LEVEL 4

All items below are required curriculum items for level 4. Upon exit, students will have been introduced to, or be able to do, all items from L1 - L4.

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<td>1: Personal Information</td>
<td>Maintain a short conversation (greetings, weather, weekend plans, family) Describe personalities and behaviors Identify desirable and undesirable characteristics of a roommate, friend, co-worker, supervisor, neighbor, and spouse Be able to make polite complaints about attributes and behaviors</td>
<td>Personalities and behaviors: introvert, extrovert, sensitive, patient, talented, creative, disorganized, competitive, arrogant, outgoing, unfriendly, shy, laid-back, practical, honest, helpful, generous, selfish</td>
<td>Be, get, become, sound, taste or smell with adjectives Adjective prefixes -un, -in, -ir Order of adjectives within a sentence (ex. a small red bag) Adverbs before adjectives and adverbs (ex: really, very, pretty, totally)</td>
<td>Provide basic personal information in oral and written form Identify personal strengths and weaknesses, skills and past work experience</td>
<td>Describe the process of obtaining a job in U.S. and compare to process in home country Be able to use online want ads as a job search tool Know how to follow up on an advertised job</td>
<td>Do abridged form of a personality test and discuss results (i.e. Meyers Briggs) Identify personal attributes and talents to guide educational and career planning Write a personal profile Career inventory results Visual Career Inventory – Holland Code (<a href="https://www.123test.com/career-test/">https://www.123test.com/career-test/</a>)</td>
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<td>2: Time</td>
<td>Describe and ask questions about personal daily activities Discuss daily routines with others as a means of negotiating meeting time or making plans Compare daily activities and routines in the U.S. with home country Discuss what transitions in daily life were the most difficult as a newcomer</td>
<td>Expansion of daily activities: get ready, have coffee/tea, prepare, organize, commute, meetings, run errands, relax, clean up, workout, hangout, chat, chores, for fun Phrases for time negotiation and scheduling: how about, that might work, we’ll make it happen, fit you in, full schedule, holes in the schedule</td>
<td>Use but, &amp; or to make compound sentences (oral &amp;written) Use but, &amp; or to make complex sentences (oral) Adverbs of frequency with simple present</td>
<td>Discuss key aspects of American culture Compare American culture and home culture</td>
<td>Identify benefits, requirements and drawbacks of different careers Research and present on the day-in-the-life of a specific profession in the U.S. including responsibilities, daily tasks, benefits and drawbacks</td>
<td>Use Venn diagram format as a tool for comparison (ex. cultural differences) Write a paragraph describing traditions and cultural practices in US and in home country</td>
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| 3: School   | • Communicate effectively with students and instructors in the classroom  
• Respond to different classroom scenarios (giving and receiving instructions, asking for information, responding to praise and correction)  
• Follow written and oral directions (e.g. Circle an item, Tell me about …, Tell me more, Anything else?, etc.) | • Classroom language: What do you think?, Who wants to go first?, Do you have any ideas?, Let’s take turns., Can you help me with this question?, I can’t figure this out, I’m stuck., Let’s compare answers, I don’t understand what this means., Can you check my work?, I can’t read your writing, What does this say?  
• Goals and goalsetting: problem, solution, target, accomplish, commitment, realistic, persistence | • Subject and object pronouns, possessive adjectives, and possessive pronouns  
• Different forms of other as adjectives or pronouns (another, other, others, the other and the others)  
• Intro to complex sentences (because, when) | • Discuss stories of nontraditional college students and their different paths to education  
• Compare cultural differences related to education (expectations, instructional styles, participation) | • Understand and apply the concept of short-term vs. long-term goals related to careers  
• Be able to communicate personal career goals including identifying timeline, steps and how to overcome barriers  
• Write a list of previous jobs/duties  
• Search for jobs online (i.e. NC Works, WTCC Jobs Blog) | • Create a timeline as a planning tool  
• Write several sentences about personal, academic and career goals  
• Use capitalization and punctuation including period, comma, question mark, and exclamation point |
| 4: Relationships | • Talk about immediate and extended family and other personal relationships  
• Describe personal memories  
• Write a personal narrative of a childhood memory  
• Form questions to ask others about favorite memories  
• Demonstrate supportive listening strategies  
• Listen and report back details of a story  
• Teach the class how to do an activity (ex. a game from your childhood) | • Childhood: childhood, lesson, collect, games, toys, hobby, pets, role model, chores, build, climb, play, fight, draw, camp, take a trip, explore, get into trouble, share, annoy, get along, jokes, friendships, buddies  
• Telephone etiquette: May I ask who’s calling, Could I leave a message for her, Can I put you on hold for a minute, Let me see if he’s available, She’s not available at the moment. Would you like to leave a message, I think we have a bad connection, You have the wrong number | • Review of simple past, time expressions and adverbs used with the simple past  
• Used to to express habitual past (ex. My mother used to bake on the weekends.) | • Learn about George Washington’s life and role in U.S. history  
• Explore ways in which George Washington is honored for example Washington Monument, National Portrait, money, holidays, and landmarks  
• Identify other important U.S. presidents for (i.e.: Thomas Jefferson, Abraham Lincoln, Franklin D Roosevelt, Barack Obama) | • Report back key information from telephone calls and voicemail messages  
• Answer incoming telephone calls, take a message and respond to voicemail prompts  
• Be able to leave a clear voicemail message with necessary information  
• Be able to send formal/informal text messages | • Use a mind map as a pre-writing tool  
• Write a personal narrative recounting an event  
• Tell a story to a small group demonstrating enthusiasm and interest in the topic  
• Respond to questions from a group |

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<td>5: Health and Safety</td>
<td><strong>Identify different types of health care providers and specialists (general practitioner, pediatrician, physician assistant (PA), nurse practitioner (NP))</strong>&lt;br&gt;<strong>Communicate effectively with healthcare professionals</strong>&lt;br&gt;<strong>Read prescriptions to understand medication instructions, side effects, and warnings</strong>&lt;br&gt;<strong>Share information about the role of medicine in home country (ex. a natural remedy)</strong></td>
<td><strong>Healthcare:</strong> sore, rash, itch, pink eye, black eye, blister, pain, sprain, vomit, dizzy, pain, weak, dehydrated, cramp, fatigue, diarrhea, lice, cough, fever, faint, pediatrician, general practitioner (GP), internist, cardiologist, psychiatrist, dermatologist, physician assistant (PA), nurse practitioner (NP), obstetrician, optometrist, chiropractor, prescription, insurance, copay, out of pocket, deductible</td>
<td><strong>Review and expand on time expressions to include at/on/in, for, during, by, until</strong>&lt;br&gt;<strong>Review and expand on definite and indefinite articles</strong></td>
<td><strong>Compare services provided by the health department, hospitals, emergency room, clinics, urgent care, Minute clinic</strong>&lt;br&gt;<strong>Identify how, when and where to receive free or low cost medical and dental health care services</strong>&lt;br&gt;<strong>Consider different health-related scenarios and devise a response plan to seek appropriate care</strong>&lt;br&gt;<strong>Discuss insurance options</strong></td>
<td><strong>Build community through common experiences</strong>&lt;br&gt;<strong>Explore healthcare careers and pathways (WTCC options)</strong>&lt;br&gt;<strong>Compare going to the doctor in your country versus going to the doctor in the US.</strong></td>
<td><strong>Preview and make predictions prior to reading</strong>&lt;br&gt;<strong>Recognize sequential order of events in a reading passage</strong>&lt;br&gt;<strong>Determine the main idea and supporting details in a paragraph</strong></td>
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<td>6: Food</td>
<td><strong>Recognize common cooking terms</strong>&lt;br&gt;<strong>Read and write simple recipe(s)</strong>&lt;br&gt;<strong>Be able to order take-out in person and on the phone</strong>&lt;br&gt;<strong>Function in a restaurant (e.g. request a table, order food, request additional drinks, pay bill, etc.)</strong>&lt;br&gt;<strong>Participate comfortably in mealtime conversations</strong>&lt;br&gt;<strong>Understand U.S. dining etiquette (ex. reservations, toasts, utensils, eating, paying, tips)</strong>&lt;br&gt;<strong>Imperial System</strong></td>
<td><strong>Cooking:</strong> bake, boil, chop, cut, drain, fry, over, pan, peel, roast, sauté, season, simmer, slice, stir, stir fry, stove, table-spoon, teaspoon, wok</td>
<td><strong>Review of count and non-count nouns</strong>&lt;br&gt;<strong>Quantifiers a little, a few, very little, and very few</strong>&lt;br&gt;<strong>Too, too much, too many, several, plenty of, enough</strong></td>
<td><strong>Label a map of the thirteen original U.S. states</strong>&lt;br&gt;<strong>Construct a regional food map</strong>&lt;br&gt;<strong>Importing and exporting food regionally and nationally</strong></td>
<td><strong>Develop instructions for completing a task</strong>&lt;br&gt;<strong>Give and receive multi-step instructions to/from a peer</strong></td>
<td><strong>Write a simple comparative paragraph (e.g. favorite food from their country vs. favorite food in the US)</strong>&lt;br&gt;<strong>Survey students and compile information on a graph</strong>&lt;br&gt;<strong>Present personal research to a group (ex. survey results)</strong></td>
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| 7: Shopping | • Understand clothing sizes for babies, toddlers, kids, women’s (pants, skirt, dresses) and men’s (shirts and pants)  
• Use department and grocery store signs to locate an item in the store  
• Communicate with sales clerks (locating an item, asking for a different size/color, asking for a discount for damaged item, exchanging an item, a discount for damaged item, matching price)  
• Demonstrate an understanding of coupons and discounts in retail settings | • Clothing labels: cotton, polyester, wool, blend, dry clean only, machine wash, separately, bleach, dry flat, tumble dry, remove promptly, hand wash, XS, S, M, L, XL  
• Food labels: serving size, serving per package, fat, saturated fat, trans fat, cholesterol, sodium, carbohydrates, fiber, sugar, protein, vitamins, calories  
• Financial literacy: credit, debit, cash, lay-a-way, payment plan | • Superlative adjectives  
- Noun + Preposition  
- Noun + for (ex. a need for)  
- Noun + of (ex. a photo of)  
- Noun + in (ex. an increase in)  
- Noun + to (ex. a reaction to)  
- Noun + with (ex. contact with)  
- Noun + between (ex. differences between) | • Learn about the U.S. constitution  
• Understand the concept of a farmers market  
• Understand basics of financial literacy | • Learn about online shopping  
• Respond to local online ads (craigslist)  
• Discuss retail jobs  
• Compare international shipping (ex: Amazon vs. Walmart)  
• Consider personal communication styles and potential effects in the workplace  
• Discuss how culture can impact communication and conflict resolution | • Read and interpret labels (clothing, food products, household cleaners) and relay key information (care instructions, nutritional values, and warnings)  
• Use labels to compare products  
• Write a simple paragraph comparing two or more products (use comparative and superlative adjectives) |
| 8: Community | • Locate community resources (police station, fire dept., public library, post office) on a map  
• Discuss/locate library programs and services  
• Police procedures (stop, don’t move, get out of the car, show me your hands, driver’s license, registration)  
• Emergency services emergency vs non-emergency  
• Guest Speaker (police officer, 911 operator, fire dept., ambulance, WTCC officer, librarian, mail carrier) | • Public library: librarian, overdue, library card, check out, return  
• Post office: mail (noun & verb), bill, return address  
• Personal Safety: hazard, safe, chemicals, poison, danger, seat belts, child car seats, pedestrian, traffic, accident, (poison control) hotline | • Simple past review (narratives)  
• Commands | • Be aware of laws related to safe transportation (seat belts, child car seats)  
• Describe ways to prevent personal accident and avoid being a crime victim  
• Know the three branches of the U.S. government and explain the separation of powers | • Know what a job fair is and how to use it to explore career options  
• Understand how to prepare for a job fair (researching companies participating, materials to prepare, attire, best time to attend)  
• Identify hazardous working conditions at work and at home | • Research community resources (ex. how many police stations and locations, number of public libraries and hours, proximity to nearest post office, etc.)  
• Write a short letter to someone in the community (i.e. to a community resource provider; a thank you to a guest speaker)  
• Address an envelope |
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<td>9: Daily Living</td>
<td>Discuss their hobbies and why they enjoy them</td>
<td>Entertainment/TV/movies/music: genre, action, adventure, comedy, romance, horror, thriller, sitcom, reality show, game show, soap opera, cartoon, rock, pop, rap, hip-hop, jazz, blues, heavy metal, dance, video streaming, video game, trailer, previews, ratings</td>
<td>Review parts of a sentence (subject verb, capitalization, punctuation)</td>
<td>Discuss hobbies: activities, events, classes offered locally (parks &amp; rec)</td>
<td>Discuss ways to turn a hobby into a job</td>
<td>Present favorite movie/TV show/music to the class</td>
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<td>9: Daily Living</td>
<td>Discuss the pros and cons of hobbies (ex: health benefits, expensive vs. inexpensive, life-long)</td>
<td>Sports: football, soccer, baseball, basketball, hockey, tennis, running, jogging, cycling, exercise, aerobics, goal, hoop, touchdown, racquet, paddle, puck, yards (unit of measure)</td>
<td>Make vs. Do (ex: make a cake vs. do exercise)</td>
<td>Identify popular locations for local athletic leagues</td>
<td>Discuss how to use hobbies/entertainment/sport as small talk in the workplace</td>
<td>Write a descriptive paragraph on a favorite sport or hobby</td>
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<td>9: Daily Living</td>
<td>Discuss what entertainment genres they like or dislike</td>
<td>Hobbies: dancing, fishing, surfing the web, collecting, arts and crafts</td>
<td>Go + Gerund (ex: go swimming)</td>
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<td>9: Daily Living</td>
<td>Discuss what sports they enjoy playing and/or watching</td>
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<td>Play + Noun (ex: play soccer, play the piano)</td>
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<td>9: Daily Living</td>
<td>Be able to purchase movie/sports/concert tickets</td>
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<td>Take + noun (ex: take a walk, take a nap, take a trip)</td>
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<td>9: Daily Living</td>
<td>Understand what film/TV/game ratings are appropriate for what ages</td>
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<td>10: Housing</td>
<td>Communicate with a landlord (schedule an apartment viewing, discuss available apartments and rental terms, ask about neighborhood)</td>
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<td>Future tenses: will, going to</td>
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<td>Look at structure of formal vs. informal emails/letters</td>
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<td>10: Housing</td>
<td>Negotiate and schedule (move-in date/pets/repairs)</td>
<td>Apartment hunting: move in date, move out, affordable, inexpensive, luxury, deposits, studio, 1BR, furnished, balcony, ground floor, spacious, average utilities, renovated, carpeted, appliances, fixtures</td>
<td>Using should (ex. Before you… you should.)</td>
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<td>Identify the dos and don’ts of informal emails/letters</td>
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<td>10: Housing</td>
<td>Safely address issues with neighbors (received wrong package, too noisy, cleanliness of common areas, parking issues, loitering, quiet hours)</td>
<td>Neighbor issues: loud, noise, deliveries, common areas, hanging out, lose patience, arguing, untidy, slamming, odors, blaring, gossip, unfriendly, drugs, get along with, complaint, unsupervised, odd hours</td>
<td>Describe methods and procedures to get housing and housing services including low-cost community housing</td>
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<td>Write emails/letters in response to different scenarios (thanks, regret, complaint, invitation)</td>
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<td>10: Housing</td>
<td>Make polite written and oral requests/complaints</td>
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