

LEVEL 2: ESL Beginning Low – ESL Beginning High

All items below are required curriculum items for level 2. Upon exit, students will have been introduced to, or be able to do, all items from L1 and L2.

Module Unit	Foundational ESL	Vocabulary	Grammar Focus	Civics Skills	Workplace/ Technology Skills	Academic Skills
1: Personal Information	<ul style="list-style-type: none"> Ask for/give personal information (Politely refuse to supply SS#) Spell first/last names aloud Provide/spell home address and phone number aloud & in writing Make/understand a personal introduction for self and another person Ask for/give spelling of “relevant” proper nouns (names, streets, cities, county, state, country) Ask/respond to clarification questions (repetition, pronunciation, spelling) Greetings/goodbyes Describe marital status 	<ul style="list-style-type: none"> Personal Information: middle name, middle initial, cell phone, text, email address, social security number, county, driver’s license, marital status, country of birth, current, Mr., Mrs., Ms., Dr., Miss, maiden name, divorced, separated, envelope, postcard, return address, stamp 	<ul style="list-style-type: none"> Recognize/use subject pronouns in questions & answers Use Possessive adjectives (my, your, his, her, its, their) Simple present of “to be” “Be” contractions Recognize/use upper/lowercase capitalization, period, comma, exclamation mark, question mark, apostrophe 	<ul style="list-style-type: none"> Provide/receive country & language information Encourage cultural background discussion to promote diversity sensitivity and highlight diversity found in the US Understand concept of local cities, counties, and states 	<ul style="list-style-type: none"> Identify current occupations of students Read/write a complete address for mailing Use an “Employee” directory/telephone directory/internet to find someone Create an email address in English (if a student doesn’t have one) Provide email address aloud and in writing 	<ul style="list-style-type: none"> Write a response to a written prompt using familiar structures (“My name is ____. I am from ____.”) Use ordinal numbers 1-100 Respond to a basic question or writing prompt (2-3 sentences)
2: Time	<ul style="list-style-type: none"> Ask for/give times, days, dates Read/interpret appointment card Chronologically order days, dates, and time Ask for/give class start and end times Ask/tell about the weather Identify common holidays 	<ul style="list-style-type: none"> Time: morning, afternoon, evening, night, weekday, weekend, start/ begin, end, time off, paid vacation, unpaid vacation, salary, 24/7, holiday, open, closed Seasons of the year Weather: sunny, cloudy, rainy, windy, snowy, cold, hot Employment: full-time, part-time, hourly, health insurance, salaried 	<ul style="list-style-type: none"> Simple present tense Simple past tense (regular) “When” questions Prepositions of time (at, in, on) “It’s” with weather and time Adverbs of frequency and repeating time phrases Present continuous 	<ul style="list-style-type: none"> Compare an American holiday to a holiday in student’s native country Identify what makes a good employee (i.e. daily habits and communication with management) Identify community places (open/ closed, 24/7, seasonal, closed on federal holidays, closed on weekends) 	<ul style="list-style-type: none"> Read a simplified work schedule Read a personal daily schedule Role-play asking for time off 	<ul style="list-style-type: none"> Read/respond to a short passage about an American holiday Write 2-3 sentences about your daily schedule Schedule time outside of class to (practice English/do homework/ use computer) Create a calendar of family activities & appointments

Module Unit	Foundational ESL	Vocabulary	Grammar Focus	Civics Skills	Workplace/ Technology Skills	Academic Skills
3: School	<ul style="list-style-type: none"> Give/follow simple commands Locate notes by date/topic Write a short student absence note for child Send a short email to your Wake Tech instructor's email address explaining an absence from school Call child's school to report an absence Introduction to the North American school system Leave a phone message 	<ul style="list-style-type: none"> School: calculator, pencil sharpener, file cabinet, folder, ruler, stapler, paper clip, bookshelf, bookmark, binder, backpack, break room, cafeteria, library, office, men's room, ladies' room, students Digital Literacy: keyboard, touchscreen, monitor, ipad, desktop, headphones, speakers, usb drive, cd/dvd drive, tablet School Workers: cook, cafeteria worker cashier, janitor, custodian, principal, dean, counselor, teacher, librarian, secretary, receptionist 	<ul style="list-style-type: none"> "Be" WH questions "What" questions Singular/plural nouns Indefinite article (a/an) "Be" Yes/No questions and short answers "Be" Negative statements and negative contractions Contractions (isn't- aren't) "The" 	<ul style="list-style-type: none"> Complete a <u>simplified</u> school registration form Complete a short activity/dialog about the American school system (preschool-university) (attendance, calendar, grading, conferences, parent volunteers) and give local examples 	<ul style="list-style-type: none"> Create a work/school schedule Practice emergency contact information Respond to school registration questions (vaccinations, previous school transcripts) Identify school related occupations Identify parts of a computer/types of computers Navigate websites Introduce keyboarding skills with ESL content 	<ul style="list-style-type: none"> Write a list of school items student currently has and a list of items the student needs to get (organizational lists skills) Read/respond to a written prompt about school using familiar vocabulary & simple structures Organize a six frame picture story about school (write one sentence per picture) Demonstrate brainstorming/thought organization techniques (bubble-chart, free-write)
4: Relationships	<ul style="list-style-type: none"> Describe family relationships Describe family/friends (physical, emotional/behavioral traits, likes/dislikes) Answer the questions; ("Tell me more. Tell me about _____. What about you?") 	<ul style="list-style-type: none"> Family: parents, grandparents, married, single, [relative]-in-law, step, half, great-, family tree 	<ul style="list-style-type: none"> Subject pronouns (I/you/he/she/it/they/we/you/all) "Who" questions Possessive adjectives (my/your/his/her/their) Yes/No questions (simple present or be) Simple present of "have" Prepositions (with, (live) near to, far from) 	<ul style="list-style-type: none"> Find community resources for seniors and activities for youth/families (sports, arts) Find volunteer opportunities in your community Identify resources to find new friends and interest related or support groups 	<ul style="list-style-type: none"> Identify traits of a good employee Role-play offering to become a volunteer at an organization Identify traits of a bad employee/child (child for teacher conf.) Role-play parent/teacher conference 	<ul style="list-style-type: none"> Read/respond to a paragraph about family Write a response to a written prompt about one's own family Respond to a teacher's note stating child is not behaving in school (plan how to improve behavior)

Module Unit	Foundational ESL	Vocabulary	Grammar Focus	Civics Skills	Workplace/Technology Skills	Academic Skills
5: Health and Safety	<ul style="list-style-type: none"> • Sign-in at doctor's office • Read/interpret a doctor appointment reminder card • Interpret a digital thermometer • Identify parts of the body • Ask for healthcare advice • Make, reschedule and cancel doctor's appointment • Write a list of students current medications, vitamins, supplements 	<ul style="list-style-type: none"> • Body: elbow, finger, toe, neck, lips, teeth, tongue • Medical: runny nose, cough, cold, flu, sore, sore throat, x-ray, stomachache, diarrhea, headache, backache, clinic, police, firefighter, medic, dentist, fever, police, thermometer, cancel, emergency, fire department, fire station, appointment, available, pharmacy, urgent care, primary doctor, help, emergency department, receptionist, daily, reschedule, absent, every _ hours, poison, flammable, prescription, discard, vitamin, supplement, symptom, drug 	<ul style="list-style-type: none"> • Simple present of "<u>have</u>" and "<u>need</u>" • My __ hurts / aches • "<u>What</u>" questions (what hurts, what's the problem, what's the matter) • Simple directions (take, call) • Questions with "<u>have</u>" • "<u>Should</u>" for advice • "<u>Can</u>" for permission and availability 	<ul style="list-style-type: none"> • Identify health care providers and locate one near student's home (urgent care, ER, hospital, primary doctor) • Spell local cities • Role-play making a call to a health provider (inquire about appointments, and express a lack of understanding) • Role-play how to fill a prescription • Role-play MD visit • Role-play calling 911 (provide and spell address, ask for an interpreter) 	<ul style="list-style-type: none"> • Read/interpret basic workplace safety signs • Practice reading prescription labels • Role-play how to make, cancel or reschedule an appointment • How to call in a school/work absence • Use internet to find out about drug interactions/warnings • Practice reporting an injury at work • Identify health and safety workers 	<ul style="list-style-type: none"> • Read/respond to a written prompt about health and or safety • Read a brief article about a health condition & forms of prevention (flu, hand washing, meningitis) • Read/answer questions about a brief article on fire safety • Practice writing information on medical forms • Write a medical absence note for your child for school • Read/interpret directions on a medicine label
6: Food	<ul style="list-style-type: none"> • Ask for/give opinions (like/dislike) • Read/order from a simplified menu • Ask/give info on quantity and prices • Understand prices per lb. and the difference between pound (lb) and kilo (kg) • Understand various price formats ("4/\$1") • Identify food packaging • Identify common food/drinks • Learn about food groups (review many foods in each group) 	<ul style="list-style-type: none"> • Food: food, drink, sandwich, beverage, dessert, breakfast, lunch, dinner, thaw, freeze, refrigerate, produce, frozen, bakery, deli, bread, grain, aisle, fresh, raw, cooked, preservatives, additives, food allergies, section, shelf, vegetable, meat, dairy, fruit, produce, grains • Measurement: jar, box, bag, can, bottle, gram each/ea., pound, kilo, ounce, measure, cup, grate, simmer, scramble, serve, slice, spread, blend, broil, dip, fry, grill, melt, boil, bake 	<ul style="list-style-type: none"> • Count/non count nouns • How many? How much? • Simple present (like/don't like) • Connecting words (and, but) • Want/would like/I'd like 	<ul style="list-style-type: none"> • Give nutrition education resources and selection/prep of healthy foods (myplate.gov) • Review names of local grocery stores • Find nutritional information on a food label • Ask for/provide information about dietary restrictions (I do not eat__ because of my religion/medical condition.) 	<ul style="list-style-type: none"> • Read weight measurements (lb. oz.) • Read a measuring cup • Read/interpret produce scales • Discuss food safety guidelines for workplace/home (hygiene, cooking, refrigeration) • Identify jobs in food industries (supermarket, growers, delivery, restaurants) • Use calculator to add cost of groceries 	<ul style="list-style-type: none"> • Read/respond to a short passage about buying food • Write a short response sharing personal food shopping preferences (where they buy food and the type of packaging they buy) • Plan a potluck with template - Students write about a dish they will bring so people can avoid if they have an allergy • Create a chart categorizing foods and their food groups

Module Unit	Foundational ESL	Vocabulary	Grammar Focus	Civics Skills	Workplace/ Technology Skills	Academic Skills
7: Shopping	<ul style="list-style-type: none"> Identify articles of clothing appropriate to specific circumstances (work, job interview, leisure, formal occasion, weather) Discuss clothing color/size Understand various sale formats ("Buy one, get one") Identify forms of payment Review a receipt with received product for accuracy (when charged wrong amount) 	<ul style="list-style-type: none"> Clothing: loose, tight Money: Discount, return, price, price tag, customer, fitting room, sales associate, PIN, receipt, change, buy, sell, sale, coins, refund, exchange 	<ul style="list-style-type: none"> How much? Simple present (want/need) Demonstratives (this/that, these/those) Too usage Adjectives (cheap, expensive, beautiful, new, old) 	<ul style="list-style-type: none"> Use debit card to make in-store purchase Understand sales and discounts Recognize names of local stores Customer expectations in America vs other countries (Is the customer always right?/returns) Ask for a refund/exchange Use ATM machine to withdraw money (GCF Learn Free Website) Store refund policy 	<ul style="list-style-type: none"> Identify retail jobs Understand labels/signs when working retail Discuss jobs with a lot of customer interaction Introduce getting credit/debit cards (effect of credit score on jobs; interest rates) Role-play how to open a credit union/bank acct Use internet to research prices (furniture, car) 	<ul style="list-style-type: none"> Read a receipt Read/respond to paragraph about clothing and/or shopping for clothing Write a simple note to thank someone for a clothing gift Communicate with a business to resolve a consumer complaint (incorrect charge/broken, damaged, or expired item)
8: Community	<ul style="list-style-type: none"> Identify community sites and their functions Identify/describe locations on a simplified map Ask for, give and follow directions using a simplified map Pronunciation of local street names Demonstrate <u>very basic</u> understanding of worker's rights (minimum wage=\$7.25, identifying work safety hazards in a picture) Use simple maps to find local community services (police, fire, library, hospital) 	<ul style="list-style-type: none"> Buildings: park, DMV neighborhood, airport, clinic, gym, YMCA, museum, bus station, mall, hair salon, preschool, daycare, elementary/ middle/high school, community college, university Transportation: turn, next to, across from, between, behind, beside, in front of, cross, open, close, from, until, intersection, traffic light, crosswalk, downtown 	<ul style="list-style-type: none"> Prepositions of location (on, next to, across from, between, behind, in front of, on the corner of, near, beside) "Be" wh- questions "Where" questions (Where is? Where does?) Verbs (be, can, do, go) Simple commands (go straight, turn left, turn right) Imperatives Simple present (children play in a park, you borrow books in a library) 	<ul style="list-style-type: none"> Explore a local government service (DMV) Identify/complete applications to agencies that give ID cards and/or relevant services (public library or DMV) Create list of utility services phone numbers Ask neighbors about their opinion on common topics (weather, sports, news) and report back to class 	<ul style="list-style-type: none"> Create list of work requirements in each occupation (license, certificate) Identify safe location(s) to keep wages/money Role-play asking a supervisor to arrive late or leave early Role-play asking a supervisor to spend more time on a task that is challenging Do internet search for a community resource (find address/phone number) 	<ul style="list-style-type: none"> Read/respond to written prompt, using familiar vocabulary, simple structures, (about a familiar location in the community or a prominent leader in their community) Write invitation to classmates inviting them to your home for a party (provide directions from school to your home) Write boss a note to request time off Identify home study strategies (make note cards) Use picture stories, to examine work ethic, competition, time, and how they are important in the US workforce

Module Unit	Foundational ESL	Vocabulary	Grammar Focus	Civics Skills	Workplace/ Technology Skills	Academic Skills
9: Daily Living	<ul style="list-style-type: none"> Identify and discuss common daily activities Express appreciation Create a weekly schedule Identify common leisure activities Ask "What did you do last weekend?" Identify/discuss "free time" 	<ul style="list-style-type: none"> Daily Activities: study, come, clean, play, relax, rest, mop, empty, vacuum, iron, sweep, pay, wash, dry, paint, buy, get, do, make, drive, ride, exercise Leisure Activities: read, park, movie, soccer 	<ul style="list-style-type: none"> Simple present tense Present continuous Contrast simple present and present continuous Introduction to simple past (irregular) Can with ability 	<ul style="list-style-type: none"> Identify and explore local enrichment opportunities (i.e. museums) With assistance find free/inexpensive community places for everyone (libraries, parks, concerts, festivals) Use newspapers, internet, social media to find calendar of events 	<ul style="list-style-type: none"> Express work related skills/abilities Understand job procedures/job duties (daily expectations from boss, coming and going from workplace, dress code) With support, send an email to a classmate or friend to say hello With support, use a computer program or internet site (skype, Facebook) to communicate with a family member in a different country/part of the U.S 	<ul style="list-style-type: none"> Read/respond to a paragraph about what people do with free time Write a postcard about something you do with your free time Make a sign advertising (birthday party, yard sale) Read a children's picture book with a child in English
10: Housing	<ul style="list-style-type: none"> Identify rooms and furniture Read/interpret/pay utility bill Address an envelope with to and return addresses Make maintenance request for house/apartment Identify types of housing and utilities Identify common housing problems Identify who to call for specific problems with home 	<ul style="list-style-type: none"> Housing: leasing office, rent, buy, management, landlord, plumber, bill, envelope, return address, electric, cable, gas, water, renter's insurance, Jobs: construction, plumber, handyman, electrician, landscaper, painter 	<ul style="list-style-type: none"> "Is there?" and "Are there?" questions "What" and "Where" questions Can for possibility 	<ul style="list-style-type: none"> Identify costs associated with living in an apartment or house Find ways to obtain housing and related services (things to consider in looking for a place to live) Renters rights and responsibilities (pay rent on time, things a landlord should fix) Costs that landlords, renters, homeowners are and are not responsible for in the USA (apartment manager must pay to fix a broken __) 	<ul style="list-style-type: none"> Identify various work place locations (break room) Explain scenarios in getting around a new workplace (ask how to locate and what is available for employee use) Examine work locations (construction, landscape, housing interior and exterior) 	<ul style="list-style-type: none"> Read/respond to a paragraph related to a housing maintenance request Write a letter and/or type an email to your landlord requesting basic housing maintenance needed Use a chart to create a simple budget