

**Adult Education Class Outline**  
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**2.1020 ESL Beginning (Low-High)**

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<b>Date Posted:</b>	5/15/2001
<b>Title:</b>	ESL Beginning
<b>Prepared For:</b>	Fresno Adult and Continuing Education
<b>Submitted by:</b>	Barbara Lehman, Program Coordinator

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**Fresno Adult & Community Education**

**COURSE OUTLINE**

<b>PREREQUISITES:</b>	Completion of ESL Beg. Literacy or appropriate score on CASAS test
<b>LENGTH OF COURSE:</b>	Open Entry/Open Exit

**Goals and Purposes:**

This course is designed for a range of ESL students who have some basic literacy skills in English or who have native language literacy skills but no English language skills to those who have basic literacy skills in English. The purpose of this class is to increase the fluency and communications skills of students at the Beginning level in listening, speaking , reading and writing. Incorporated into this course are Learning to Learn competencies that will assist students in their lifelong learning process.

The basic language skills are taught within the context of life skills and employability skills. Units of study also include citizenship information. This will be useful to students as they begin to prepare for the Basic Citizenship Exam.

Students will be instructed through a variety of techniques (cooperative learning language experience, information-gap, and substitution drills) and grouping strategies. These techniques naturally incorporate the SCANS Competencies (Secretary's Commission on Achieving Necessary Skills) which have been identified as necessary to be successful in the community and at work. An expanded curriculum guide provides a correlation of the CASAS competencies, SCANS competencies and suggested activities for each unit identified in the course outline.

**Repetition Policy:**

Students who successfully complete the course will not be allowed to repeat the course. However, students who successfully complete the course and, for various reasons, drop out and later reenter the program will be re-tested and may be re-enrolled in this course.

**APPROVALS:**

**ADMINISTRATORS: BARBARA LEHMAN**

**DATE OF BOARD APPROVAL September 13, 2000**

**I. INSTRUCTIONAL UNIT OUTLINE AND HOURS PER UNIT:**

Unit topics are chosen based on students' interest and goals.

UNITS	INSTRUCTIONAL STRATEGIES	HOURS PER UNIT
<b>Learning to Learn</b> Organizational Skills Problem Solving Skills Study Skills	Role Plays, Pair Groups, Practice, Dictation (Variety)	150
<b>Consumer Economics</b> Weights/Measures Shopping Automotive Banking	Cooperative Learning, Information GAP, Role Plays, Substitution Drills (Variety)	250
<b>Community Resources</b> Telephone Book Transportation Community Services	Substitution Drills, Language Experience, Field Trips (Variety) Cloze Exercises, Dictation	250
<b>Health and Family Care</b> Medical Assistance Safety Procedures Health Maintenance	Role Plays, Language Experience, Information Gap, Dictation (Variety)	250
<b>Employment</b> Applying Wages Safety / Training	Field Trips, Guest Speakers, Cooperative Learning, (Variety)	160
<b>Government / Citizenship</b> Basic U.S. History Government Legal Services	Language Experience, Guest Speakers, Dictation (Variety)	150
<b>Computation</b>		

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## **Language Performance Skills Incorporated into Unit Topics: (ESL Model Standards for Adult Education)**

### **Listening:**

- Demonstrate understanding of simple words in context of common situations.
- Demonstrate comprehension of basic commands through physical action.
- Demonstrate understanding of simple face-to-face conversation using previously learned material. Courtesy.
- Demonstrate strategies to check for understanding-clarifying by attempting to reproduce what has been heard, for example.
- Demonstrate understanding of simple words and phrases (familiar topics).
- Identify the main topic of conversation in familiar material.
- Demonstrate understanding of non-face-to-face speech in familiar contexts, such as simple phone conversations and routine announcements.
- Recognize words that signal differences between present, past and future events.
- Respond appropriately to short emergency warnings ("Be careful!")

### **Speaking:**

- Make statements related to basic needs using previously learned words and phrases.
- Answer simple questions with "yes", "no", one-word or short-phrase responses.
- Ask simple questions.
- Answer simple questions related to basic needs using previously learned phrases or simple sentences.
- Make statements in the past, present, and future tenses related to basic needs and common activities using previously learned phrases or simple sentences.
- Ask questions related to basic needs using previously learned utterances.
- Communicate simple personal information on the telephone.

### **Reading:**

- Relate phonologic sounds to letters and clusters of letters (sound/symbol correspondence).
- Recognize basic sights words.

- Interpret sentences using vocabulary and structures previously learned orally.
- Interpret isolated words and phrases in familiar contexts (traffic signs, store ads).
- Interpret terms on simplified forms (personal identification, school registration).
- Scan for numerical information (store hours, ads, schedules, signs, forms.)
- Use strategies such as predicting or phonics decoding to interpret new words.
- Read and demonstrate understanding of short, simplified narrative paragraphs on familiar topics.
- Identify the sequence of a simple narrative passage.

### **Writing:**

- Print the letters of the alphabet legibly.
- Write numerals.
- Write a list -a shopping list or an invitation list, for example- from material read or heard about.
- Copy materials that are meaningful to the students (recipes, directions, language experience stories).
- Write lists (grocery, laundry items)
- Write simple sentences based on personal experiences or familiar material.
- Write a simple telephone message or note (to a child's teacher).
- Write a series of related sentences based on personal experiences or familiar material.
- Copy or transcribe familiar words, phrases, and high-frequency expressions from earned materials.
- Fill out simple forms which require biographical/personal information.
- Write simple sentences based on previously learned vocabulary and structures.

### **Language Functions:**

- Factual information: command, agree/disagree, tell
- Social and interpersonal relations: introduce, take leave, express dis/satisfaction
- Suasion: request
- Factual information: ask for information, describe, express necessity, ask permission, agree, disagree.
- Social / interpersonal relations: compliment, express preference, express wants.
- Suasion: direct, invite.

### **Language Forms:**

- **Sentence Types:**

- Affirmative/negative statements
  - "Yes", "no", "or", and "wh-" questions and answers
  - Compound sentences with: "and" and "but"
  - **Verb Tenses:**
    - Simple present ("He studies every day.")
    - Simple past ("he studied yesterday.")
    - Present Continuous ("He is studying now.")
    - Future with "going to" ("He's going to study tomorrow.")
    - Modal "can" (He can study this evening.)
    - Compound Sentences (and...too, and....either, or)
    - Present subjunctive: "It's important that he come on time.
    - noun clauses: What the weather person predicts is not always correct
    - tag questions: We teach these, don't we?
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## **II. SPECIFIC COURSE COMPETENCIES**

**SKILL COMPETENCY: THE STUDENT WILL BE ABLE TO:**

**(CASAS Competencies are indicated by their corresponding Code Number. The letter 'L' denotes a listening item. The letter 'R' denotes a reading item.)**

### **B. LEARNING TO LEARN**

#### **• Organizational Skills:**

1. identify personal, educational and workplace goals. 7.1.1
2. establish, maintain, and utilize a physical system of organization, such as notebooks, calendars, folders. 7.1.4

#### **Problem Solving Skills**

3. identify, a problem and its causes. 7.3.1.
4. evaluate the outcome of an implemented solution. 7.3.2.
5. utilize problem solving strategies, such as breaking down the problem into component parts and generating alternative or creative solutions. 7.3.4.

#### **Study Skills**

6. identify, utilize, or create devices or processes for remembering information.
7. use reference materials, such as dictionaries, tables of contents. 7.4.5, 7.4.6.
8. use computer-based systems to locate information. 7.4.7
9. make comparisons, differentiating among, sorting, and classifying items, information, or ideas 7.2.3.
10. identify or utilize test-taking skills.
11. contribute to the efforts of team or pair group activities.

SCANS Competencies: decision making, select technology, monitor and correct performance, understand systems, acquire and evaluate information, organize and maintain information, use computers to process information, participate as a member of a team.

## **C. CONSUMER ECONOMICS**

### **• Comparison Shopping**

1. identify or use various methods to purchase goods /services 1.3.3L
2. count, convert, and use coins and currency 1.1.6 R/L
3. identify different kinds of housing, areas of the home, and common household items 1.4.1
4. select appropriate housing by interpreting classified ads. signs, and other information 1.4.2
5. interpret information or directions (directories) to locate merchandise 1.3.7. L
6. interpret housing utilities information (water, lights / electricity, garbage ). 1.4.4L
7. interpret prices (greater, lesser, cheaper, more expensive) 1.1.6L
8. identify method of purchasing (cash, credit, check) 1.3.3L

### **Weights / Measures**

9. select, compute, or interpret appropriate standard measurement for length, width, perimeter etc. 1.1.4L
10. interpret clothing and pattern sizes and use height and weight tables 1.1.9L

### **Banking**

11. maintain a banking account (identify services of banks) 1.8.0L
12. interpret forms associated with banking services (ID Social Security Number, Name, Address, Signature on a bank signature card.) 1.8.2

SCANS Competencies: allocate money, organize and maintain information, understand systems.

## **D. COMMUNITY RESOURCES**

### **• Telephone Book**

1. use the telephone directory and related publications (identify parts of phone number including area code) 2.1.1.R
2. make a long distance phone call 2.1.0L
3. identify emergency numbers and types of emergencies (car accident, fire, burglary / robbery) 2.1.2L

### **Transportation**

4. ask for, give, follow, or clarify directions (map of city blocks, 1st, 2nd, 3rd, 4th etc. Ave, hospital, doctor's office, next to, bank, fire station, drug store, gas station) 2.2.1 R/L
5. recognize and use signs related to transportation. (bus,

- avenue, first, second, third, fourth, fifth...) 2.2.2 R
6. identify or use different types of transportation in the community (bus stop) 2.2.3L
  7. interpret transportation schedules and fares. (bus schedule, leave, arrive, days of the week, "operate daily" "unless otherwise noted.") 2.2.4R

### **Community Services**

8. read, interpret, and follow directions found on public signs and building directories (elevator, drink, stairs, diaper changing area, public transportation, no smoking, no dogs, no U-turns, emergency vehicles only, no trespassing, park here, store hours, closed, enter, exit ) 2.5.4R/L
9. interpret types of mailing services (ID picture and related conversation of someone at the post office) 2.4.2L
10. interpret and order from restaurant and fast food menus (ID picture of someone in a restaurant and related conversations.) 2.6.4L
11. report an emergency (car accident, fire, burglary / robbery) 2.1.2L
12. communicate with post office personnel (Id. picture of someone at the post office and related conversations.) 2.4.2L
13. interpret information found in newspapers (index, page, classified sports, comics, community)
14. use library resources, reference materials, content tables, indexes, and dictionaries (table contents of household items in a catalog directory, lamps, cameras, appliance, luggage etc.) 2.5.6R
15. interpret information about recreational and entertainment facilities (ID picture of someone at the "cinema".) 2.6.1

SCANS Competencies: interpret and communicate information, understand systems, evaluate information, problem-solving.

## **E. HEALTH AND FAMILY CARE**

### **• Medical Assistance**

1. communicate with medical personnel (earache, toothache, hurts, stand on the scale, sit on the examining table, lie down) 3.1.1L
2. describe symptoms of illness (earache, toothache, stomachache, headache) 3.1.1L
3. communicate with a dentist (toothache) 3.1.1L

### **Safety Procedures**

4. identify and use necessary medications. (teaspoon, tablespoon, capsule) 3.3.1R
5. interpret medicine labels 3.3.2.

6. identify safety measures that can prevent accidents and injuries 3.4.2.
7. interpret product label directions and warnings (Chlorine bleach, "should not be used on which of the following," ammonia, vinyl, cork, ceramic, appliances, effective solution, harmful gasses, explode, caution, ½ gallon, cup, aluminum pans, walls, floors, well-ventilated.)

#### **Health Maintenance**

8. identify practices that promote cleanliness (shampooing hair, brushing teeth) 3.5.5.L
9. select a balanced diet 3.5.2

SCANS Competencies: interpret and communicate information, understand systems, monitor and correct performance, teach others, decision making.

## **F. EMPLOYMENT**

### **• Applying**

1. identify various occupations (mail carrier, police officer, fireman) 4.1.3L
2. interpret job applications (address, telephone number, social security number) 4.1.2R
3. identify job ads (job ad, apply in person) 4.1.3R
4. identify procedures involved in interviewing such as dressing appropriately and selecting appropriate questions and responses. 4.1.5
5. interpret job applications, resumes, and letter of applications (address, telephone number, social security number, dates, applicant, full name, first, middle, last, help wanted, experience,, When was \_\_\_ born.?, birth date, place of birth, zip code) 4.1.2R

### **Wages**

6. interpret wage information charts and forms (time sheets, dates, days, hours worked, how many, when, salary schedule, months of experience, inexperienced position, dishwasher, baker, cook, cashier, in, out, start, finish) 4.2.1R
7. fill out applications (name, first, middle, last, Mr. Mrs., Ms, fill in) 4.1.2L

### **Safety / Training**

8. identify safe work procedures including wearing safe work attire. (safety rules, attire, protective gear, coveralls, goggles, gloves, face shield, rubber mat, electrical machinery, grease)
9. interpret safety signs in places of training, in employment and in public buildings (don't litter, walk, wash your hands,



- emergency, exit) 4.3.1R
10. interpret task-related directions (answer the telephone, clean up the spill, turn on/off the lights.) 4.4.5L
  11. demonstrate safety while using tools with a variety of hands-on, project-based activities.
  12. participate in teams on a variety of work-simulation activities.
  13. interpret general work-related vocabulary. (employee information, packing company, day, swing, night shifts) 4.1.6R

SCANS Competencies: Select technology, participate as a member of a team, allocate material resources, interpret information, understand systems.

## **G. GOVERNMENT/CITIZENSHIP**

### **• Basic U.S. History**

1. interpret basic information about U.S. history 5.2.1
2. identify U.S. historical documents 5.2.2

### **Government**

3. interpret simplified texts about democracy.
4. interpret voter qualifications.
5. identify two major political parties.
6. communicate one's opinion on current issues. 5.1.6

### **Legal Services**

7. identify common infractions and crimes, and legal consequences 5.3.7
8. identify procedures for reporting a crime. 5.3.8
9. identify procedures for obtaining legal advice. 5.3.2
10. interpret information or identify requirements for establishing residency and /or obtaining citizenship 5.3.6

## **H. COMPUTATION**

1. demonstrate pre-computation skills (identify numeric symbols, count, identify quantities, identify problem solving symbols +, -, =) 6.0
2. add whole numbers 6.1.1
3. subtract whole numbers 6.1.2
4. multiply whole numbers 6.1.3
5. divide whole numbers 6.1.4

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## **III. TEXTBOOKS AND SUPPLEMENTAL BOOKS:**

**Main Textbooks- Day/Night Program:**

*Focus On Grammar Basic Volume A.* Schoenberg, Irene E. Longman, 2000  
*Focus On Grammar Basic Workbook Volume A.* Eckstut, Samuela. Longman, 2000  
*Crossroads 1 Workbook.* Fuchs, Marjorie; Frankel, Irene; and Meyers, Cliff. Oxford, 1991  
*Crossroads 1 Skillbook.* Frankel, Irene; and Meyers, Cliff. Oxford, 1991  
*Put English to Work 1.* Janet Podnecky. Contemporary, 1996  
*Survival English, books 1 & 2.* Mosteller, Lee and Bobbi Paul. Prentice Hall Regents, 1988.  
*English ASAP level 1.* Steck Vaughn, 1999

#### **Supplemental Textbooks**

*First Words.* Mrowicki, Linda. Linmore, 1990.  
*Of the People - U.S. History.* U.S Government Printing Office, 1989.

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## **IV. EVALUATION:**

Evaluation is based on multiple assessments including teacher evaluation. Students will be exited from Beginning High to Intermediate Low when they demonstrate the following:

CASAS Score

221 or higher

FAS Exit Test Scores

80% or higher

Writing:

- Writing Sample Description:
  - The paper shows the beginnings of sentence structure in list form and addresses part of what is asked for in the directions. Verb tenses are limited to simple present tense.
- Model Standards Criteria:
  - Print letters of the alphabet legibly.
  - Write numerals.
  - Write a list from material read or heard.
  - Copy or transcribe familiar phrases and high frequency expressions learned from materials.
  - Fill out simple forms which require personal information.
  - Write simple sentences based on previously learned vocabulary.
- Listening/Speaking:
  - Demonstrate comprehension of simple words, commands, and conversation in context of everyday situations.

- Demonstrate strategies to check for understanding-clarifying by attempting to reproduce what has been heard, for example:
  - Respond appropriately to short emergency warnings ("Stop!", "Get back!")
  - Make statements related to basic needs.
  - Answer simple questions with one word or short phrase responses.
  - Ask simple questions.