# *LEVEL 6*

*All items below are required curriculum items for level 6. Upon exit, students will have been introduced to, or be able to do, all items from L6.*

| Module Unit | Foundational ESL | Vocabulary | Grammar Focus | Civics Skills | Workplace/ Technology Skills | Academic Skills |
|---|---|---|---|---|---|---|
| **1: Personal Information** | • Use small talk strategies to make and maintain conversation<br>• Demonstrate active listening skills and ask relevant questions<br>• Be able to carry out personal introductions at networking and meet-and-greet events<br>• Complete personal information forms (employment, financial, educational and social services)<br>• Practice conversation strategies: turn taking, staying on topic, opening and closing conversations | **Employment:** *part-time, full-time, temporary, salary, gross wages, net wages, deductions, benefits, entry-level, incentive, upload, attachment, resumé/CV, chronological, extracurricular, qualifications, objective, relevant*<br><br>**Action verbs**: *negotiate, implement, oversee, review, identify, assemble, overhaul, integrate, persuade, advise* | • Review present perfect<br>• Review uses of simple past vs. present perfect<br>• Perfect tense, statements, questions and short answers | • Learn about major civil rights movements in U.S. history (ex: women's, minority, migrant worker rights)<br>• Read about key people in the U.S. civil rights movements<br>• Explore the connection between the organized labor movement and current worker's rights regulations (minimum wage, 40-hour work week, breaks, discrimination, leave) | • Demonstrate an understanding of online job applications<br>• Evaluate different resumé and cover letter writing styles<br>• Develop a pocket resumé | • Write a personal education and employment timeline<br>• Present timeline using appropriate body language and eye contact<br>• Demonstrate effective presentation skills (body language, eye contact)<br>• Respond to a meaningful prompt with a well-organized paragraph |
| **2: Time** | • Discuss the role of technology in society and individual lives<br>• Compare formal and informal English use in different contexts (email to family member vs. email to boss)<br>• Compose formal and informal emails focusing on proper structure and language use | **Technology**: *device, manual, part, gadget, user-friendly, function, influence, impact, outdated*<br><br>**Warranties and guarantees:** *rebate, credit, exchange, valid, terms, expire, protection, consumer, full warranty, limited warranty* | **Transition words for:**<br>• **Addition**: also, besides, in addition, furthermore<br>• **Time**: first of all, secondly, until, as soon as, in the meantime, by the time, in the end<br>• **Result**: therefore, consequently, as a result<br>• **Contrast & opposition:** however, nevertheless | • Be able to interpret and understand simplified product warranties and guarantees<br>• Read sample warranties and guarantees and decide which terms and conditions are beneficial<br>• Be able to call customer service with product warranty inquiry<br>• Read about email scams and ways to protect personal information | • Give and receive multi-step instructions to complete a task or process<br>• Present on how to use a technological device | • Write a basic 3-paragraph essay, using transition words<br>• Recognize mechanical errors such as spelling, capitalization and punctuation, fragments and run-ons<br>• Discuss how to give constructive criticism in the writing and editing process |

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COLLEGE & CAREER READINESS

| Module Unit | Foundational ESL | Vocabulary | Grammar Focus | Civics Skills | Workplace/ Technology Skills | Academic Skills |
|---|---|---|---|---|---|---|
| **3. School** | • Identify the similarities and differences between community college and university (2 and 4-year options)<br>• Take a virtual campus tour or examine a campus map<br>• Learn about the college admissions process | • **Key campus locations:** *Admissions Office, Registrar's Office, Bookstore, Health Center, Residence Halls, Public Safety*<br><br>• **College knowledge:** *admissions, financial aid, full time/part time, tuition, work study, credits, pre-requisite, major/minor, syllabus, audit, GPA, transfer, withdraw/drop* | • Review gerunds<br>• Gerunds as subjects and objects<br>• Review past perfect | • Recognize various degrees from HS through PhD<br>• Compare and contrast college/university systems in home country and the U.S. | • Find information about different career paths (Ex. Resource – WTCC ESL Jobs blog: http://eslblogs.waketech.edu/job/2015/05/26/what-job-is-best-for-you/<br>• Initiate the career exploration process (Holland Code career inventory: http://www.roguecc.edu/counseling/hollandcodes/test.asp)<br>• Discuss FERPA (Family Education Rights and Privacy Act) | • Discuss academic integrity: honesty, cheating, plagiarism<br>• Identify and practice a variety of test taking strategies (skimming/scanning, reading subtitles/ headings/ captions, process of elimination, time management, etc.)<br>• Become familiar with learning styles theory and identify personal learning styles and strategies |
| **4: Relationships** | • Identify personal, professional, and societal support systems<br>• Discuss ways to meet people and develop social networks<br>• Be able to extend spoken and written invitations<br>• Know how to politely accept and decline an invitation<br>• Compare and contrast cultural expectations for visiting someone's home in the U.S. and home country | • **Computer and internet use:** *log on/off, server, web browser, surf, webpage, crash, restart, browser, tools, bookmarks, link, flash drive*<br><br>• **Online social networking:** *networking, viral, virtual, interaction, informative, critique, trend, blog, chat, forum, follower, profile* | • Review modals to express **ability** (*can/could, be able to*), **obligation** (*must/have to*), **necessity** (*need to, must,* and **giving advice** (*should, have to*)<br>• Modals used for **suggestions** (ex: *should*), **preference** (ex: *would like to*), **permission/requests** (ex: *can, may*) and **possibilities** (ex: *could*) | • Read "real world" materials such as utility bills, new-comer guide, advertisements, and blogs<br>• Research and give a presentation about local community resources or community groups<br>• Discuss current national and international events | • Review terminology for computer use<br>• Discuss internet use and safety<br>• Create an online networking profile (ex: LinkedIn)<br>• Identify strategies and language to give and receive criticism<br>• Learn about proper chain of command in the workplace (for addressing a grievance, etc.) | • Learn about and practice different note-taking formats and strategies<br>• Participate in a debate about a current event or issue<br>• Explore vocabulary strategies to determine meaning of unknown words (ex: use context clues and word parts)<br>• Understand common suffixes and prefixes |

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COLLEGE & CAREER READINESS

| Module Unit | Foundational ESL | Vocabulary | Grammar Focus | Civics Skills | Workplace/ Technology Skills | Academic Skills |
|---|---|---|---|---|---|---|
| 5: Health and Safety | • Discuss disease prevention and treatment techniques used in the U.S. and home country<br>• Be able to express preferences and be a self-advocate in a medical setting<br>• Be able to analyze and describe the functions of body language, tone of voice and other nonverbal communication examples | • **Disease prevention:** *addiction, blood pressure, insomnia, lifestyle, mental health, nutrition, obesity, getting a physical, habit*<br>• **Health insurance:** *claim, co-payment, covered, out-of-pocket, deductible, HMO, network, PPO, premium, provider, co-insurance*<br>• **Employment:** *on-the-job injury, workers' comp. (compensation)* | • Phrasal verbs: *cut back on, cut out, check out* (at the doctor's office), *look into*, etc.)<br>• Phrasal verbs with objects (ex*: pick up the prescription*)<br>• Review separable vs. inseparable phrasal verbs<br>**Separable** ex's: *pick the prescription up, cut caffeine out*<br>vs.<br>**Inseparable** ex's: *back out of something, go over a medical chart, put up with the symptoms* | • Understand different types of health insurance coverage<br>• Learn about HIPAA and *The Patient's Bill of Rights*<br>• Discuss mandatory health insurance coverage (Affordable Care Act, "Obamacare") | • Discuss verbal and nonverbal workplace communication<br>• Discuss American workplace culture (ex. punctuality, hygiene, dress code, meetings, communications)<br>• Document an accident in the workplace | • Know strategies and language for managing discussions (asking and providing clarification, gaining the floor, acknowledging ideas, agreeing/disagreeing)<br>• Facilitate a discussion on a health-related issue (ex: obesity, smoking)<br>• Write a note or email to an instructor explaining an absence from class |
| 6: Food | • Discuss healthy eating habits, traditions and current trends in the U.S.<br>• Conduct a class survey about food choice and eating habits; graph the results<br>• Discuss the similarities and differences of buying food in the U.S. and in home country (where, what, how often, etc.)<br>• Discuss whether the American diet is healthy or unhealthy | • **Diets and food movements:** *organic, conventional, cuisine, gluten-free, vegetarian, vegan, farmers market, community garden*<br>• **Nutrition:** *calories, fat, protein, fiber, vitamins, supplements, recommended daily allowance RDA*<br>• **Business plan development:** *mission statement, market analysis, marketing, advertise, service or product line, cost effective, entrepreneur, competitive* | • Review tag questions<br>• Review negative yes/no questions<br>• Additions and responses with *so, too, neither, not either,* and *but*<br>• Verbs followed by infinitives<br>• Verbs followed by gerunds vs. infinitives<br>• Adjectives, nouns and indefinite pronouns taking infinitives | • Learn about food banks, soup kitchens and other community efforts to address hunger<br>• Read and understand nutrition facts on a box/can/bag of processed food<br>• Research fitness apps & websites - ex: MyFitnessPal (app), MapMyRun/Walk (app), Sparkpeople (website) | • Visit the USDA website and create a well-balanced menu & budget for a week http://www.choosemyplate.gov ("online tools" section) http://www.letsmove.gov/<br>• Understand parts of a business plan<br>• Develop a small business plan (ex. a food truck, catering service or community garden) *(*SEE LESSON PLAN)* | • Read a level appropriate article about a current movement or trend<br>• Gauge quality and accuracy of an author's ideas<br>• Organize key details in an outline<br>• Provide an oral summary of a reading |

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| 7: Shopping | • Understand auto insurance and different types of coverage<br>• Identify measures for comparison shopping<br>• Role play returns and exchanges with customer service representatives<br>• Be able to call a company about a billing issue (account opening/closing, transfer or discrepancy) | • **Auto insurance:** *coverage, deductible, premium, liability, collision, comprehensive, property damage, uninsured motorist*<br>• **Comparison shopping:** *key features, guarantee, state-of-the-art, brand new, new and improved, innovative, high quality* | • **Adverbial clauses of: time** – *when, until, while, since, as soon as*<br>**reason** - *because, as, for, that*<br>**contrast** – *though, although, so, even though*<br>**purpose** – *so that, in order that*<br>**condition** – *unless, if, whether*<br>• Adverbial phrases (time, place, manner) | • Become familiar with Consumer Protection Laws<br>• Learn about consumer protection entities (Better Business Bureau, etc.) and legal alternatives<br>• Be able to call a customer complaint hotline to express dissatisfaction with a service | • Demonstrate time management by breaking a simple project down into steps (ex: starting a garden: step 1 – find a location, step 2 - decide what to plant, etc.)<br>• Give a demonstration of a product or service | • Research a product (home appliance, kitchen appliance) comparing prices, qualities and discounts to determine best buy<br>• Interpret charts, tables or graphs to compare different products<br>• Read and write consumer product reviews (ex: Amazon, Google) |
| 8: Community | • Discuss different types of volunteer opportunities in the U.S.<br>• Interview volunteers in the community and collect information about their roles & experiences<br>• Learn how to research and apply for local volunteer positions<br>• Write an email inquiring about an opportunity (ex. a volunteer position) | • **Volunteering:** *commitment, dedicate (time/money/resources, duties, count on, non-profit, unpaid, internship, outreach, fundraise, collaborate, campaign, charitable work*<br>• **Debate language** for stating an opinion, sequencing, disagreeing, considering the other side, referencing reports and statistics *(*See level 6 lesson: Debates)* | • Quoted (direct) speech<br>• Reported (indirect) speech (statements and questions)<br>• Reported speech for: instructions, commands, requests, offers, advice, and invitations | • Learn about the fundamentals of representative democracy (representatives, senators)<br>• Write an email/letter to an elected official describing a community need or advocating for a civic interest | • Participate in a role play workplace meeting<br>• Develop a work memo addressing a problem and proposing a possible solution | • Write a persuasive paragraph about an issue supporting a point of view with reasons<br>• Become familiar with the organizational patterns (ex: cause/effect, problem/solution) used in a variety of level-appropriate texts |

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| Module Unit | Foundational ESL | Vocabulary | Grammar Focus | Civics Skills | Workplace/ Technology Skills | Academic Skills |
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| **9: Daily Living** | • Identify environmental issues, causes and possible solutions<br>• Read about an environmental issue<br>• Discuss geographic regions in the U.S. and famous landmarks<br>• Learn about the U.S. park system (national, state and local parks) | • **Environmental issues:** *alternative energy, climate change, pollution, pesticides, endangered species, natural disaster, biodegradable, factors, extinction*<br><br>• **Transition words and phrases to show effect, result and consequence**: *since, due to, consequently, as a result, in that case, for this reason, under those circumstances*<br><br>• **Employment:** *skills, academic and professional credentials, trainings* | • Expansion of active vs. passive voice<br><br>• Passive voice with modals/modal phrases<br><br>• *Get* passives<br><br>• Causative sentences in the passive voice | • Understand the basics of the U.S. legal system, organization of the courts (federal and state) and how U.S. laws are created<br>• Compare crime, law and punishment between the U.S. and home country | • Discuss trends in the U.S. job market (ex: popular careers & related salaries), see Wake Tech's *Career Focus* for credentials offered at WTCC: www.waketech.edu/news/career-focus (last 2-3 pp of .pdf versions, including salaries)<br>• Recognize personal attributes and qualifications for specific career goals and opportunities<br>• Be able to identify obstacles to job and career success and discuss realistic approaches to overcoming those obstacles | • Learn the basics of giving a presentation (introduction, body, transitions, conclusion, audience, visuals)<br>• Develop an outline for a short presentation<br>• Discuss ways to speak confidently when presenting to a group<br>• Give a 3-5 minute presentation on a topic of interest<br>• Receive peer and/or instructor feedback on presentation, using an established evaluation rubric |
| **10: Housing** | • Identify advantages and disadvantages of homeownership<br>• Learn about steps towards homeownership<br>• Locate resources for renting or buying a home<br>• Be able to ask important questions when selecting housing<br>• Role-play speaking with a lender, realtor, housing program representative, or financial advisor | • **Financial planning/budgeting:** *income, fixed expense, variable/flexible expense, reconcile, balance, 401K, asset, debt*<br><br>• **Loans and buying a home:** *credit, interest rate, mortgage, credit, predatory lending, home inspection, co-sign, closing costs, foreclosure*<br><br>• **Employment contracts:** *compensation, on-the-job injury, grievance, sick leave, give notice, disciplinary action, termination, lay off* | • Present real/unreal conditionals<br><br>• Future real/unreal conditionals | • Compare banking practices in the U.S. and home country<br>• Create a personal/family budget outlining current income and expenses<br>• Set financial goals and outline steps to achieve the goals | • Read sample employment contracts and discuss key terms and concepts<br>• Learn about employee retirement savings programs | • Compare data consisting of figures and statistics (ex. cost of living)<br>• Understand the structure and use of transitions in and between paragraphs (precursor to the 5-paragraph essay)<br>• Use an outline as a pre-writing tool<br>• Write a series of well-organized paragraphs on topic of choice, ex. affordable housing (precursor to the five-paragraph essay)<br>• Use instructor or peer feedback to plan, edit and revise writing |

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