival, work and social situations.
2. Ask and answer everyday questions. Expand on basic ideas in conversations, sometimes with hesitation.
3. Communicate on the telephone in limited situations.
4. Clarify general meaning.
5. Say most English sounds correctly.
6. Use some English idioms.
Reading

**Vocabulary**
1. Match common synonyms and antonyms.
2. Understand most contractions.
3. Know the vocabulary of many usual professions.
4. Know some prefixes and suffixes in English.

**Comprehension**
1. Read and follow directions with several steps.
2. Know the difference between fact and opinion.
3. Read and understand a short newspaper article.
4. Know what to expect in a story.
5. Identify the main idea and supporting ideas.
6. Answer who, what, when, where questions about readings.

**Application (without translation)**
1. Make and read a list.
2. Read short newspaper or magazine articles.
3. Follow directions from manuals and cookbooks.
4. Retell a story or article which has been read.

**Writing**
1. Use simple past and present perfect tenses.
2. Recognize pronouns, adjectives and adverbs.
3. Use contractions in sentences.
4. Use past tense of common irregular verbs.
5. Ask questions using who, what, when, and where.
6. Write a daily schedule.
7. Write a short paragraph.
8. Write a simple letter or invitation.
9. Write checks using numbers and words for numbers.
10. Write a classified ad.
11. Use but in compound sentences.
12. Tell the difference between count and noncount nouns.
13. Know the difference in using definite and indefinite articles--a, an, the, some, any, ... 

**Life Skills**
1. Describe common diseases and accidents.
2. Identify doctors by specializations.
3. Follow medicine labels.
5. State food preferences.
6. Follow recipe directions.
7. Request travel information (weather).
8. Read city and state maps.
9. Locate community resources--mental health, recreation, legal offices, and others.
10. Do business at the post office.
11. Open a personal checking account.
12. Send money by Western Union. Understand contracts.
13. Get information together for income taxes.
15. Ask the owner to repair your house.
16. Do some basic household repairs.
17. Greet friends and strangers.
18. Give personal information.
19. Tell about social relationships.
20. Tell about the responsibilities of a citizen.
22. Tell about job duties and responsibilities.
23. Express goals and steps to attain them.

**Study Skills**
1. Write down most important information from a talk.
2. Find information in the encyclopedia or other books.
3. Finish and turn in homework.
4. Answer simple test questions in English.
5. Be able to tell about how and why certain things happen. Tell the order in which things happened.
6. Find answers to who, what, when, and where questions from short articles or paragraphs.

**TEXTBOOKS**

Each student will purchase two books for this course:

---

---Bilingual Dictionary

**MATERIALS**

For this class, each student will also need:

---a pen or pencil
---a three-ring notebook
---a 5" floppy disk for computer use

**TESTS**
### Level 3

**Name**

**Date of Birth**

**Date of INITIAL ENROLLMENT**

**LEVEL COMPLETION**

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<table>
<thead>
<tr>
<th>LISTENING</th>
<th>SPEAKING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understands conversations on most everyday subjects at normal speed when addressed directly; may need repetition, rewording, or slower speech.</td>
<td>Functions independently in English in most survival, work and social situations, occasionally needing help.</td>
</tr>
<tr>
<td>Easily understand conversations containing unfamiliar vocabulary, but has difficulty following rapid conversations between native speakers.</td>
<td>Expands on basic ideas in conversation, but with hesitation while searching for appropriate grammar and vocabulary.</td>
</tr>
<tr>
<td>Understands most common English idioms.</td>
<td>Asks and answers everyday questions.</td>
</tr>
<tr>
<td>Communicates on the phone in limited situations.</td>
<td>Clarifies general meaning easily, and can sometimes convey exact meaning. States an idea or opinion, and is usually understood by English speakers not accustomed to accented language.</td>
</tr>
<tr>
<td>Reproduces understandably most common English sounds.</td>
<td>Uses a few common English idioms.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>READING</th>
<th>WRITING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Vocabulary</strong></td>
<td>Uses simple past and present perfect tenses.</td>
</tr>
<tr>
<td>- Words common synonyms and antonyms.</td>
<td>- Recognizes pronouns, adjectives, and adverbs.</td>
</tr>
<tr>
<td>- Understands most contractions.</td>
<td>- Uses contractions in sentences.</td>
</tr>
<tr>
<td>- Knows the general vocabulary of many usual professions.</td>
<td>- Uses past tense of common irregular verbs.</td>
</tr>
<tr>
<td>- Has the concept of prefixes and suffixes in English.</td>
<td>- Asks questions using who, what, when, and where.</td>
</tr>
<tr>
<td><strong>Comprehension</strong></td>
<td>- Generates a short descriptive paragraph.</td>
</tr>
<tr>
<td>- Reads and follows multi-step directions without help.</td>
<td>- Writes a simple letter or invitation.</td>
</tr>
<tr>
<td>- Differentiates fact and opinion and cause and effect.</td>
<td>- Writes checks using cardinal and ordinal numbers.</td>
</tr>
<tr>
<td>- Reads and understands a short article (newspaper).</td>
<td>- Writes a classified ad.</td>
</tr>
<tr>
<td>- Draws conclusions from context clues.</td>
<td>- Uses but in compound sentences.</td>
</tr>
<tr>
<td>- Identifies main idea and supporting ideas.</td>
<td>- Distinguishes between count and noncount nouns.</td>
</tr>
<tr>
<td>- Answers who, when, and where questions.</td>
<td>- Distinguishes between use of definite and indefinite articles.</td>
</tr>
<tr>
<td><strong>Application (no translation)</strong></td>
<td>- Knows a few common comparative and superlative forms of adjectives and adverbs.</td>
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<tr>
<td>- Makes and reads a list.</td>
<td>Use basic household repairs.</td>
</tr>
<tr>
<td>- Reads a newspaper or magazine articles.</td>
<td>- Greets friends and strangers.</td>
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<tr>
<td>- Follows multi-step directions from manuals and cookbooks.</td>
<td>- Gives personal information.</td>
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<tr>
<td>- Retells a story or an article which has been read.</td>
<td>- Expresses social relationships.</td>
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<thead>
<tr>
<th>LIFE SKILLS</th>
<th>STUDY SKILLS</th>
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<tbody>
<tr>
<td>Describes common diseases and accidents.</td>
<td>Records key phrases from oral presentation.</td>
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<tr>
<td>Identifies doctors by specialization.</td>
<td>Finds general information from encyclopedia or other library sources.</td>
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<tr>
<td>Follows medicine labels.</td>
<td>Turns in complex oral and written homework.</td>
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<tr>
<td>States food preferences.</td>
<td>Defines, describes, and states simple how and why.</td>
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<tr>
<td>Follows recipe directions.</td>
<td>Do simple tracing of chronological order and sequencing with a few items.</td>
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<tr>
<td>Requests travel information (weather).</td>
<td>Finds answers to who, what, when, and where questions from short article or paragraph.</td>
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<tr>
<td>Reads city and state maps.</td>
<td>Identifies basic civic responsibilities.</td>
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<tr>
<td>Locates community resources - mental health, recreation, legal.</td>
<td>Participates minimally in American holidays.</td>
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<tr>
<td>Manages post office transactions.</td>
<td>Describes job duties and responsibilities.</td>
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<tr>
<td>Opens a personal checking account.</td>
<td>Expresses goals.</td>
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<tr>
<td>Wire transfers. Understands contracts.</td>
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</tbody>
</table>
Assessment dates to exit this level:

<table>
<thead>
<tr>
<th>Date</th>
<th>Percent of Mastery</th>
<th>Date</th>
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<th>Date</th>
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<th>Percent of Mastery</th>
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</tbody>
</table>

Date discontinued ____________________________  Reason ____________________________

Retention efforts:
- dates of phone calls ____________________________
- dates of letters sent ____________________________
- dates of personal contact ____________________________

Date of re-enrollment ____________________________

Date discontinued ____________________________  Reason ____________________________

Retention efforts:
- dates of phone calls ____________________________
- dates of letters sent ____________________________
- dates of personal contact ____________________________

Date of re-enrollment ____________________________

Special learning problems noted: (+ comments)

- hearing ____________________________
- vision ____________________________
- other ____________________________
English as a Second Language (Level 4) is a non-credit course for the low intermediate to high intermediate student. It is for students whose first or dominant language is any language other than English. This course meets 8 hours per week and is the fourth in a series of six ESL classes offered by Garden City Community College. This class is designed to help students move from a level of low intermediate to high intermediate.

Upon completion of the course, students will show competency in the following skills:

**Listening**

1. Understand most general conversations and conversations on technical subjects in own field.
2. Understand most conversations between native speakers, except very rapid or colloquial speech.
3. Can follow detailed directions (e.g. instructions on taking a standardized test.)
4. Comprehend without face-to-face contact most information from telephone, TV and radio--and is able to discuss content.
5. Catch the humor in simple English jokes, puns, and riddles.

**Speaking**

1. Speak fluently in both familiar and unfamiliar situations. Are usually understood by Americans not used to accented English.

May 1994
2. Participate effectively in practical and social conversations with native speakers, including discussions of technical topics.
3. Communicate easily on the phone about most familiar subjects.
4. Discuss personal and environmental issues in a variety of ways. Are able to give an idea or opinion. Interpret stress and intonation in most English sentences.
5. Reproduce understandably the difficult sounds in everyday speech.
6. Ask for directions and clarification.

Reading

Vocabulary
1. Identify root words, prefixes and suffixes.
2. Know the specific vocabulary of many usual professions.
3. Read at fifth grade level or above.

Comprehension
1. Read and summarize a short story, then state personal opinion.
2. Identify different types of reading materials.
3. Are able to predict endings on stories.
4. Read simple technical writing (appliance directions).

Application (without translation)
1. Read and answer logs, journals, and job memos.
2. Understand job handbooks.
3. Interpret college schedule.
4. Supplement reading from additional sources.
5. Follow multi-step directions from written paragraphs.

Writing
1. Use past perfect and future perfect tenses.
2. Recognize articles, prepositions, and conjunctions.
3. Ask tag questions.
4. Write a résumé or cover letter.
5. Write a 200-word essay on a given topic.
6. Write simple memos, logs and instructions.
7. Use indefinite you.
8. Choose correct possessive and reflexive pronouns.
9. Use modals can, might, should, and must.

May 1994
10. Write compound sentences with a variety of conjunctions.
11. Know many comparatives and superlatives of adverbs and adjectives.

**Life Skills**

1. Describe medical emergencies.
2. Describe health problems.
3. Request medical advice.
4. Order from a menu.
5. Plan a personal budget.
6. Fill out a loan application.
7. Use time management techniques with work schedules and time clocks.
8. Interpret a lease/rent contract.
9. Make and respond to invitations.
10. Interact appropriately in the workplace.
11. Understand legal responsibilities and rights (tenant/landlord, fish and game...)
12. Complete college application and class registration forms.
13. Apply for financial aid.
14. Demonstrate fundamental computer literacy.

**Study Skills**

1. Record key ideas from oral presentation.
2. Find and summarize detailed information from encyclopedia or other library sources.
3. Accomplish group work in class with outside tasks assigned.
4. Understand several types of test formats—standardized, multiple choice, true-false...
5. Make inferences and draw conclusions given a complicated set of information.

**TEXTBOOKS**

Each student will be asked to purchase one textbook for this course:

--A bilingual dictionary (available at the Adult Learning Center)

May 1994
MATERIALS NEEDED

In addition to the textbook and dictionary, ESL students need pen or pencil, a three-ring notebook, and a 3" floppy disk for computer use.

COURSE OUTLINE

The ESL levels are each written with six component strands:

- Listening
- Speaking
- Reading
- Writing
- Life Skills
- Study Skills

There are numerous expected learner outcomes for each strand. (For Level 2 outcomes see list above.) These are the outcomes that will be tested to see if the student is ready to progress to the next level. These outcomes represent a minimum level of competence to exit the current level. They represent only a sample of the many competencies which will necessarily be presented at each level. Teachers will plan other learning activities as well, including reviews of skills from previous levels, materials outside the competency lists for the level, and previews of future activities. The major emphasis, however, for each level will come from the list of expected learner outcomes for that ESL level.

Each class period will include a variety of learning activities, with the opportunity for students to practice listening, speaking, reading and writing.

At least one expected learner outcome from each strand will be emphasized during the class periods each week. Weekly lesson plans will be made to introduce, practice, reinforce, review, and assess at least one skill from the objectives in each learning strand.

Assessment will be an on-going, regular, integrated classroom activity. Learning objectives will be tested and mastery recorded on the students' objective management sheet which will be kept up to date by the teacher.

May 1994
Exit tests are available for each level. These serve two purposes. The first is to correctly place the student at initial enrollment. The second is to determine if the student is ready to go on to the next level. Continuing students will take the exit test near the end of the semester. If 80% mastery is achieved, the student is considered ready for advancement to the next level. If not, the student will be advised to repeat the present level.

Students will be assessed in three areas.

A. Cognitive: Knowledge and understanding of the English language in each of the six learning strands: listening, speaking, reading, writing, life skills and study skills. This will be assessed through the exit exam and regular checkoffs on the management sheet.

B. Metacognitive: Particular emphasis is placed on application and transfer of English competencies to everyday learning, working and living skills. This will be assessed through observation of the student’s use of English in practical class, job, and daily life situations.

C. Affective: An essential part of mastering English is the attitude and spirit exhibited in the learning process. This will be assessed through the student’s attendance, completion of homework, and class participation.
COURSE DESCRIPTION

ESL (Level 4) is an English course for the high beginning to low intermediate to high intermediate student. It meets for 8 hours each week at the Garden City Community College Adult Learning Center at 603 North Eighth Street. Classes for morning students are from 10:00 a.m. to 12:00 noon, and for evening students from 7:00-9:00 p.m. The telephone number at the ALC is 276-7600.

After successfully completing this course, students will be ready for the low advanced (Level 5) ESL course.

ENGLISH SKILLS

In this course, students will learn the following skills in English. When 80% of these skills are learned, the student is ready to move to Level 5.

Listening
1. Understand most general conversations in English, and conversations on technical subjects in your own profession.
2. Understand most conversations between native speakers, except very rapid or colloquial speech.
3. Follow detailed directions.
4. Comprehend TV, radio and telephone speech without seeing the speaker.
5. Catch the humor in some English jokes.

Speaking
1. Speak in familiar and unfamiliar situations. Be understood by most Americans not accustomed to accented English.
2. Participate in social, practical, and technical conversations with native speakers of English.
3. Communicate easily on the telephone about most subjects.
4. Discuss personal and environmental issues in a number of ways. Give an idea or opinion. Interpret stress and intonation in most English sentences.
5. Say the difficult sounds in English.
6. Ask for directions and clarification.

Reading

Vocabulary
1. Identify root words, prefixes and suffixes.
2. Know the specific vocabulary of many usual professions.
3. Read at the fifth grade level or above.

Comprehension
1. Read and summarize a short story, then state a personal opinion.
2. Identify different types of reading materials.
3. Be able to predict endings on stories.
4. Read simple technical writing (like appliance directions).

Application (without translation)
1. Read and answer logs, journals and job memos.
2. Understand job handbooks.
3. Interpret a college schedule.
4. Find other things to read about a certain subject.
5. Follow complicated directions from written paragraphs.

Writing
1. Use past perfect and future perfect tenses.
2. Recognize articles, prepositions and conjunctions.
3. Ask questions like It’s cold, isn’t it?
4. Write a résumé or cover letter.
5. Write a 200 word essay on a given topic.
6. Write simple memos, logs and instructions.
7. Use you in sentences like You should wear seat belts every time you drive.
8. Use correct possessive and reflexive pronouns (my, your, his, her, its, our, their, my, myself, yourself, himself, herself, itself, ourselves, themselves).
9. Use can, might, should, and must.
10. Write compound sentences with a variety of conjunctions, like and, but, because, etc.
11. Know comparatives and superlatives of many adverbs and adjectives.

Life Skills
1. Describe medical emergencies.
2. Tell about health problems.
3. Ask for medical advice.
4. Order food from a menu in a restaurant.
5. Plan a personal budget.
6. Fill out a loan application.
7. Plan to use your time well with work schedules and time clocks.
8. Understand a lease/rent contract.
9. Make and respond to invitations.
10. Know how to act correctly in the workplace.
12. Complete college application and class registration forms.
13. Apply for financial aid.
14. Be able to use a computer.

Study Skills
1. Write down key ideas information from a talk.
2. Find and summarize detailed information from the encyclopedia or other library sources.
3. Accomplish group work in class, with some outside homework assigned.
4. Understand different types of tests given in the United States--standardized, multiple choice, true-false...
5. Make inferences and draw conclusions from information.

TEXTBOOKS
Each student will purchase two books for this course:
--
--Bilingual Dictionary

MATERIALS
For this class, each student will also need:
--a pen or pencil
--a three-ring notebook
--a 5" floppy disk for computer use

TESTS
**Level 4**

Name ___________________________ ID ___________________________

Date of Birth ___________________________ Date of INITIAL ENROLLMENT ___________________________

**LISTENING**

- Understands most general conversations and conversations on technical subjects in one's field
- Understands most conversations between native speakers, except very rapid or colloquial speech
- Can follow detailed directions (e.g., instructions on taking a standardized test)
- Comprehends without face to face contact most information from telephone, TV and radio and is able to discuss content
- Catches the humor in simple English jokes, puns, and riddles

**SPEAKING**

- Speaks fluently in both familiar and unfamiliar situations
- Is usually understood by Americans not used to accented English
- Participates effectively in practical and social conversations with native speakers, including discussions of technical topics
- Communicates easily on the phone about most familiar subjects
- Discusses personal and environmental issues in a variety of ways. Is able to give an idea or opinion. Interprets stress and intonation in most English sentences
- Reproduces understandably the difficult sounds in English
- Uses some common basic English idioms in everyday speech
- Asks for directions and clarification

**READING**

**Vocabulary**

- Identifies root words, prefixes, and suffixes
- Knows the specific vocabulary of many usual professions
- Reads at fifth grade level or above

**Comprehension**

- Reads and summarizes a short story, then states personal opinion
- Identifies different types of reading materials
- Is able to predict endings on stories
- Reads simple technical writing (appliance directions)

**APPLICATION (no translation)**

- Reads and answers, logs, journals, and job memos
- Understands job handbooks
- Interprets college schedule
- Supplements reading from additional sources
- Follows multi-step directions from written paragraphs

**WRITING**

- Uses past perfect and future perfect tenses
- Recognizes articles, prepositions, and conjunctions
- Asks tag questions
- Writes a resume or cover letter
- Writes a 200 word essay on a given topic
- Writes simple memos, logs, and instructions
- Uses indefinite you
- Chooses correct possessive and reflexive pronouns
- Uses models (can, might, should, and must)
- Writes compound sentences with a variety of conjunctions
- Knows many comparatives and superlatives of adverbs and adjectives

**LIFE SKILLS**

- Describes medical emergencies
- Describes health problems
- Requests medical advice
- Orders from a menu
- Plans a personal budget
- Fills out a loan application
- Uses time management techniques with work schedules and time clocks
- Interprets a lease/rent contract
- Makes and responds to invitations
- Interacts appropriately in the workplace
- Understands legal responsibilities and rights (tenant/landlord, fish and game)
- Completes college application and class registration forms
- Applies for financial aid
- Demonstrates fundamental computer literacy

**STUDY SKILLS**

- Records key ideas from oral presentation
- Finds and summarizes detailed information from encyclopedia or other library sources
- Accomplishes group work in class with outside tasks assigned
- Understands several types of test formats—standardized, multiple choice, true-false...
- Makes inferences and draws conclusions given a complicated set of information

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**English as a Second Language Program**

Garden City Community College
Garden City, KS 67846
316-276-7611
Assessment dates to exit this level:

<table>
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<tr>
<th>Date</th>
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<th>Percent of Mastery</th>
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</tr>
</thead>
</table>

Date discontinued  ___________________________  Reason  ___________________________

Retention efforts:  dates of phone calls  ___________________________
                     dates of letters sent  ___________________________
                     dates of personal contact  ___________________________

Date of re-enrollment  ___________________________

Date discontinued  ___________________________  Reason  ___________________________

Retention efforts:  dates of phone calls  ___________________________
                     dates of letters sent  ___________________________
                     dates of personal contact  ___________________________

Date of re-enrollment  ___________________________

Special learning problems noted: (+ comments)

hearing  ___________________________
vision  ___________________________
other  ___________________________
English as a Second Language (Level 5) is a three credit hour course for the high intermediate to low advanced student. It is for students whose first or dominant language is any language other than English. This course meets 3 hours per week (plus required lab time) and is the fifth in a series of six ESL classes offered by Garden City Community College. This class is designed to help students move from a level of high intermediate to low advanced.

Upon completion of the course, students will show competency in the following skills:

**Listening**

1. Understand almost all English speech.
2. Appropriately interpret stress, rhythm and intonation in most English discussion.
3. Follow TV or radio program in English and can summarize it orally.
4. Follow directions for class assignments, homework, tests.
5. Catch the humor in most English jokes, puns and other word play.

**Speaking**

1. Speak with creativity but with hesitation in social, technical, and academic situations. Rely little on learned phrases.

May 1994
2. Handle problem situations in English on the phone or face to face. Expresses ideas in an academic situation. Supports ideas with opinions and arguments.
3. Discuss current events and issues.
4. Use many common English idioms appropriately.

**Reading**

**Vocabulary**

1. Read advanced technical vocabulary in occupational area.
2. Attach multiple meanings to many common English words.
3. Develop vocabulary related to specific academic areas.
4. Read at seventh grade level or above.

**Comprehension**

1. Draw inferences from written materials.
2. Identify main ideas in a textbook chapter.
3. Answer how and why questions about reading materials.
4. Read and understand class assignments.

**Application (without translation)**

1. Use English to English dictionary.
2. Read for enjoyment.
3. Skim and scan for quicker reading.
4. Use library to locate supplemental materials on a particular topic.

**Writing**

1. Correctly use tenses to write about an experience.
2. Write in journals to describe feelings and personal preferences.
3. Use outline to organize information.
4. Write a 500-word essay, choosing topic from list.
5. Write a short paper about an academic topic.
6. Use complex sentences.
7. Ask negative questions.
8. Are able to use inseparable two-word verbs (to call up, to call on, to call out ..)
9. Know most comparatives and superlatives of adverbs and adjectives.
10. Use past habitual verbs (she used to ..).

May 1994
Life Skills

1. Fill out a medical history form.
2. Refer others to community resources.
3. Relates to others in an academic setting.
5. Are aware of occupational possibilities.
7. Know drop/add procedures.
8. Have general awareness of college course requirements.
9. Participate in college activities, at least in a limited way.

Study Skills

1. Take complex notes from ESL instructor.
2. Locate and use three sources to write a report.
3. Accomplish group work task written outside of class.
4. Answer difficult essay, true/false, multiple choice questions.
5. Compare and contrast.
6. Discuss complex subjects using outlining and summarization.
7. Access learning center resources with help.

TEXTBOOKS

Each student will be asked to purchase one textbook for this course:

--An English-English dictionary.

MATERIALS NEEDED

In addition to the textbook and dictionary, ESL students need pen or pencil, a three-ring notebook, and a 5" floppy disk for computer use.
COURSE OUTLINE

The ESL levels are each written with six component strands:

- Listening
- Speaking
- Reading
- Writing
- Life Skills
- Study Skills

There are numerous expected learner outcomes for each strand. These are the outcomes that will be tested to see if the student is ready to progress to the next level. These outcomes represent a minimum level of competence to exit the current level. They represent only a sample of the many competencies which will necessarily be presented at each level. Teachers will plan other learning activities as well, including reviews of skills from previous levels, materials outside the competency lists for the level, and previews of future activities. The major emphasis, however, for each level will come from the list of expected learner outcomes for that ESL level.

Each class period will include a variety of learning activities, with the opportunity for students to practice listening, speaking, reading and writing.

At least one expected learner outcome from each strand will be emphasized during the class periods each week. Weekly lesson plans will be made to introduce, practice, reinforce, review, and assess at least one skill from the objectives in each learning strand.

Assessment will be an on-going, regular, integrated classroom activity. Learning objectives will be tested and mastery recorded on the students' objective management sheet which will be kept up to date by the teacher.

ASSessment

Exit tests are available for each level. These serve two purposes. The first is to correctly place the student at initial enrollment. The second is to determine if the student is ready to go on to the next level. Continuing students will take the exit test near the end of the semester. If 80% mastery is achieved, the student is considered ready for advancement to the next level. If not, the student will be advised to repeat the present level.

May 1994
Students will be assessed in three areas.

A. Cognitive: Knowledge and understanding of the English language in each of the six learning strands: listening, speaking, reading, writing, life skills and study skills. This will be assessed through the exit exam and regular checkoffs on the management sheet.

B. Metacognitive: Particular emphasis is placed on application and transfer of English competencies to everyday learning, working and living skills. This will be assessed through observation of the student’s use of English in practical class, job, and daily life situations.

C. Affective: An essential part of mastering English is the attitude and spirit exhibited in the learning process. This will be assessed through the student’s attendance, completion of homework, and class participation.

GRADING DISTRIBUTION

A. Assignments, exams, and journals 33% (Cognitive)

B. Written and verbal responses showing transfer of knowledge to textbook and everyday situations. 30% (Metacognitive)

C. Class attendance and participation 37% (Affective)

*All tests must be made up before the next class period or recorded as zero.

*Grades will be deducted five percent for each school day that assignments are turned in late.

Evaluation Standards:
90 to 100 - A
80 to 89 - B
70 to 79 - C
60 to 69 - D
Below 60 - F

May 1994
Garden City Community College
Adult Learning Center

ENGLISH AS A SECOND LANGUAGE
LANG 204  ENGLISH AS A SECOND LANGUAGE I
Level 5

COURSE DESCRIPTION

English as a Second Language (Level 5) is a three credit hour course for the high intermediate to low advanced student. It is for students whose first or dominant language is any language other than English. This course meets 3 hours per week (plus required lab time) and is the fifth in a series of six ESL classes offered by Garden City Community College. This class is designed to help students move from a level of high intermediate to low advanced.

Teacher's name ____________________________

Telephone ________________________________

Office ________________________________

Office hours ________________________________

EXPECTED LEARNER OUTCOMES

Upon completion of the course, students will show competency in the following skills:

Listening

1. Understand almost all English speech.
2. Appropriately interpret stress, rhythm and intonation in most English discussion.
3. Follow TV or radio program in English and can summarize it orally.
4. Follow directions for class assignments, homework, tests.
5. Catch the humor in most English jokes, puns and other word play.
Speaking

1. Speak with creativity but with hesitation in social, technical, and academic situations. Rely little on learned phrases.
2. Handle problem situations in English on the phone or face to face. Expresses ideas in an academic situation. Supports ideas with opinions and arguments.
3. Discuss current events and issues.
4. Use many common English idioms appropriately.

Reading

Vocabulary

1. Read advanced technical vocabulary in occupational area.
2. Attach multiple meanings to many common English words.
3. Develop vocabulary related to specific academic areas.
4. Read at seventh grade level or above.

Comprehension

1. Draw inferences from written materials.
2. Identify main ideas in a textbook chapter.
3. Answer how and why questions about reading materials.
4. Read and understand class assignments.

Application (without translation)

1. Use English to English dictionary.
2. Read for enjoyment.
3. Skim and scan for quicker reading.
4. Use library to locate supplemental materials on a particular topic.

Writing

1. Correctly use tenses to write about an experience.
2. Write in journals to describe feelings and personal preferences.
3. Use outline to organize information.
4. Write a 500-word essay, choosing topic from list.
5. Write a short paper about an academic topic.
6. Use complex sentences.
7. Ask negative questions.
8. Are able to use inseparable two-word verbs (to call

May 1994
up, to call on, to call out...)
9. Know most comparatives and superlatives of adverbs and adjectives.
10. Use past habitual verbs (she used to ...).

Life Skills
1. Fill out a medical history form.
2. Refer others to community resources.
3. Relate to others in an academic setting.
5. Are aware of occupational possibilities.
7. Know drop/add procedures.
8. Have general awareness of college course requirements.
9. Participate in college activities, at least in a limited way.

Study Skills
1. Take complex notes from ESL instructor.
2. Locate and use three sources to write a report.
3. Accomplish group work task written outside of class.
4. Answer difficult essay, true/false, multiple choice questions.
5. Compare and contrast.
6. Discuss complex subjects using outlining and summarization.
7. Access learning center resources with help.

TEXTBOOKS
Each student will be asked to purchase one textbook for this course:
--
--An English-English dictionary.

MATERIALS NEEDED
In addition to the textbook and dictionary, ESL students need pen or pencil, a three-ring notebook, and a 5" floppy disk for computer use.

May 1994
COURSE OUTLINE

The ESL levels are each written with six component strands:

- Listening
- Speaking
- Reading
- Writing
- Life Skills
- Study Skills

There are numerous expected learner outcomes for each strand. These are the outcomes that will be tested to see if the student is ready to progress to the next level. These outcomes represent a minimum level of competence to exit the current level. They represent only a sample of the many competencies which will necessarily be presented at each level. Teachers will plan other learning activities as well, including reviews of skills from previous levels, materials outside the competency lists for the level, and previews of future activities. The major emphasis, however, for each level will come from the list of expected learner outcomes for that ESL level.

Each class period will include a variety of learning activities, with the opportunity for students to practice listening, speaking, reading and writing.

At least one expected learner outcome from each strand will be emphasized during the class periods each week. Weekly lesson plans will be made to introduce, practice, reinforce, review, and assess at least one skill from the objectives in each learning strand.

Assessment will be an on-going, regular, integrated classroom activity. Learning objectives will be tested and mastery recorded on the students' objective management sheet which will be kept up to date by the teacher.

ASSessment

Exit tests are available for each level. These serve two purposes. The first is to correctly place the student at initial enrollment. The second is to determine if the student is ready to go on to the next level. Continuing students will take the exit test near the end of the semester. If 80% mastery is achieved, the student is considered ready for advancement to the next level. If not, the student will be advised to repeat the present level.

May 1994
Students will be assessed in three areas.

A. Cognitive: Knowledge and understanding of the English language is expected in each of the six learning strands: listening, speaking, reading, writing, life skills and study skills. This will be assessed through the exit exam and regular checkoffs on the management sheet.

B. Metacognitive: Particular emphasis is placed on application and transfer of English competencies to everyday learning, working and living skills. This will be assessed through observation of the student's use of English in practical class, job, and daily life situations.

C. Affective: An essential part of mastering English is the attitude and spirit exhibited in the learning process. This will be assessed through the student's attendance, completion of homework, and class participation.

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GRADE DISTRIBUTION
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A. Assignments, exams, and journals 33%  (Cognitive)
B. Written and verbal responses showing transfer of knowledge to textbook and everyday situations. 30%  (Metacognitive)
C. Class attendance and participation 37%  (Affective)

*All tests must be made up before the next class period or recorded as zero.

*Grades will be deducted five percent for each school day that assignments are turned in late.

Evaluation Standards:
90 to 100 - A
80 to 89 - B
70 to 79 - C
60 to 69 - D
Below 60 - F

Students who wish to discontinue this course must sign and process an ADD/DROP SLIP. If they simply stop attending, the final grade will be an F.

May 1994
# Level 5

**English as a Second Language Program**  
Garden City Community College  
Garden City, KS 67846  
316-276-7611

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**LISTENING**
- Understands almost all English speech
- Appropriately interprets stress, rhythm and intonation in most English discussions
- Follows TV or radio programs in English and can summarize it orally
- Follows directions for class assignments, homework, tests
- Catches the humor in most English jokes, puns, and other word play

**SPEAKING**
- Speaks with creativity but with hesitations in social, technical, and academic situations. Relies little on learned phrases
- Handles problem situations in English on the phone or face to face. Expresses ideas in an academic situation. Supports ideas with opinions and arguments
- Discusses current events and issues
- Uses many common English idioms appropriately

**READING**
- **Vocabulary**
  - Reads advanced technical vocabulary in occupational areas
  - Attaches multiple meanings to many common English words
  - Develops vocabulary related to specific academic areas
  - Reads at seventh grade level or above
- **Comprehension**
  - Draws inferences from written materials
  - Identifies main ideas in text book chapters
  - Answers how and why questions about reading materials
  - Reads and understands class assignments

**WRITING**
- Correctly uses tenses to write about an experience
- Writes in journals to describe feelings and personal preferences
- Uses outline to organize information
- Writes a 500 word essay choosing topic from list
- Writes a short paper about an academic topic
- Uses complex sentences
- Asks negative questions
- Is able to use separable and non separable two-word verbs (for all up, for all out, for all 4)
- Knows most comparative and superlative adjectives and adverbs
- Uses past habitual verbs (used to)

**LIFE SKILLS**
- Fills out a medical history form
- Writes in journals to describe feelings and personal preferences
- Uses outline to organize information
- References others to community resources
- Relates to others in an academic setting
- Understands U.S. Constitution and Bill of Rights
- Is aware of occupational possibilities
- Uses library and reference materials
- Knows drop/add procedure. Has general awareness of college course requirements. Participates in college activities at least in a limited way

**STUDY SKILLS**
- Takes complex notes from ESL instructor
- Locates and uses three sources to write a report
- Accomplishes group work task written outside of class
- Answers difficult essay, true/false, multiple choice questions
- Compares and contrasts
- Discusses complex subjects using outlining and summarization
- Accesses learning center to resources with help

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**BEST COPY AVAILABLE**
Assessment dates to exit this level:

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<th>Date</th>
<th>Percent of Mastery</th>
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</table>

Date discontinued ___________________________  Reason ___________________________

Retention efforts:

- dates of phone calls ___________________________
- dates of letters sent ___________________________
- dates of personal contact ___________________________

Date of re-enrollment ___________________________

Date discontinued ___________________________  Reason ___________________________

Retention efforts:

- dates of phone calls ___________________________
- dates of letters sent ___________________________
- dates of personal contact ___________________________

Date of re-enrollment ___________________________

Special learning problems noted: (+ comments)

hearing ___________________________

vision ___________________________

other ___________________________
Garden City Community College  
Adult Learning Center  

ENGLISH AS A SECOND LANGUAGE  
LANG 206   INTERMEDIATE SPOKEN  
ENGLISH AS A SECOND LANGUAGE  
Level 6  

COURSE DESCRIPTION  

English as a Second Language (Level 6) is a three credit hour course for the low advanced to the high advanced student. It is for students whose first or dominant language is any language other than English. This course meets 3 hours per week (plus required lab time) and is the sixth in a series of six ESL classes offered by Garden City Community College. This class is designed to help students move from a level of low advanced to high advanced.  

EXPECTED LEARNER OUTCOMES  

Upon completion of the course, students will show competency in the following skills:  

Listening  

1. Understand English conversation at typical native speed. Almost never requires rewording or explanation unless speech is highly colloquial or regional.  
2. Follow complex oral directions.  
3. Follow and take notes on a lecture by class instructor not accustomed to ESL students.  
4. Interpret details from radio or TV in English. 

Speaking  

1. Actively discuss complex issues and concepts in a group setting.  

May 1994
2. Speak fluently in both familiar and unfamiliar situations; can handle problem situations.
3. Lead a discussion group in a classroom situation. Request, confirm, and clarify information.
4. Regularly use English idioms in everyday speech.

Reading

Vocabulary
1. Understand analogies and similes.
2. Develop vocabulary related to general academic areas.
3. Read at ninth grade level or above.

Comprehension
1. Read and understand standard textbooks.
2. Identify the literary elements of a story.

Application (without translation)
1. Research an assigned topic for a class paper.
2. Read and react to book length assignments.
3. Summarize the content of a book and react with personal opinion.

Writing
1. Use sentences with perfect progressive tenses.
2. Use a variety of sentence styles.
3. Write a reaction paper.
4. Are able to proof, edit, and rewrite own work.
5. Write a simple research paper on a topic developed in class.
6. Use passive in guided writing.
7. Use causatives (let, make, have ...)
8. Use irregular past participles routinely.

Life Skills
1. Are prepared for INS citizenship examination.
2. Are prepared to enroll in College Skills Development.
3. Are competent to do a short paper using word processing.

Study Skills
1. Take notes from native English speaker talking at normal/rapid speed.
2. Are able to access most information from library.

May 1994
3. Manage all homework assignments successfully.
4. Comfortably manage all common forms of tests including mechanically graded tests.
5. Use analysis and evaluation on own academic work.
6. Access learning center resources independently.

**TEXTBOOKS**

Each student will be asked to purchase one textbook for this course:

-- An English-English dictionary.

**MATERIALS NEEDED**

In addition to the textbook and dictionary, ESL students need pen or pencil, a three-ring notebook, and a 5" floppy disk for computer use.

**COURSE OUTLINE**

The ESL levels are each written with six component strands:

- Listening
- Speaking
- Reading
- Writing
- Life Skills
- Study Skills

There are numerous expected learner outcomes for each strand. (For Level 2 outcomes see list above.) These are the outcomes that will be tested to see if the student is ready to progress to the next level. These outcomes represent a minimum level of competence to exit the current level. They represent only a sample of the many competencies which will necessarily be presented at each level. Teachers will plan other learning activities as well, including reviews of skills from previous levels, materials outside the competency lists for the level, and previews of future activities. The major emphasis, however, for each level will come from the list of expected learner outcomes for that ESL level.

Each class period will include a variety of learning activities, with the opportunity for students to practice listening, speaking, reading and writing.

May 1994
At least one expected learner outcome from each strand will be emphasized during the class periods each week. Weekly lesson plans will be made to introduce, practice, reinforce, review, and assess at least one skill from the objectives in each learning strand.

Assessment will be an on-going, regular, integrated classroom activity. Learning objectives will be tested and mastery recorded on the students' objective management sheet which will be kept up to date by the teacher.

**ASSessment**

Exit tests are available for each level. These serve two purposes. The first is to correctly place the student at initial enrollment. The second is to determine if the student is ready to go on to the next level. Continuing students will take the exit test near the end of the semester. If 80% mastery is achieved, the student is considered ready for advancement to the next level. If not, the student will be advised to repeat the present level.

Students will be assessed in three areas.

A. Cognitive: Knowledge and understanding of the English language in each of the six learning strands: listening, speaking, reading, writing, life skills and study skills. This will be assessed through the exit exam and regular checkoffs on the management sheet.

B. Metacognitive: Particular emphasis is placed on application and transfer of English competencies to everyday learning, working and living skills. This will be assessed through observation of the student's use of English in practical class, job, and daily life situations.

C. Affective: An essential part of mastering English is the attitude and spirit exhibited in the learning process. This will be assessed through the student's attendance, completion of homework, and class participation.

**Grade Distribution**

A. Assignments, exams, and journals 33% (Cognitive)

May 1994
B. Written and verbal responses showing transfer of knowledge to textbook and everyday situations. 30% (Metacognitive)

C. Class attendance and participation 37% (Affective)

*All tests must be made up before the next class period or recorded as zero.

*Grades will be deducted five percent for each school day that assignments are turned in late.

Evaluation Standards:
90 to 100 - A
80 to 89 - B
70 to 79 - C
60 to 69 - D
Below 60 - F

May 1994
Garden City Community College
Adult Learning Center

ENGLISH AS A SECOND LANGUAGE

LANG 206   INTERMEDIATE SPOKEN
ENGLISH AS A SECOND LANGUAGE

Level 6

COURSE DESCRIPTION

English as a Second Language (Level 6) is a three credit hour course for the low advanced to the high advanced student. It is for students whose first or dominant language is any language other than English. This course meets 3 hours per week (plus required lab time) and is the sixth in a series of six ESL classes offered by Garden City Community College. This class is designed to help students move from a level of low advanced to high advanced.

EXPECTED LEARNER OUTCOMES

Upon completion of the course, students will show competency in the following skills:

Listening

1. Understand English conversation at typical native speed. Almost never requires rewording or explanation unless speech is highly colloquial or regional.
2. Follow complex oral directions.
3. Follow and take notes on a lecture by class instructor not accustomed to ESL students.
4. Interpret details from radio or TV in English.

Speaking

1. Actively discuss complex issues and concepts in a group setting.

May 1994
2. Speak fluently in both familiar and unfamiliar situations; can handle problem situations.
3. Lead a discussion group in a classroom situation. Request, confirm, and clarify information.
4. Regularly use English idioms in everyday speech.

Reading

Vocabulary
1. Understand analogies and similes.
2. Develop vocabulary related to general academic areas.
3. Read at ninth grade level or above.

Comprehension
1. Read and understand standard textbooks.
2. Identify the literary elements of a story.

Application (without translation)
1. Research an assigned topic for a class paper.
2. Read and react to book length assignments.
3. Summarize the content of a book and react with personal opinion.

Writing
1. Use sentences with perfect progressive tenses.
2. Use a variety of sentence styles.
3. Write a reaction paper.
4. Are able to proof, edit, and rewrite own work.
5. Write a simple research paper on a topic developed in class.
6. Use passive in guided writing.
7. Use causatives (let, make, have ...)
8. Use irregular past participles routinely.

Life Skills
1. Are prepared for INS citizenship examination.
2. Are prepared to enroll in College Skills Development.
3. Are competent to do a short paper using word processing.

Study Skills
1. Take notes from native English speaker talking at normal/rapid speed.
2. Are able to access most information from library.

May 1994
3. Manage all homework assignments successfully.
4. Comfortably manage all common forms of tests including mechanically graded tests.
5. Use analysis and evaluation on own academic work.
6. Access learning center resources independently.

**TEXTBOOKS**

Each student will be asked to purchase one textbook for this course:

--

--An English-English dictionary.

**MATERIALS NEEDED**

In addition to the textbook and dictionary, ESL students need pen or pencil, a three-ring notebook, and a 5" floppy disk for computer use.

**COURSE OUTLINE**

The ESL levels are each written with six component strands:

- Listening
- Speaking
- Reading
- Writing
- Life Skills
- Study Skills

There are numerous expected learner outcomes for each strand. (For Level 2 outcomes see list above.) These are the outcomes that will be tested to see if the student is ready to progress to the next level. These outcomes represent a minimum level of competence to exit the current level. They represent only a sample of the many competencies which will necessarily be presented at each level. Teachers will plan other learning activities as well, including reviews of skills from previous levels, materials outside the competency lists for the level, and previews of future activities. The major emphasis, however, for each level will come from the list of expected learner outcomes for that ESL level.

Each class period will include a variety of learning activities, with the opportunity for students to practice listening, speaking, reading and writing.

May 1994
At least one expected learner outcome from each strand will be emphasized during the class periods each week. Weekly lesson plans will be made to introduce, practice, reinforce, review, and assess at least one skill from the objectives in each learning strand.

Assessment will be an on-going, regular, integrated classroom activity. Learning objectives will be tested and mastery recorded on the students' objective management sheet which will be kept up to date by the teacher.

**ASSESSMENT**

Exit tests are available for each level. These serve two purposes. The first is to correctly place the student at initial enrollment. The second is to determine if the student is ready to go on to the next level. Continuing students will take the exit test near the end of the semester. If 80% mastery is achieved, the student is considered ready for advancement to the next level. If not, the student will be advised to repeat the present level.

Students will be assessed in three areas.

A. Cognitive: Knowledge and understanding of the English language in each of the six learning strands: listening, speaking, reading, writing, life skills and study skills. This will be assessed through the exit exam and regular checkoffs on the management sheet.

B. Metacognitive: Particular emphasis is placed on application and transfer of English competencies to everyday learning, working and living skills. This will be assessed through observation of the student's use of English in practical class, job, and daily life situations.

C. Affective: An essential part of mastering English is the attitude and spirit exhibited in the learning process. This will be assessed through the student's attendance, completion of homework, and class participation.

**GRADE DISTRIBUTION**

A. Assignments, exams, and journals 33% (Cognitive)

May 1994
I. Written and verbal responses showing transfer of knowledge to textbook and everyday situations. 30% (Metacognitive)

C. Class attendance and participation 37% (Affective)

*All tests must be made up before the next class period or recorded as zero.

*Grades will be deducted five percent for each school day that assignments are turned in late.

Evaluation Standards:

90 to 100 - A
80 to 89 - B
70 to 79 - C
60 to 69 - D
Below 60 - F
ENGLISH AS A SECOND LANGUAGE

LANG 204    ENGLISH AS A SECOND LANGUAGE I

Level 6

COURSE DESCRIPTION

English as a Second Language (Level 6) is a three credit hour course for the low advanced to high advanced student. It is for students whose first or dominant language is any language other than English. This course meets 3 hours per week (plus required lab time) and is the sixth in a series of six ESL classes offered by Garden City Community College. This class is designed to help students move from a level of low advanced to high advanced.

Teacher's name_____________________________________

Telephone ____________ Office _________________________

Office hours ________________________________

After successfully completing this course, students should be able to move into the courses required for graduation at Garden City Community College.

EXPECTED LEARNER OUTCOMES

Upon completion of the course, students will show competency in the following skills:

Listening

1. Understand almost all English speech at typical speed, without rewording or explanation.
2. Follow complex oral directions.
3. Comprehend and take notes on a lecture by a class instructor unaccustomed to ESL students.
4. Interpret details from radio or TV in English.
Speaking

1. Actively discuss complex issues and concepts in a group setting.
2. Speak fluently in both familiar and unfamiliar situations; can handle problem situations.
3. Lead a discussion group in a classroom situation. Request, confirm, and clarify information.
4. Regularly use English idioms in everyday speech.

Reading

Vocabulary

1. Understand analogies and similes.
2. Develop vocabulary related to general academic areas.
3. Read at ninth grade level or above.

Comprehension

1. Read and understand standard textbooks.
2. Identify the literary elements of a story.

Application (without translation)

1. Research an assigned topic for a class paper.
2. Read and react to book length assignments.
3. Summarize the content of a book and react with personal opinion.

Writing

1. Use sentences with perfect progressive tenses.
2. Use a variety of sentence styles.
3. Write a reaction paper.
4. Be able to proof, edit, and rewrite own work.
5. Write a simple research paper on a topic developed in class.
6. Use passive in guided writing.
7. Use causatives (let, make, have...).
8. Use irregular past participles routinely.

Life Skills

1. Be prepared for INS citizenship examination.
2. Be prepared to enroll in College Skills Development.
3. Be competent to do a short paper using word processing.

May 1994
Study Skills

1. Take notes from a native English speaker talking at normal/rapid speed.
2. Be able to access most information from the library.
3. Manage all homework assignments successfully.
4. Comfortably manage all common forms of tests, including mechanically graded tests.
5. Use analysis and evaluation on own academic work.
6. Access Comprehensive Learning Center resources independently.

TEXTBOOKS

Each student will be asked to purchase one textbook for this course:
--
--An English-English dictionary.

MATERIALS NEEDED

In addition to the textbook and dictionary, ESL students need pen or pencil, a three-ring notebook, and a 5" floppy disk for computer use.

COURSE OUTLINE

The ESL levels are each written with six component strands:

<table>
<thead>
<tr>
<th>Listening</th>
<th>Writing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Speaking</td>
<td>Life Skills</td>
</tr>
<tr>
<td>Reading</td>
<td>Study Skills</td>
</tr>
</tbody>
</table>

There are numerous expected learner outcomes for each strand. These are the outcomes that will be tested to see if the student is ready to progress to the next level. These outcomes represent a minimum level of competence to exit the current level. They represent only a sample of the many competencies which will necessarily be presented at each level. Teachers will plan other learning activities as well, including reviews of skills from previous levels, materials outside the competency lists for the level, and previews of future activities. The major emphasis, however, for each level will come from the list of expected learner outcomes for that ESL level.

May 1994
Each class period will include a variety of learning activities, with the opportunity for students to practice listening, speaking, reading and writing.

At least one expected learner outcome from each strand will be emphasized during the class periods each week. Weekly lesson plans will be made to introduce, practice, reinforce, review, and assess at least one skill from the objectives in each learning strand.

Assessment will be an on-going, regular, integrated classroom activity. Learning objectives will be tested and mastery recorded on the students' objective management sheet which will be kept up to date by the teacher.

**ASSESSMENT**

Exit tests are available for each level. These serve two purposes. The first is to correctly place the student at initial enrollment. The second is to determine if the student is ready to go on to the next level. Continuing students will take the exit test near the end of the semester. If 80% mastery is achieved, the student is considered ready for advancement to the next level. If not, the student will be advised to repeat the present level.

Students will be assessed in three areas.

A. Cognitive: Knowledge and understanding of the English language is expected in each of the six learning strands: listening, speaking, reading, writing, life skills and study skills. This will be assessed through the exit exam and regular checkoffs on the management sheet.

B. Metacognitive: Particular emphasis is placed on application and transfer of English competencies to everyday learning, working and living skills. This will be assessed through observation of the student's use of English in practical class, job, and daily life situations.

C. Affective: An essential part of mastering English is the attitude and spirit exhibited in the learning process. This will be assessed through the student's attendance, completion of homework, and class participation.

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GRADE DISTRIBUTION

A. Assignments, exams, and journals 33% (Cognitive)

B. Written and verbal responses showing transfer of knowledge to textbook and everyday situations. 30% (Metacognitive)

C. Class attendance and participation 37% (Affective)

*All tests must be made up before the next class period or recorded as zero.

*Grades will be deducted five percent for each school day that assignments are turned in late.

Evaluation Standards:
90 to 100 - A
80 to 89 - B
70 to 79 - C
60 to 69 - D
Below 60 - F

Students who wish to discontinue this course must sign and process an ADD/DROP SLIP. If they simply stop attending, the final grade will be an F.

May 1994
**Level 6**

<table>
<thead>
<tr>
<th>LISTENING</th>
<th>SPEAKING</th>
<th>READING</th>
<th>WRITING</th>
<th>LIFE SKILLS</th>
<th>STUDY SKILLS</th>
</tr>
</thead>
</table>
| _Understands English conversation at typical native speed. Almost never requires rewording or explanation unless speech is highly colloquial or regional._ | _Actively discusses complex issues and concepts in a group setting._ | _Vocabulary_  
- Understands analogies and similes.  
- Develops vocabulary related to general academic areas.  
- Reads at ninth grade level or above._ | _Uses sentences with perfect progressive tenses._ | _Is prepared for INS citizenship examination._ | _Takes notes from native English speaker talking at normal/rapid speed._ |
| _Speaks fluently in both familiar and unfamiliar situations, can handle problem situations._ | _Follows complex oral directions._ | _Comprehension_  
- Reads and understands standard textbooks.  
- Identifies the literary elements of a story._ | _Uses a variety of sentence styles._ | __Is able to access most information from library._ _Manages all homework assignments successfully._ | __Comfortably manages all common forms of tests including mechanically graded tests._ _Uses analysis and evaluation on own academic work._ |
| _Follows and takes notes on a lecture by class instructor not accustomed to ESL students._ | _Interprets details from radio or TV in English._ | _Application_  
- Makes and reads a list._  
- Researches an assigned topic for a class paper._  
- Reads and reacts to book length assignments._  
- Summarizes the content of a book and reacts with personal opinion._ | _Writes a reaction paper._ | _Is prepared to enroll in College Skills Development._ | _Is competent to do a short paper using word processing._ |

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English as a Second Language Program  
Garden City Community College  
Garden City, KS 67846  
316-276-7611
Assessment dates to exit this level:

<table>
<thead>
<tr>
<th>Date</th>
<th>Percent of Mastery</th>
<th>Date</th>
<th>Percent of Mastery</th>
<th>Date</th>
<th>Percent of Mastery</th>
<th>Date</th>
<th>Percent of Mastery</th>
</tr>
</thead>
</table>

Date discontinued ________________  Reason ________________

Retention efforts:
- dates of phone calls ________________
- dates of letters sent ________________
- dates of personal contact ________________

Date of re-enrollment ________________

Date discontinued ________________  Reason ________________

Retention efforts:
- dates of phone calls ________________
- dates of letters sent ________________
- dates of personal contact ________________

Date of re-enrollment ________________

Special learning problems noted: (+ comments)

- hearing ________________
- vision ________________
- other ________________

103  104
## LEVEL 1

### LISTENING
- Understands some learned phrases spoken slowly with frequent repetitions.
- Understands personal questions about self, home, family.
- Follows simple instructions and commands in the classroom and at work.

### SPEAKING
- Expresses basic survival needs, including asking and responding to related questions.
- Participates in basic conversations in a few very routine social situations (e.g. greetings, goodbyes).
- Expresses emergency needs in person and on the phone (e.g. dialing 911 to report a fire).
- Speaks with hesitation and frequent pauses.

### READING
- **Vocabulary**
  - Recognizes common sight words.
  - Knows sounds of consonants.
  - Identifies words in various settings.

- **Comprehension**
  - Reads and follows simple directions.
  - Identifies the key word in a sentence.
  - Reads and understands short simple sentences.

- **Application (no translation)**
  - Takes dictation of words and short simple sentences.
  - Reads public signs and phone book.

### WRITING
- **Vocabulary**
  - Uses simple present and present progressive tenses.
  - Forms regular plurals.
  - Uses correct adjective/noun word order.

- **Comprehension**
  - Generates three-word sentences.
  - Uses declarative sentences.
  - Fills in job application calling for simple personal information.
  - Chooses correct subject pronouns.

- **Application (no translation)**
  - Forms questions with to be.
  - Uses present forms of to be.

### LIFE SKILLS
- **Identifies parts of the body.**
- **Describes general physical condition.**
- **Identifies health facilities (county health, clinic...).**
- **Names common foods.**
- **States basic food needs.**
- **Locates food items in grocery store.**
- **Describes current weather conditions.**
- **Responds to weather emergencies.**
- **Identifies community facilities.**
- **Asks for directions.**
- **Responds to traffic signs and symbols.**
- **Heeds safety warnings.**
- **Counts coins and currency.**
- **Does simple math.**
- **Gives and requests time information.**
- **Names days and months.**
- **Uses a calendar.**
- **Identifies most clothing items.**
- **Names rooms, furniture, major appliances.**
- **Identifies basic kinds of housing.**
- **Is aware of cultural hygiene expectations.**

### STUDY SKILLS
- **Reads and understands notes copied from board.**
- **Alphabetizes by first three letters.**
- **Reports verbally on homework assignment (e.g. how many traffic signs seen on way home).**
- **Answers simple questions orally or written in one word.**
- **Discusses feelings, reasons, and outcomes from pictures or video.**

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*May 1994*
LEVEL 2

LISTENING
Understands learned phrases easily and short new phrases containing familiar vocabulary spoken slowly with repetition.
Understands conversations containing some unfamiliar vocabulary on many everyday subjects, with a need for repetition, rewording, or slower speech.
Follows two-step directions in the classroom and at work.
Understands very routine and limited conversations on the phone.
Comprehends meanings of a few basic Idioms.

SPEAKING
Functions in most face-to-face basic survival situations, but may need some help.
Asks and responds to direct questions on familiar and some new subjects.
Communicates on the phone on practiced subjects (e.g. calling to tell of an absence from class...).
Uses new phrases (i.e. speaks with some creativity) but with hesitation and pauses. Identifies characteristics of self, family, environment. Can sometimes clarify by rewording.
Reproduces understandably many common English sounds.

READING
Vocabulary
Recognizes 40 abbreviations. Is able to read words with blends and diphthongs. Interprets 25 acronyms.
Comprehension
Reads and follows two-step directions (with prompting). Reads and understands sentences and simple paragraphs. Identifies main idea of simple paragraph.

APPLICATION (no translation)
Reads and understands simple forms (school enrollment, job application...). Responds to classified ads (rent, car, grocery). Reads and uses schedules for television, school, and class.

WRITING
Uses questions using reverse order and the verb to do.
Chooses correct object pronouns.
Writes directions on getting somewhere.
Fills in a job application with personal information and a short paragraph.
Makes a list for shopping.
Uses and in compound sentences.
Uses demonstratives: this, that, these, those.
Uses expletives there is and there are.

LIFE SKILLS
Requests emergency medical service. Identifies major body organs.
Describes physical symptoms. Makes an appointment with doctor.
Reads a weather forecast map. Reports changing weather conditions.
Understands basic structure of school systems—locations, personnel, access.
Understands currency denominations. Estimates sales tax.
Requests utility connection.
Makes a personal schedule. Understands a travel schedule.
Understands seasonal clothing.
Describes family relationships. Discusses marital status.
Identifies and describes previous work experience.
Answers questions in job Interview.
Fills in social security form.

STUDY SKILLS
Records key words from oral presentation.
Uses table of contents.
Completes simple fill-in-the-blank test with given words.
Matches words and definitions.

May 1994
LEVEL 3

LISTENING
Understands conversations on most everyday subjects at normal speed when addressed directly; may need repetition, rewording, or slower speech.
Easily understands conversations containing unfamiliar vocabulary, but has difficulty following rapid conversations between native speakers.
Understands routine work-related conversations.
Understands most common English idioms.

SPEAKING
Functions independently in English in most survival, work and social situations, occasionally needing help.
Expands on basic ideas in conversation, but with hesitation while searching for appropriate grammar and vocabulary.
Asks and answers everyday questions.
Communicates on the phone in limited situations.
Clarifies general meaning easily, and can sometimes convey exact meaning.
States an idea or opinion, and is usually understood by English speakers not accustomed to accented language.
Reproduces understandably most common English sounds.
Uses a few common English idioms.

READING
Vocabulary
Pairst common synonyms and antonyms.
Understands most contractions.
Knows the general vocabulary of many social professions.
Has the concept of prefixes and suffixes in English.
Comprehension
Reads and follows multi-step directions without help.
Differs fact and opinion and cause and effect.
Reads and understands a short article (newspaper).
Draws conclusions from context clues.
Identifies main ideas and supporting ideas.
Answers who, when, what, and where questions about readings.

APPLICATION (no translation)
Makes and reads a list.
Reads newspaper or magazine articles.
Follows multi-step directions from manuals and cookbooks.
Reads a story or article which has been read.

WRITING
Uses simple past and present perfect tense.
Recognizes pronouns, adjectives and adverbs.
Uses contractions in sentences.
Uses past tense of common irregular verbs.
Asks questions using who, what, when, and where.
Writes a simple letter or invitation.
Writes checks using cardinal and ordinal numbers.
Write a classified ad.
Uses but in compound sentences.
Distinguishes between count and noncount nouns.
Distinguishes between use of definite and indefinite articles.
Knows a few common comparatives and superlatives of adverbs and adjectives.

LIFE SKILLS
Describes common diseases + accidents.
Identifies doctors by specializations.
Follows medicine labels.
States food preferences.
Follows recipe directions.
Requests travel information (weather).
Reads city and state maps.
Locates community resources—mental health, recreation, legal...
Manages post office transactions.
Opens a personal checking account.
Writes money. Understands contracts.
Assembles IRS information.
Returns and exchanges purchases.
Requests housing repairs.
Performs basic household repairs.
Greets friends and strangers.
Gives personal information.
Describes social relationships.
Identifies basic civic responsibilities.
Participates minimally in American holidays.
Describes job duties and responsibilities.
Expresses goals and steps to attain them.

STUDY SKILLS
Records key phrases from oral presentation.
Looks up words in dictionary.
Reads general information from encyclopedia or other library sources.
Turns in complete oral and written homework.
Completes fill-in-the-blank tests given multiple words.
Fills in up to 5 word answers.
 Defines, describes, and states simple how and why. Do simple tracing of chronological order and sequencing with a few items.
Finds answers to who, what, where questions from short article or paragraph.

Vocabulary
Uses simple past and present perfect tense.
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 Defines, describes, and states simple how and why. Do simple tracing of chronological order and sequencing with a few items.
Finds answers to who, what, where questions from short article or paragraph.

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APPLICATION (no translation)
Makes and reads a list.
Reads newspaper or magazine articles.
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Uses simple past and present perfect tense.
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LIFE SKILLS
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Identifies basic civic responsibilities.
Participates minimally in American holidays.
Describes job duties and responsibilities.
Expresses goals and steps to attain them.

STUDY SKILLS
Records key phrases from oral presentation.
Looks up words in dictionary.
Reads general information from encyclopedia or other library sources.
Turns in complete oral and written homework.
Completes fill-in-the-blank tests given multiple words.
Fills in up to 5 word answers.
 Defines, describes, and states simple how and why. Do simple tracing of chronological order and sequencing with a few items.
Finds answers to who, what, where questions from short article or paragraph.

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APPLICATION (no translation)
Makes and reads a list.
Reads newspaper or magazine articles.
Follows multi-step directions from manuals and cookbooks.
Reads a story or article which has been read.

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Follows recipe directions.
Requests travel information (weather).
Reads city and state maps.
Locates community resources—mental health, recreation, legal...
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Writes money. Understands contracts.
Assembles IRS information.
Returns and exchanges purchases.
Requests housing repairs.
Performs basic household repairs.
Greets friends and strangers.
Gives personal information.
Describes social relationships.
Identifies basic civic responsibilities.
Participates minimally in American holidays.
Describes job duties and responsibilities.
Expresses goals and steps to attain them.

STUDY SKILLS
Records key phrases from oral presentation.
Looks up words in dictionary.
Reads general information from encyclopedia or other library sources.
Turns in complete oral and written homework.
Completes fill-in-the-blank tests given multiple words.
Fills in up to 5 word answers.
 Defines, describes, and states simple how and why. Do simple tracing of chronological order and sequencing with a few items.
Finds answers to who, what, where questions from short article or paragraph.
LEVEL 4

LISTENING
Understands most general conversations and conversation on technical subjects in own field.
Understands most conversations between native speakers, except very rapid or colloquial speech.
Can follow detailed directions (e.g. instructions on taking a standardized test). Comprehends without face-to-face contact most information from telephone, TV and radio and is able to discuss content.
Catches the humor in simple English jokes, puns, and riddles.

SPEAKING
Speaks fluently in both familiar and unfamiliar situations. Is usually understood by Americans not used to accented English. Participates effectively in practical and social conversations with native speakers, including discussions of technical topics. Communicates easily on the phone about most familiar subjects. Discusses personal and environmental issues in a variety of ways. Is able to give an idea or opinion. Interprets stress and intonation in most English sentences. Reproduces understandably the difficult sounds in English. Uses some common basic English idioms in everyday speech. Asks for directions and clarification.

READING
Vocabulary
Identifies root words, prefixes and suffixes. Knows the specific vocabulary of many usual professions. Reads at fifth grade level or above.
Comprehension
Reads and summarizes a short story, then states personal opinion. Identifies different types of reading materials. Is able to predict endings on stories. Reads simple technical writing (appliance directions).
Application

WRITING

LIFE SKILLS

STUDY SKILLS
Records key ideas from oral presentation. Finds and summarizes detailed information from encyclopedia or other library sources. Accomplishes group work in class withoutside tasks assigned. Understands several types of test formats standardized, multiple choice, true-false...

May 1994
LEVEL 5

LISTENING
Understands almost all English speech.
Appropriately interprets stress, rhythm and intonation in most English discussion.
Follows TV or radio program in English and can summarize it orally.
Follows directions for class assignments, homework, tests.
Catches the humor in most English jokes, puns and other word play.

SPEAKING
Speaks with creativity but with hesitation in social, technical, and academic situations. Relies little on learned phrases.
Handles problem situations in English on the phone or face to face.
Expresses ideas in an academic situation. Supports ideas with opinions and arguments.
Discusses current events and issues.
Uses many common English idioms appropriately.

READING
Vocabulary
Reads advanced technical vocabulary in occupational area.
Draws inferences from written materials.
Identifies main ideas in a textbook chapter.
Answers how and why questions about reading materials.
Reads and understands class assignments.

Comprehension
Draws inferences from written materials.
Identifies main ideas in a textbook chapter.
Answers how and why questions about reading materials.
Reads and understands class assignments.

Application
Uses English to English dictionary.
Reads for enjoyment.
Skims and scans for quicker reading.
Uses library to locate supplemental materials on a particular topic.

WRITING
Correctly uses tenses to write about an experience.
Writes in journals to describe feelings and personal preferences.
Uses outline to organize information.
Writes a 500-word essay, choosing topic from list.
Uses English to English dictionary.

LIFE SKILLS
Fills out a medical history form.
Refers others to community resources.
Understands U.S. Constitution and Bill of Rights.
Is aware of occupational possibilities.

STUDY SKILLS
Takes complex notes from ESL instructor.
Locates and uses three sources to write a report.
Answers difficult essay, true/false, multiple choice questions.
Compares and contrasts.
Discusses complex subjects using outlining and summarization.
Accesses learning center resources with help.

May 1994
LEVEL 6

LISTENING
Understands English conversation at typical native speed. Almost never requires rewording or explanation unless speech is highly colloquial or regional.
Follows complex oral directions.
Follows and takes notes on a lecture by class instructor not accustomed to ESL students.
Interprets details from radio or TV in English.

SPEAKING
Actively discusses complex issues and concepts in a group setting.
Speaks fluently in both familiar and unfamiliar situations; can handle problem situations.
Leads a discussion group in a classroom situation. Requests, confirms, and clarifies information.
Regularly uses English idioms in everyday speech.

READING
Vocabulary
Understands analogies and similes.
Develops vocabulary related to general academic areas.

Comprehension
Reads and understands standard textbooks.
Identifies the literary elements of a story.

Application
Researches an assigned topic for a class paper.
Reads and reacts to book length assignments.
Summarizes the content of a book and reacts with personal opinion.

WRITING
Uses sentences with perfect progressive tenses.
Uses a variety of sentence styles.

Uses passive voice in guided writing.
Uses causatives (let, make, have...).
Uses irregular past participles routinely.

LIFE SKILLS
Is prepared for INS citizenship examination.

STUDY SKILLS
Takes notes from native English speaker talking at normal/rapid speed.
Is able to access most information from library.
Manages all homework assignments successfully.
Comfortably manages all common forms of tests including mechanically graded tests.
Uses analysis and evaluation on own academic work.
Accesses learning center resources independently.

May 1994
LISTENING

Level 1
Understands some learned phrases spoken slowly with frequent repetitions.
Understands personal questions about self, job, home, family.
Follows simple instructions and commands in the classroom and at work.

Level 2
Understands learned phrases easily and short new phrases containing familiar vocabulary spoken slowly with repetitions.
Understands conversations containing some unfamiliar vocabulary on many everyday subjects, with a need for repetition, rewording, or slower speech.
Follows two-step directions in the classroom and at work.
Understands very routine and limited conversations on the phone.
Comprehends meanings of a few basic idioms.

Level 3
Understands conversations on most everyday subjects at normal speed when addressed directly; may need repetition, rewording, or slower speech.
Understands conversations containing unfamiliar vocabulary, but has difficulty following rapid conversations between native speakers.
Understands routine work-related conversations.
Understands most common English idioms.

Level 4
Understands most general conversations and conversation on technical subjects in own field.
Understands most conversations between native speakers, except very rapid or colloquial speech.
Can follow detailed directions (e.g., instructions on taking a standardized test).
Comprehends without face-to-face contact most information from telephone, TV and radio and is able to discuss content.
Catches the humor in simple English jokes, puns, and riddles.

Level 5
Understands almost all English speech.
 Appropriately interprets stress, rhythm and intonation in most English discussion.
Follows TV or radio programs in English and can summarize it easily.
Follows directions for class assignments, homework, tests.
Catches the humor in most English jokes, puns and other word play.

Level 6
Understands English conversation at typical native speed. Almost never requires rewording or explanation unless speech is highly colloquial or regional.
Follows complex oral directions.
Follows and takes notes on a lecture by class instructor not accustomed to ESL students.
Interprets details from radio or TV in English.
<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>Expresses basic survival needs, including asking and responding to related questions. Participates in basic conversations in a few very routine social situations (e.g. greetings, goodbyes). Expresses emergency needs in person and on the phone (e.g. dialing 911 to report a fire). Speaks with hesitation and frequent pauses.</td>
</tr>
<tr>
<td>Level 2</td>
<td>Functions in most face-to-face basic survival situations, but may need some help. Asks and responds to direct questions on familiar and some new subjects. Communicates on the phone on practiced subjects (calling to tell of an absence from class...). Uses new phrases (i.e. speaks with some creativity) with hesitation and pauses. Identifies characteristics of self, family, environment. Can sometimes clarify by restating.</td>
</tr>
<tr>
<td>Level 3</td>
<td>Functions independently in English in most survival, work and social situations, occasionally needing help. Expands on basic ideas in conversation, but with hesitation while searching for appropriate grammar and vocabulary. Asks and answers everyday questions. Communicates on the phone in limited situations. Identifies characteristics of self, family, environment. Can sometimes clarify by restating. Reproduces understandably many common English sounds.</td>
</tr>
<tr>
<td>Level 4</td>
<td>Speaks fluently in both familiar and unfamiliar situations. In usually understood by Americans not used to accented English. Participates effectively in practical and social conversations with native speakers, including discussions of technical topics. Communicates easily on the phone about most familiar subjects. Discusses personal and environmental issues in a variety of ways. Is able to give an idea or opinion. Interprets English sentences. Reproduces understandably the difficult sounds in English. Uses many common basic English idioms in everyday speech. Uses a few common English idioms.</td>
</tr>
<tr>
<td>Level 5</td>
<td>Speaks fluently in both familiar and unfamiliar situations. In usually understood by Americans not used to accented English. Participates effectively in practical and social conversations with native speakers, including discussions of technical topics. Communicates easily on the phone about most familiar subjects. Discusses personal and environmental issues in a variety of ways. Is able to give an idea or opinion. Interprets English sentences. Reproduces understandably the difficult sounds in English. Uses many common basic English idioms in everyday speech. Uses a few common English idioms.</td>
</tr>
</tbody>
</table>
**Level 1**

**Vocabulary**
- Recognizes common sight words.
- Knows sounds of consonants.
- Identifies words in various settings.

**Comprehension**
- Reads and follows simple directions.
- Identifies the key word in a sentence.
- Reads and understands short simple sentences.

**Application (no translation)**
- Takes dictation of words and short simple sentences.
- Reads public signs and phone book.

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**Level 2**

**Vocabulary**
- Pairs 20 common antonyms.
- Reads compound words.
- Reads product labels.
- Recognizes 40 abbreviations.
- Is able to read words with blends and digraphs.
- Interprets 25 anagrams.

**Comprehension**
- Reads and follows two-step directions (with prompting).
- Reads and understands sentences and simple paragraphs.
- Identifies main idea of simple paragraph.

**Application (no translation)**
- Reads and understands simple forms (school enrollment, job application...).
- Responds to classified ads (rent, car, grocery).
- Reads and uses schedules for television, school, and class.

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**Level 3**

**Vocabulary**
- Pairs common synonyms and antonyms.
- Reads compound words.
- Identifies root words, prefixes and suffixes.
- Has the concept of prefixes and suffixes in English.

**Comprehension**
- Reads and follows multi-step directions without help.
- Differentiates fact and opinion and cause and effect.
- Reads and understands a short article (newspaper).
- Draws conclusions from context clues.
- Identifies main idea and supporting ideas.
- Answers why, when, what, and where questions about readings.

**Application (no translation)**
- Makes and reads a list.
- Reads newspaper or magazine articles.
- Follows multi-step directions from manuals and cookbooks.
- Retells a story or article which has been read.

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**Level 4**

**Vocabulary**
- Identifies root words, prefixes and suffixes.
- Knows the specific vocabulary of many usual professions.
- Reads at fifth grade level or above.

**Comprehension**
- Reads and summarizes a short story, then states personal opinion.
- Identifies different types of reading materials.
- Is able to predict endings on stories.
- Reads simple technical writing (appliance directions).

**Application**
- Uses English to English dictionary.
-読みを英語で翻訳します。
- Identifies main ideas in a textbook chapter.
- Answers how and why questions about reading materials.
- Reads and understands class assignments.

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**Level 5**

**Vocabulary**
- Reads advanced technical vocabulary in occupational area.
- Attaches multiple meanings to many common English words.
- Develops vocabulary related to specific academic areas.
- Reads at seventh grade level or above.

**Comprehension**
- Draws inferences from written materials.
- Identifies main ideas in a textbook chapter.
- Answers how and why questions about reading materials.
- Reads and understands class assignments.

**Application**
- Uses English to English dictionary.
- 読みを英語で翻訳します。
- Identifies main ideas in a textbook chapter.
- Answers how and why questions about reading materials.
- Reads and understands class assignments.

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**Level 6**

**Vocabulary**
- Understands analogies and antonyms.
- Develops vocabulary related to general academic areas.
- Reads at ninth grade level or above.

**Comprehension**
- Reads and understands standard textbooks.
- Identifies the literary elements of a story.

**Application**
- Researches an assigned topic for a class paper.
- Reads and reacts to book length assignments.
- Summarizes the content of a book and reacts with personal opinion.
WRITING

Level 1
Uses simple present and past progressive tenses.
Forms regular plurals.
Uses correct adjective/ noun word order.
Generates three word sentences.
Uses declarative sentences.
Fills in job application calling for simple personal information.
Chooses correct subject pronouns.
Forms questions with to be.
Uses present forms of to be.

Level 2
Uses simple past and past progressive tenses.
Recognizes nouns and verbs.
Forms common irregular plurals.
Uses questions using reverse order and the verb to be.
Chooses correct object pronouns.
Writes directions on getting somewhere.
Fills in a job application with personal information and a short paragraph.
Makes a list for shopping.
Uses and in compound sentences.
Uses demonstratives this, that, these, those.
Uses expletives there is and there are.

Level 3
Uses simple past and present perfect tenses.
Recognizes pronouns, adjectives and adverbs.
Uses contractions in sentences.
Uses past tense of common irregular verbs.
Asks questions using who, what, when, and where.
Writes a daily schedule.
Generates a short descriptive paragraph.
Writes a simple letter or invitation.
Writes checks using cardinal and ordinal numbers.
Writes a classified ad.
Uses but in compound sentences.
Distinguishes between count and noncount nouns.
Distinguishes between use of definite and indefinite articles.
Knows a few common comparatives and superlatives of adjectives and adverbs.

Level 4
Uses past perfect and future perfect tenses.
Recognizes articles, prepositions, and conjunctions.
Asks tag questions.
Writes a resume or cover letter.
Uses simple present, past and future forms.
Uses compound sentences with a variety of conjunctions.
Knows many comparatives and superlatives of adjectives and adverbs.
Uses past habitual verbs (she used to ...).

Level 5
Correctly uses tenses to write about an experience.
Writes in journals to describe feelings and personal preferences.
Uses outline to organize information.
Writes a 500-word essay, choosing topic from list.
Writes a short paper about an academic topic.
Uses complex sentences.
Asks negative questions.
Is able to use inseparable two-word verbs (to call up, to call on, to call out ...).
Knows most comparatives and superlatives of adverbs and adjectives.
Uses past habitual verbs (she used to ...).

Level 6
Uses sentences with perfect progressive tenses.
Uses a variety of sentence styles.
Writes a reaction paper.
Is able to proof, edit, and rewrite own work.
Writes a simple research paper on a topic developed in class.
Uses passive voice in guided writing.
Uses causatives (let, make, have ...).
Uses irregular past participles routinely.

May 1994
LIFE SKILLS

Level 1
Identifies parts of the body.
Describes general physical condition.
Identifies health facilities (county
health, clinics...)
Names common foods.
States basic food words.
Locates food items in grocery store.
Describes current weather conditions.
Responds to weather emergencies.
Identifies community facilities.
Asks for directions.
Responds to traffic signs and symbols.
Heeds safety warnings.
Counts coins and currency.
Does simple math.

Gives and requests time information.
Names days and months.
Uses a calendar.
Identifies most clothing items.
Names rooms, furniture, major
appliances.
Is aware of cultural hygiene
expectations.
Uses courteous words (please...)

Level 2
Requests emergency medical service.
Identifies major body organs.
Describes physical symptoms.
Makes an appointment with doctor.
Reads a weather forecast map.
Reports changing weather conditions.
Understands basic structure of
school systems—locations,
provision, access.
Understands currency denominations.
Estimates sales tax.
Requests utility connections.
Makes a personal schedule.
Understands a travel schedule.
Understands seasonal clothing.

Describes family relationships.
Discusses marital status.
Knows driver license qualifications.
Understands about car insurance.
Is aware of American holidays.
Identifies and describes previous
work experience.
Answers questions in job interview.
Fills in social security form.

Level 3
Describes common diseases +
accidents.
Identifies doctors by specializations.
Follows medicine labels.
Reads grocery ads. Uses grocery
coupons.
Orders fast foods.
States food preferences.
Follows recipe directions.
Requests travel information (weather).
Reads city and state maps.
Locates community resources—mental
health, recreation, legal...
Manages post office transactions.
Opens a personal checking account.
Keeps money. Understands contracts.
Assembles IRS information.

Returns and exchanges purchases.
Requests home repair advice.
Performs basic household repairs.
Grows friends and strangers.
Gains personal information.
Describes social relationships.
Identifies basic civic responsibilities.
Participates minimally in American
holidays.

Describes job duties and responsibilities.
Expresses goals and steps to attain them.

Level 4
Describes medical emergencies.
Describes health problems.
Requests medical advice.

Plays a personal budget.
Fills out a loan application.
Uses time management techniques with
work schedules and time clocks.
Interprets a lease/rent contract.
Makes and responds to invitations.
Intercourse appropriately in the
workplace.
Understands legal responsibilities
and rights (tenant/landlord, 
husband and wife...)
Completes college application and
class registration forms.
Applies for financial aid.
Demonstrates fundamental computer
literacy.

Fills out a medical history form.
Prepares to enroll in College
Skills Development.

Level 5
Referes others to community
resources

Understands U.S. Constitution and
Bill of Rights

Is aware of occupational
possibilities.

Uses library and reference
materials.

In prepared to enroll in College
Skills Development.

Level 6

Is prepared to enroll in College
Skills Development.
STUDY SKILLS

Level 1
- Reads and understands notes copied from board.
- Alphabetizes by first three letters.
- Reports verbally on homework assignment (e.g., how many traffic signs seen on way home).
- Answers simple questions orally or written in one word.
- Discusses feelings, reasons, and outcomes from pictures or video.

Level 2
- Records key words from oral presentation.
- Uses table of contents.
- Turns in written homework.
- Completes simple fill-in-the-blank test with given words.
- Matches words and definitions.

Level 3
- Records key phrases from oral presentation.
- Finds general information from encyclopedia or other library sources.
- Turns in complex oral and written homework.
- Completes fill-in-the-blank test given multiple words.
- Defines, describes, and states simple how and why. Do simple tracing of chronological order and sequencing with a few items.
- Finds answers to who, what, when, where questions from short articles or paragraphs.

Level 4
- Records key ideas from oral presentation.
- Finds and summarizes detailed information from encyclopedia or other library sources.
- Accomplishes group work in class with outside tasks assigned.
- Understands several types of test formats—standardized, multiple choice, true-false...
- Makes inferences and draws conclusions given a complicated set of information.

Level 5
- Takes complex notes from ESL instructor.
- Locates and uses three sources to write a report.
- Accomplishes group work task written outside of class.
- Answers difficult essay, true/false, multiple choice questions.
- Compares and contrasts.
- Accesses learning center resources with help.

Level 6
- Takes notes from native English speaker talking at normal/rapid speed.
- Is able to access most information from library.
- Manages all homework assignments successfully.
- Comfortably manages all common forms of tests including mechanically graded tests.
- Uses analysis and evaluation on own academic work.
- Accesses learning center resources independently.

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