Intermediate/Advanced Level Worksheets for the ESL Student Guide 2013-2014
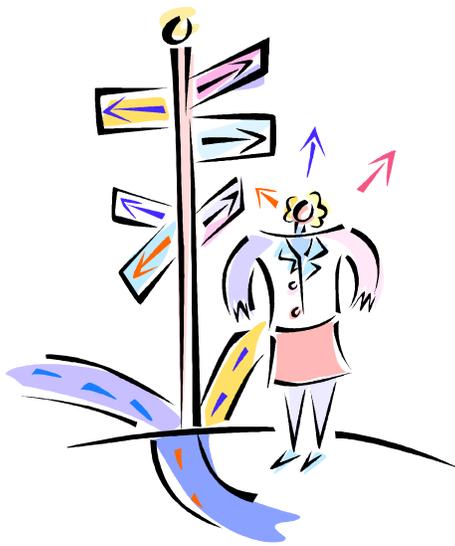
The Intermediate Level Student Guide worksheets and activities were developed by the Student Retention/ESL Learner Persistence Committee.

Introduction: The ESL Student Guide and accompanying leveled classroom exercises were developed by the ESL Retention/Learner Persistence Committee. Research has shown that good orientation leads to improved retention and learner persistence. Accordingly, the committee created a student orientation booklet, the ESL Student Guide, with accompanying leveled classroom activities. The guide and activities were originally developed for the 2004-2005 school year and have been revised on an annual basis. **The following Committee members developed and/or revised the ESL Student Guide and activities: Nancy Bachman, Sheri Bartlett, Mary Beauparlant, Gretchen Bitterlin, Jim Brice, Elissa Claar, Catherine Coxey, Starlene Dahl, Darlene Elwin, Connie Falconer, Lydia Hammett, Magdalena Krupa-Kwiatkowsky, Corinne Layton, Lee Mosteller, Barbara Pongsrikul, Eileen Schmitz, Anagit Traganza, Richard Weinroth, and Cindy Wislofsky.**

Goal of ESL Student Guide: To provide all ESL students an orientation to our ESL program in order to improve retention/learner persistence; to help students identify and meet their goals.

*Objectives***:** After reading and understanding this guide, students will be able to:
1. Identify the name of their school.
2. Recognize how their school is one of 6 campuses in SDCCD.
3. Identify the dates of each school semester.
4. Identify dates for CASAS testing for the school year.
5. Identify the holidays and vacation periods.
6. Name key administrators at their campus.
7. Identify the types of classes offered at their campus.
8. Identify the hours and location of registration.
9. Identify the hours and location of the bookstore.
10. Identify locations/procedures for services on campus, e.g. parking permits, CSID Attendance Cards
11. Identify key community resources.
12. Interpret general program information about changing classes, promotion, student services, computers and technology.
13. Use appropriate classroom/school behavior.
14. Use common (useful) English expressions and phrasal verbs.
15. Use an irregular verb chart.
16. Interpret ESL Destinations flow chart (a flow chart through ESL classes to other Continuing Education programs and college classes).

Activities	Teaching Suggestions
Acronyms P. 4	1. Teach the meaning of an acronym. Use **ESL** as an example. 2. Have pairs scan through the guide to look for a couple of acronyms and possible meanings. 3. Follow up with the acronym worksheet. Students match the acronyms with their complete names. Correct with the students and discuss the usage of each in the guide. For additional practice, have partners test each other orally. Partner 1 looks at the acronym worksheet and asks questions about each acronym, (Ex.: "What does <u>GED</u> mean?") Partner 2 folds the worksheet vertically so only the complete names are visible and answers the questions. Partners switch roles.
Vocabulary Practice (covers all information in guide) Pages 5-6	1. Divide students into groups of three. 2. Introduce vocabulary by modeling/discussing the first three columns (Word, Meaning, Example). 3. Groups then complete the fourth column (Practice) 4. Students share their group answers with whole class.
Vocabulary Review Pages 7-8	This activity reviews the vocabulary targeted in the Vocabulary Practice lesson. 1. Have students work alone or in pairs. 2. Model the first item. 3. Students fill in the blanks using the targeted vocabulary. 4. Have students compare answers with others. 5. Correct as a whole class.
Scanning Exercise #1 Page 9	The purpose of the first scanning exercise is to orient the student to the organization of the student guide. This activity can be done individually, with a partner or in groups after appropriate modeling.
Scanning Exercise #2 Page 10-11	The purpose of the second scanning exercise is to orient the students to their campus. The students will find information on the site page. This activity can also be done individually, with a partner or in groups after appropriate modeling.

Write the Wh-Question Page 12	1. Review the different types of wh-questions: who, what, where, when, why, what kind, how, how many, how long, how much
	 2. Highlight different parts of a sentence to make a question about:
	 • You can attend ESL classes **in the morning, afternoon and evening**.
	     When can you attend ESL classes?
	 • You can attend **ESL classes** in the morning, afternoon and evening.
	     What kind *of classes can you take?*
	 3. Students can work independently or with a partner.
	 4. After the students have written the questions, they can do oral practice - asking and answering questions.

Discussion Activity Page 13	This is a group activity. Students should read the question and respond to the question using the ESL Student Guide as a resource.

Problem-solving Situations **Pages 14-16**	1. Refer students to the "General Program Information" as a resource for this activity. Go over the categories of questions. 2. Model the problem-solving technique to the whole class with situation #1: identify the problem, look for possible solutions in the General Program Information, discuss alternative solutions and consequences, and choose the best solution. 3. After modeling the technique with the whole group, divide the class into groups of 4 or 5 students. Ask the students to read the next situation in their group, identify problem and possible solutions (utilizing "General Program Information" and their own ideas) and then reach consensus on the best solution. The individual groups can then share their solutions with the whole group. An alternative way of conducting this activity: 1. Assign different situations to different groups. 2. Model filling out the group answer sheet. 3. Each group shares their problem and solution with the whole class. A possible follow-up activity would be for individuals to choose one of the scenarios and write a letter giving advice to the student in that situation.
ESL Destinations **Page 17**	1. Introduce p. 5 of the ESL Student Guide. Discuss the different pathways through ESL and to other classes and programs. 2. Students complete worksheet about the "ESL Destinations" chart. 3. Check responses with the whole group.
ESL Student Guide Quiz **Pages 18-20**	1. Administer the quiz. 2. Check quiz with whole group.
Goal Setting **Pages 21-24**	1. Introduce "My Goals for Learning English." 2. Introduce concept of short-term and long-term goals. Provide or elicit examples of both kinds of goals. 3. Students complete a survey at the beginning of the semester about short-term goals. 4. Students write short-term and long-term goals. 5. Students should keep their goals in their binder and refer to them during and at the end of the semester. 6. Students will complete a survey at the end of the semester to see if they have met their short-term goals.

ACRONYMS

(an acronym = a name made from the first letters of its complete name)

Match the acronym with its complete name. Write the letter in the blank space.
(Example: ESL = English as a Second Language).

1. ESL	**d.**	a. General Education Development test
2. CASAS		b. San Diego Community College District
3. GED		c. College Student Identification
4. SDCE		d. English as a Second Language
5. ASB		e. Vocational English as a Second Language
6. BIT		f. Comprehensive Adult Student Assessment System
7. SDCCD		g. San Diego Continuing Education
8. VESL		h. Associated Student Body
9. CSID		i. Business Information Technology

Vocabulary Practice

Word	Meaning	Example	Practice
1. allowed	permitted	Smoking is not <u>allowed</u> in the building.	What else is not allowed in the building? _____ _____
2. Associated Student Body (ASB)	a group of students representing all of the students in the school	The <u>ASB</u> has meetings to discuss and resolve school problems and conduct school activities.	What is <u>ASB</u> trying to raise money for? _____ _____
3. attendance	being in class	He had perfect <u>attendance</u> last month.	How can you improve your <u>attendance</u>? _____ _____
4. certificate	a document that someone receives when he completes the course requirements	My goal is to receive my <u>certificate</u> of completion of ESL level 5.	What kind of <u>certificate</u> can you get in this class? _____ _____
5. dean	head of the school	The <u>dean</u> visited our class last night.	Who is our Program <u>Dean</u>? _____
6. evacuation	exiting a place because of danger/emergency	There was an <u>evacuation</u> in Haiti because of a deadly earthquake.	What are other reasons for an <u>evacuation</u>? _____

Word	Meaning	Example	Practice
			_____
7. notify	to tell someone	You should <u>notify</u> your instructor if you are going to miss a week of school.	Who should you <u>notify</u> at work when you're sick? _____
8. pathway	the way to go to reach your destination or goal	There are different <u>pathways</u> from this ESL Program to college.	What <u>pathway</u> are you taking to reach your educational goal? _____ _____
9. progress	doing better, improvement	If you practice your English every day, you will make <u>progress</u>.	How can you make <u>progress</u> learning English? _____ _____
10. registration office	where you go to sign up for a class	The <u>registration office</u> is closed on weekends.	When is the ESL <u>Registration Office</u> open? _____
11. requirement	something that is needed or asked for	A state license is a <u>requirement</u> for the nurse assistant job.	What are the <u>requirements</u> for this class? _____ _____
12. space available	there's a place for someone or something	There was <u>space available</u> in the class, so I was able to register.	Is there <u>space available</u> in this class? _____
13. vocational training	training for employment	She would like to enroll in a <u>vocational training</u> class.	What kind of <u>vocational training</u> are you interested in? _____
14. assign	to give someone a task/work to do	The instructor <u>assigns</u> homework every day.	What kind of homework does your instructor assign? _____

Vocabulary Review

Complete the questions and answers using the following vocabulary:
(Some words may be used more than once.)

notify   pathway   registration office
Associated Student Body   dean   certificate
evacuation   progress   space available   assign
allowed   vocational training   requirement   attendance

1. **A**: Does this campus offer ESL classes?

    B: Yes, it does. The <u>registration office</u> is down the hall.

2. **A**: May I speak with the person in charge of the school?

    B: Yes. I will connect you to the _____.

3. **A**: Who should I _____ if I am absent?

    B: You should call or e-mail your teacher.

4. **A**: Can I return to my class if I have been absent for a long time?

    B: If there is _____, you will
    be able to return.

5. **A**: Did you attend class yesterday?

    B: Yes, but I left early. I had an appointment with the
    school counselor about _____
    for nurse assistant.

6. **A**: Did you hear the alarm?

    B: Yes, our campus is having a drill to
    prepare for an _____.

7. **A**: How is your son doing in school?

    B: His teacher says that he is making _____
    in math, but he is doing poorly in science.

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8. **A**: What is the _____ for entering the VESL class?

   B: You must have completed level 4 ESL.

9. **A**: Who raised money for the new computers?

   B: Our _____ had a fundraiser.

10. **A**: My daughter is on vacation. Can I bring her to class?

   B: No, I'm sorry but children are not _____.

11. **A**: What _____ can I take to get to college?

   B: First you should complete intermediate level ESL. Then you should prepare for college by enrolling in the ESL Transition to College class.

12. **A**: How is Maria's _____?

   B: Excellent. She has never missed a class.

13. **A**: Does your instructor _____ homework?

   B. Yes. She expects us to do homework every evening.

14. **A.** How can I receive a _____ of Course Completion?

   B. You need to complete the requirements for the level.

Welcome to Class!

Directions: Look for the information below. You can use the Table of Contents on page 2 to help you find the information.

Information	Page
1. Useful expressions in English	
2. Questions and answers about ESL classes	
3. A chart that shows different levels of ESL	
4. Questions and answers about computers	
5. Information about job training	
6. An irregular verb chart	
7. Web sites for English practice	
8. Tips about adjusting to a new culture	
9. Classroom Reminders	
10. CASAS Test information	
11. Phrasal Verbs	
12. Pathways to Basic Skills and GED	
13. Questions and answers about attendance	
14. ESL reading levels	
15. Tips about driving and driving safety	

Campus Information/ Community Resource Information

Directions: Look at the information about your campus and community to answer the following questions.

Campus Information:

1. What is your campus phone number?

_____

2. Who is the ESL Program Dean?

_____

3. Who is the ESL Assistant Program Chair(s)?

_____

4. Where is the Counseling office?

_____

5. Where and when can you register for a class?

_____

6. Where can you get an Attendance (CSID) Card?

_____

7. Where can you purchase a book?

_____

8. How can you get a parking permit?

_____

Community Resource Information:

9. Write the name of a facility that provides health services:

_____

10. Write the name of a facility that provides childcare:

_____

11. Write the name of a facility that provides legal advice:

_____

12. Write the name of a facility that provides employment advice:
_____

13. Write the name of a facility that provides recreational activities:

_____

14. Write the name of a facility that you would like to use:

_____

Toll-Free Numbers:

15. Who can you call for a referral for childcare?
_____

16. Who can you call for advice about a housing problem?
_____

Write the Wh-Question

1. <u>How many campuses are there?</u>

There are **seven main campuses**.

2. _____

There are **seven levels** of ESL classes.

3. _____

You can attend ESL classes **in the morning, afternoon and evening**.

4. _____

Most classes are **2 or 3 hours** long.

5. _____

You need to buy **a book** in most ESL classes.

6. _____

You should notify **your instructor** if you are absent.

7._____

You should notify your instructor by phone or e-mail.

8. _____

You can stay in the same level until you are ready to move.

9._____

You will receive a Certificate of Participation at the end of the semester.

10._____

You may receive a Certificate of Completion if you complete the course requirements.

Discussion Activity

Read each of the situations below. Refer to the Student Guide to respond to the questions.

1. Sometimes I don't have a babysitter. Can I bring my child to school?

    No, children are not allowed.

2. My English isn't very good. Can I start at level 1?

3. I can't come to school anymore, because I am starting a new job. What should I do?

4. My boss changed my work schedule from evenings to daytime. I am currently studying in an evening ESL class. What should I do?

5. My ESL class begins at 6 pm and I work until 6:00 p.m. What should I do?

6. My class is too easy for me. What should I do?

7. I don't have a computer at home and would like to check my e-mail at school. Am I permitted to check my e-mail during class?

8. I'm going back to my country next semester. I would like to show my employer that I attended an ESL class. How can I get a certificate?

9. Our school doesn't have enough parking for students. Who should I talk to about this problem?

10. I don't have any health insurance. Are there any facilities that offer free health care?

Problem-Solving Situations

Directions:
- *Read each of the following situations in your group.*
- *Identify the problem.*
- *Refer to the "General Program Information" if any advice is given for that situation.*
- *Discuss other possible solutions to the problem.*
- *Choose the best solution for the problem.*
- *Share your solution with the rest of the class.*

1. Linh went to the Registration Office to register for an ESL Class two weeks ago. She was given a short reading test and brief oral interview. Afterwards, she was placed in a Level 3 ESL class. Linh likes her teacher, but she feels that the class is too easy. She has spoken with the teacher about changing to a higher level, but the teacher told her to wait until the next semester. Linh is very bored and really wants to move to a higher level. What should Linh do?

2. Elias and his family are refugees from Ethiopia. Elias has been studying in a Level 5 ESL class this semester, but he needs to develop some vocational skills so that he can find a job and support his family. What should Elias do?

3. Maria attended a beginning level ESL class for three months until she had a family emergency in Mexico. She was gone for three months, but did not let the teacher know what happened. Maria has returned to San Diego and would like to go back to school. However, she is uncomfortable about returning to her ESL class. What should Maria do?

4. Farah completed ESL Level 7 during summer school. He wants to continue his education, but he doesn't know what classes/programs are available for him. What should Farah do?

5. Sam is always rushing to school after dropping off his children at school and his wife at work. It is difficult to find student parking around his campus, so he is usually late for class. Last week he didn't park in a designated student parking space and received a ticket. Sam is very upset because he can't afford the ticket. What should Sam do?

6. A male student has been following Sara around campus. The man has made inappropriate comments to Sara about her appearance. Sara feels very uncomfortable and is afraid to come to school. What should she do?

7. Abdi recently found a job and will not be able to come to school anymore. He would like to continue to improve his English skills. How can Abdi continue to study English on his own?

Group Answer Sheet for Problem Solving Situations

a. Our group is doing problem # _____

b. The person in the story has a problem with

   _____

   _____

c. There is information about this problem on page _____ in our Student Guide under

d. One possible solution to the problem is

   _____

   _____

   _____

   _____

Another possible solution is

   _____

   _____

   _____

ESL Destinations

1. How many **levels of ESL** are there?

2. What **level** are you in?

3. What can you study in **Basic Skills**?

4. What does **VESL** mean? What is another name for the **VESL** class?

5. What's the minimum level of ESL required to enroll in **VESL**?

6. Name two jobs that students can study about in **VESL**:

    -
    -

7. What's the minimum **level of ESL** required to enroll in **Basic Skills or GED** classes?

8. What are the names of the three colleges in the San Diego Community College District?
    -
    -
    -

9. What's the minimum **level of ESL** recommended for a student to transition to **college credit ESL** classes?

10. Name two job training/certificate programs:
    -
    -

11. Linh is studying in a level 5 ESL class, but she is a little uncomfortable speaking. What special ESL class could she take?

12. Tomas is studying in the VESL class. He would like to work in the medical field. What job could he study about?

13. Amina has completed ESL Level 7.   What classes/programs could she enroll in?

14. What would **you** like to do after you **finish taking ESL** classes?

ESL Student Guide Quiz

1. How many main campuses teach ESL in the San Diego Continuing Education School system?
   a. 4
   b. 5
   c. 6
   d. 7

2. How long is one semester?
   a. 12 weeks
   b. 16 weeks
   c. 18 weeks
   d. 20 weeks

3. When do students take the CASAS tests?
   a. September, November, February, and March
   b. September, October, November, and December
   c. October, December, February, and April
   d. January, March, April, and June

4. What is an example of a special ESL class?
   a. Citizenship
   b. Pronunciation
   c. Computer labs
   d. All of the above

5. When does a student move to the next level?
   a. at the end of a semester
   b. at the end of a year
   c. when the student is ready to move
   d. every 9 weeks

6. What is the minimum level of ESL to enroll in English for Careers (VESL)?
    a. 4
    b. 5
    c. 6
    d. 7

7. What is the name of the certificate that a student receives who has completed level 5?
    a. Certificate of Participation
    b. Certificate of Course Completion
    c. Certificate of Program Completion
    d. Certificate of Attendance

8. How can a student find out if the school is closed due to an emergency?
    a. Complete a confidential report online at www.sdce.edu/organization/birt/report-form.
    b. Sign up at www.sdce.edu/e2ce/signup
    c. Go online at www.paysdccd.com
    d. All of the above

9. What does a student learn in a Basic Skills class?
    a. job training
    b. ESL and math
    c. GED
    d. math, reading and writing

10. The name of the Dean at my campus is _____.

11. New students can register for ESL classes at my campus on this/these days and times: _____

12. The name of a health clinic near my campus is

_____.

13. In VESL students can learn English for job training or employment. Name two types of jobs students can study about in VESL:

_____

14. Culinary Arts and Graphics and Printing are two kinds of
job training/ _____ programs.

15. Give an example of an expression to:
a) initiate a conversation _____

b) offer advice _____

c) summarize _____

16. *Complete each sentence with a phrasal verb:*
a) The instructor likes to _____ the
    previous day's lesson at the beginning of class.
b) The students _____ their tests when they finish.
c) Don't forget to _____ the computers before you
    leave.

Name_____

Instructor_____

My Goals for Learning English

Check the goals that are appropriate for you.

This semester …….

_____ I will attend school_____days per week.

_____ I will bring a binder, pencil, and school materials to school
every day.

_____ I will notify my instructor when I am absent for more than a few
days.

_____ I will review my lessons regularly.

_____ I want to complete this level of English in one semester.

_____ I want to speak English outside of class:

    ____at work   ____at home

    ____at the store   ____ at my children's school

    ____at _____

_____ I want to improve my CASAS test scores.

_____ I want to speak English on the telephone.

_____ I want to learn some computer skills.

_____ I want to _____

_____ I want to _____

My Short-Term Goals

*Complete the survey below at the **beginning** of the semester.*

*Put a check ☑ next to your **goals** for **this school year**:*

Work	Personal/ Family
____get a job ____stay at my current job ____enter job training ____get a promotion on my job ____get more work skills ____enter the military ____other work goal: _____ _____	____visit my children's school ____volunteer in my child's classroom or school ____read to my children ____help my children with homework ____take my children to the library ____go to school meetings ____other personal goal: _____ _____
Community	**Education**

____enter a Citizenship class
____get my U.S. Citizenship
____register to vote
____vote in the next election
____get involved in more community
   activities
____other community goal: _____
_____
	____go to the next ESL level
	____go to a Basic Skills class
	____get my GED or high school
	diploma
	____enter college
	____enter another training class
	____learn computer skills
	____other educational goal: _____
	   _____

Name_____

Instructor_____

My Short-Term Goals

*Complete the survey below at the **end** of the semester.*

Put a check ☑ next to the goals that you have accomplished this semester.

Work	Personal/ Family
____get a job ____stay at my current job ____enter job training ____get a promotion on my job ____get more work skills ____enter the military ____other work goal: _____ _____	____visit my children's school ____volunteer in my child's classroom or school ____read to my children ____help my children with homework ____take my children to the library ____go to school meetings ____other personal goal: _____ _____
Community	**Education**
____enter a Citizenship class ____get my U.S. Citizenship ____register to vote ____vote in the next election ____get involved in more community activities ____other community goal: _____ _____	____go to the next ESL level ____go to a Basic Skills class ____get my GED or high school diploma ____enter college ____enter another training class ____learn computer skills ____other educational goal: _____ _____

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My Short-Term and Long-Term Goals

> *Examples - Educational Goals:*
> **This semester** *I want to* <u>improve my English</u>.
> *How will you reach that goal?*
> *I will* <u>attend ESL class at least 4 days a week and review my lessons every day.</u>
>
> **Next semester** *I want to* <u>enroll in the **VESL Class** and study English for Certified Nurse Assistant.</u>
> *How will you reach that goal?*
> *I will* <u>improve my CASAS reading score and complete level 4 of ESL.</u>
>
> **Next year** *I want to* <u>enroll in the **C.N.A. Training Class**.</u>
> *How will you reach that goal?*
> *I will* <u>complete the VESL Class and pass the required reading test.</u>
>
> **In five years** *I want to* <u>get a job as a **Licensed Vocational Nurse.**</u>
> *How will you reach that goal?*
> *I will* <u>work as a C.N.A. and complete the L.V.N. Program.</u>

Complete the sentences about your **short-term and long-term goals**. *Refer to the chart about* **work, personal/family, community, and educational goals**.

This semester *I want to*_____
How will you reach that goal?
I will _____

Next semester *I want to*_____
How will you reach that goal?
I will _____

Next year *I want to* _____
How will you reach that goal?
I will _____

In five years *I want to* _____
How will you reach that goal? I will _____