**LEVEL 5**

All items below are required curriculum items for level 5. Upon exit, students will have been introduced to, or be able to do, all items from L1 - L5.

<table>
<thead>
<tr>
<th>Module Unit</th>
<th>Foundational ESL</th>
<th>Vocabulary</th>
<th>Grammar Focus</th>
<th>Civics Skills</th>
<th>Workplace/ Technology Skills</th>
<th>Academic Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: Personal Information</td>
<td>Give a self-introduction confidently (stating name clearly and sharing background, interests, hobbies, etc.)</td>
<td>Leisure activities: competitive, individual, sports, working out, crafts, games, spectator, collection, gardening, sewing, artwork, performing, antiques, participate, free time, recreation, leisure, hobby</td>
<td>Adjectives: - Present and past participles used as adjectives - Double (ex. nice long trip) and compound (ex. 6-page paper) adjectives - Describing time (ex. next few days not few next days, sometime vs. some time)</td>
<td>Identify the basic rights and responsibilities of immigrants and U.S. citizens</td>
<td>Identify the dos/don'ts for completing job applications</td>
<td>Use a graphic organizer (mind map/spider map, Venn diagram, etc.) to categorize information (ex. describe yourself)</td>
</tr>
<tr>
<td></td>
<td>Be able to hold conversations about personal interests and leisure activities</td>
<td>Job applications: position, experience, occupation, qualifications, training, shift, duty, previous, full time, part time, felony, misdemeanor, references, salary, reason for leaving, on call</td>
<td>So, such, too, enough, and at least with adjectives and adverbs</td>
<td>Learn about the U.S. election process and discuss the importance of voting</td>
<td>Locate errors on a completed application</td>
<td>Observe a presentation and identify characteristics of a good public speaker (ex. TV personality, public figure)</td>
</tr>
<tr>
<td></td>
<td>Ask and respond to requests for elaboration</td>
<td></td>
<td>Adjectives vs. manner adverbs (ex. quickly, politely)</td>
<td>Compare/contrast election process in U.S. and in home country</td>
<td>Be able to complete a job application</td>
<td>Give a mini-presentation introducing yourself (ex. give the meaning/history of your name)</td>
</tr>
<tr>
<td></td>
<td>Reword and clarify to requests for elaboration</td>
<td></td>
<td></td>
<td>Discuss: What traits do you think are important in a leader?</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Give examples and details to clarify meaning</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Listen to news segments and answer who, what, when, where, why and how questions about the information heard</td>
<td>Current events: relevant, unexpected, impact, conflict, emotional, disturbing, progress, journalist, cover, biased, investigate, factual, editorial, perspective, interpretation, arrested, honored, allegedly</td>
<td>Verb + Preposition: - Verb + to, at (speak to, shout at) - Verb + about, for, of, after (ask about, ask for, take care of, look after) - Verb + of, for, from, on (accuse of, blame for, suffer from, depend on) - Verb + in, into, with, to, on (believe in, break into, provide s/o with, happen to, concentrate on, etc.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Locate information in a newspaper/news site</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Be able to participate in water cooler conversations about current events</td>
<td>Commonly confused words &amp; homonyms: everyday/every day, to/too, affect/effect</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Respond to news photographs and/or headlines in writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2: Time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Module Unit</td>
<td>Foundational ESL</td>
<td>Vocabulary</td>
<td>Grammar Focus</td>
<td>Civics Skills</td>
<td>Workplace/Technology Skills</td>
<td>Academic Skills</td>
</tr>
<tr>
<td>-------------</td>
<td>------------------</td>
<td>------------</td>
<td>---------------</td>
<td>--------------</td>
<td>-----------------------------</td>
<td>----------------</td>
</tr>
<tr>
<td><strong>3: School</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Understand the different types of post-secondary institutions and degree types</td>
<td>● Colleagues and degrees: technical college, vocational college, associate’s degree, certificate, professor, lecturer, instructor, undergraduate, graduate, bachelor’s degree, master’s degree, doctoral degree, lecture, training, semester, course, hybrid, online, public, private, credits</td>
<td>● Noun clauses with that</td>
<td>● Know how schools are organized in the U.S., preschool – university</td>
<td>● Understand and apply the concept of SMART goals (Specific, Measurable, Achievable, Relevant, Timely)</td>
<td>● Understand what note taking is and why it is important for academic and work success.</td>
<td></td>
</tr>
<tr>
<td>● Know the roles of different student services on a college campus</td>
<td>● Student services: international student center, career planning office, disability student services, counseling center, student health, recreation center, public safety, student union</td>
<td>● Noun clauses with Wh-words</td>
<td>● Understand public schools versus private schools</td>
<td>● Understand the concept of career advancement/career change and identify long-term job opportunities</td>
<td>● Experience taking notes during a lecture and from a text</td>
<td></td>
</tr>
<tr>
<td>● Be able to interact with instructors/professors during office hours and appointments</td>
<td></td>
<td>● Noun clauses with If or Whether</td>
<td>● Identify how parents and community members can participate in and interact with K-12 schools</td>
<td>● Identify obstacles to job &amp; career success and discuss methods to overcome them</td>
<td>● Create a summary based on notes</td>
<td></td>
</tr>
<tr>
<td>● Write a letter or email to an instructor/professor (clarification on an assignment, deadline extension, making an appointment, apology)</td>
<td></td>
<td>● Indirect Wh- and Yes/No Questions</td>
<td>● Describe other services available to children in school (lunch programs, extracurricular activities, accommodations for disabilities)</td>
<td>● Find contact information for student services at WTCC</td>
<td>● Learn how to highlight main ideas in a text</td>
<td></td>
</tr>
<tr>
<td><strong>4: Relationships</strong></td>
<td>● Discuss important celebrations &amp; customs across cultures (weddings, birthdays, funerals)</td>
<td>● Celebrations and customs: anniversary, decorate, costume, attire, shower, reunion, throw a party, reception, event, festival, host, guest (of honor), honored, bride, groom, potluck, religious holiday</td>
<td>● Reflexive pronouns (himself, herself)</td>
<td>● Report on historical figures honored in American holidays (Martin Luther King, Jr.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Understand key U.S. celebrations and customs</td>
<td>● Feeling Words: anxious, amazed, astonished, awkward, charming, determined, energetic, exhausted, generous, jealous, memorable nostalgic, optimistic, romantic, talented, tasteful, tearful, tragic</td>
<td>● Tag questions</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Identify American gift giving practices and which are considered appropriate for specific occasions</td>
<td></td>
<td>● Review future forms, including present simple to express future time (ex: We have a meeting tomorrow morning.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Read about &amp; report on local festivals and celebrations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>● Communicate about holiday plans</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Updated: 6-29-16

esl.waketech.edu – Level 5
<table>
<thead>
<tr>
<th>Module Unit</th>
<th>Foundational ESL</th>
<th>Vocabulary</th>
<th>Grammar Focus</th>
<th>Civics Skills</th>
<th>Workplace/ Technology Skills</th>
<th>Academic Skills</th>
</tr>
</thead>
</table>
| 5: Health and Safety | ● Know what to do in different types of emergencies (weather, health, accidents)  
● Be able to communicate with emergency response workers  
● Determine emergency vs. non-emergency situations and appropriate responses  
● Communicate family medical history, allergies and current medications  
● Know how to read a prescription label and understand prescription drug information | ● Emergencies: explosion, collapse, faint, unconscious, pulse, vulnerable, supplies, responders, take cover, seek shelter, remain calm, stock up on, first aid, CPR, tune in, wreck, car crash  
● Workplace safety: fumes, odor, paper towel, sponge, spill disinfectant, googles, splash, disposable, reusable, face mask, contaminate, leak, authorization | ● Use modals to express ability (can/could, be able to), obligation (must/have to), necessity (need to, must, and giving advice (should, have to)  
● Use be, and supposed to to express expectation  
● Expand on conjunctions to include; although, even though, in case, as long as and unless | ● Describe situations needing intervention (mental health, domestic violence, child abuse, substance abuse, homelessness)  
● Identify resources for crisis management  
● Discuss health department services (ex: prenatal care, vaccinations, WIC) | ● Discuss safety practices for the workplace & school  
● List potential hazards in the workplace & school  
● Write a letter or email to your supervisor about an on-the-job injury  
● Develop a safety plan (ex: fire, tornado, security)  
● Give and receive instructions in response to different emergency situations  
● Know how to complete medical forms (doctor’s office, school) and incident reports (police, insurance company, OSHA) | ● Use a dictionary (text/online) to determine meaning, part of speech, pronunciation and usage of unfamiliar words  
● Know the steps of the writing process  
● Learn about prewriting tools (brainstorm, outline)  
● Write a paragraph defining a key term and include a topic sentence, supporting details/examples, and a conclusion. |
| 6: Food | ● Explain different ways to cook food  
● Discuss food around the world  
● Write about a dish from your country  
● Know how to offer, accept and refuse food  
● Identify food storage and sanitation practices to prevent illness and infestation of pests | ● Food preparation styles: raw, fried, pickled, barbecued, grilled, steamed, boiled, stir-fried, spicy, smoked, fresh, canned, dried  
● Food safety: food preparation, hygiene, regulations, (cross-) contamination, surface, food allergies, sensitivities, safe temperatures, thaw, freeze, defrost, perishable, use by, exp. date, food poisoning, safety recall, E.coli bacteria, salmonella | ● Review and expand on definite and indefinite articles  
● Collocations (ex. raw fish, mashed potatoes, scrambled eggs)  
● Understand and use common phrasal verbs  
● Differentiate between types of phrasal verbs: separable (ex: pick the groceries up) vs. inseparable (ex: check on the oven) | ● Learn about food safety practices in the U.S. (food storage, foodborne illnesses, expiration dates)  
● Understand the USDA Food Safety and Inspection Service fact sheets | ● Read a recipe and/or watch video clips that provide basic instructions for cooking a dish  
● Discuss language and organizational strategies for task-based directions  
● Lead the class in a “how to” demonstration  
● Take notes on a “how to” demonstration | ● Read a press release (ex. a foodborne illness outbreak) and discuss purpose, tone and audience  
● Identify chronological order/sequence markers in passages (first, second, third) in a text  
● Write a comparative paragraph using a topic sentence, supporting details and conclusion (ex. a comparison of food or food practices in U.S. and home country) |
<table>
<thead>
<tr>
<th>Module Unit</th>
<th>Foundational ESL</th>
<th>Vocabulary</th>
<th>Grammar Focus</th>
<th>Civics Skills</th>
<th>Workplace/Technology Skills</th>
<th>Academic Skills</th>
</tr>
</thead>
</table>
| 7: Shopping | ● Demonstrate an understanding of alternative shopping (thrift shops, garage/yard sales, resale shops, estate sales, and online shopping, flea market)  
● Be able to interact as a merchant and a buyer in different shopping settings  
● Write a classified ad to sell an item (ex: Craigslist, newspaper)  
● Understand safeguards for online financial transactions (ex: Western Union, online banking, PayPal)  
● Read about consumer protection for online shopping | ● Alternative shopping: consignment, OBO (or best offer), secondhand, like new, condition, bargain, negotiate, apparel, household, quality, auction, bid, give away, item, accept, browse, donate | ● Review modals: can/could, will/would, should, may, might, etc.  
● Present progressive for future  
● Whose vs. who’s  
● Adverbs before adjectives & adverbs (incredibly, fairly, absolutely) | ● Discuss different financial service options (banks, check cashing services)  
● Compare the advantages and disadvantages of using credit and debit cards  
● Understand how to establish a good credit history and its importance  
● Explore consumer review websites (Yelp, Google, Consumer Reports, Better Business Bureau - BBB) | ● Understand basic rights of employees  
● Examine wages, deductions, benefits  
● Be able to discuss work schedules, including informing of and requesting changes  
● Discuss communication styles in the workplace (open, shy, reserved, direct, outspoken, observant, talkative, brief, opinionated, friendly)  
● Read and interpret a paystub  
● Understand types of benefits offered by employers | ● Use main ideas and details from a text to develop short answers, mind mapping tool or a summary  
● Write a cause and effect paragraph using a topic sentence, supporting details and conclusion (ex. the effects of overspending) |
| 8: Community | ● Discuss what makes a good community or workplace  
● Identify needs and resources in a community (Wake County Resource Guide, NC211)  
● Consider strategies for contributing to a cleaner environment (reduce, reuse, recycle)  
● Be able to address an issue with a facility manager (school, apartment manager, HOA) | ● Community needs: assistance, advocate, shelter, hotline, food bank, impaired, crisis, access, donation drive, addiction, homelessness, mental health, volunteer  
● Recycling: waste, generate, conserve, compost, disposal, donate, bin, give away, landfill  
● Teamwork: compromise, negotiate, motivation, communication, problem solving, leadership, roles, cooperation, commitment, dedication | ● Active vs. passive voice  
● Passive voice in simple present and simple past tenses  
● Passive with or without an agent (ex: by…..)  
● Questions and short answers in the passive voice  
● Changing parts of speech - verb to noun (ex: negotiate → negotiation, motivate → motivation, etc.) | ● Use a local resource guide to explore programs meeting current community needs  
● Identify local waste management resources (ex. city dump, recycling services)  
● Research local laws/ordinances for your community (grass cutting, clothesline, occupancy rules) | ● List skills of a team player  
● Discuss teamwork roles and experiences  
● Consider cross-cultural aspects of teamwork | ● Read an article from a local newspaper  
● Summarize key information in an article |
<table>
<thead>
<tr>
<th>Module Unit</th>
<th>Foundational ESL</th>
<th>Vocabulary</th>
<th>Grammar Focus</th>
<th>Civics Skills</th>
<th>Workplace/Technology Skills</th>
<th>Academic Skills</th>
</tr>
</thead>
</table>
| **9: Daily Living** | - Compare your daily/weekly activities and routines in US and your home country (work, school, appointments, studying, activities, family obligations)  
- Discuss cultural differences related to time  
- Identify time management challenges and ways to solve them  
- List the warning signs of stress  
- Identify a trusted person to get support for stress | - Time management: responsibilities, (re)schedule, overscheduled, (over) booked, obligations, biweekly, bimonthly, deadline, time conflict, commitment, punctual  
- Stress and stress management: adjust, depression, anxiety, transition, overdo it, symptoms, causes, cope, lifestyle, response, meditation, diet & exercise, counseling, support system, emotional, culture shock | - Present perfect  
- Since and For  
- Already and Yet  
- Simple past v. present perfect  
- Present Perfect Progressive (ex: I’ve been working at this company for three years.) | - Identify local recreational organizations and services (ex: parks and rec, YMCA)  
- Learn about free and low-cost opportunities for local activities (ex: community centers, library programs, greenways, parks, festivals)  
- Locate county and state parks on a map | - Have critical discussion of workplace problems, solutions and consequences  
- Practice dialogues discussing and solving workplace issues between co-workers and supervisors | - Discuss time management and academic success by prioritizing daily activities to plan for study time  
- Review SMART goals ("see Unit 3: School) and write one prioritizing English language learning  
- Write a simple paragraph describing your SMART goal |
| **10: Housing** | - Discuss buying vs. renting  
- Consider factors when selecting housing (cost, school zones, traffic, quiet times, reputation of property management)  
- Identify household safety measures (smoke detectors, fire extinguishers, dead bolts, lead paint, mold)  
- Develop a home safety plan (lock doors and windows, form fire escape plan, purchase fire extinguishers, check smoke detectors) | - Housing contracts: overdue, renewal, breach, damages, (security) deposit, eviction, fixtures, liable, notice, sublease, tenant, terminate, renew, eviction  
- Household safety: smoke detectors, install, test (verb), replace, space heater, fire drill, inhalation, way out, escape plan, fire extinguishers, poison, lead, hazard | - Introduce past perfect  
- Simple past v. past perfect  
- Introduce gerunds | - Understand key components of rental agreements  
- Identify deposits and other housing rental charges  
- Differentiate tenant vs. landlord rights and responsibilities  
- Understand laws for when a landlord may enter your home  
- Locate resources for resolving housing issues | - Be able to conduct an informational interview  
- Describe ways employers might evaluate work performance  
- Consider the importance of job stability in budgeting for a home | - Give an informative presentation (ex. household safety tips)  
- Receive feedback from peers and/or an instructor on an oral presentation  
- Provide a written peer evaluation on an oral presentation |