



CITY COLLEGES OF CHICAGO

**CCC Adult Education Program**  
***High Intermediate***  
**ESL Curriculum**

### **High Intermediate ESL**

Students are placed in High Intermediate level if they have successfully complete the Low Intermediate level or scored 54-65 on the BEST Literacy test, and/or 473-506 on the BEST Plus test, and/or 30-41(raw) on the CELSA test. The following Student Learning Outcomes and Strand Objectives are based on 128 contact hours of instruction.

The National Reporting System (NRS) Educational Functioning Level Descriptors for High Intermediate ESL:

<b>Speaking and Listening</b>	<b>Basic Reading and Writing</b>	<b>Functional and Workplace Skills</b>
Individual can understand learned phrases and short new phrases containing familiar vocabulary spoken slowly and with some repetition; can communicate basic survival needs with some help; can participate in conversation in limited social situations and use new phrases with hesitation; and relies on description and concrete terms. There is inconsistent control of more complex grammar.	Individual can read text on familiar subjects that have a simple and clear underlying structure (e.g., clear main idea, chronological order); can use context to determine meaning; can interpret actions required in specific written directions; can write simple paragraphs with main idea and supporting details on familiar topics (e.g., daily activities, personal issues) by recombining learned vocabulary and structures; and can self and peer edit for spelling and punctuation errors.	Individual can meet basic survival and social needs, can follow some simple oral and written instruction, and has some ability to communicate on the telephone on familiar subjects; can write messages and notes related to basic needs; can complete basic medical forms and job applications; and can handle jobs that involve basic oral instructions and written communication in tasks that can be clarified orally. Individual can work with or learn basic computer software, such as word processing, and can follow simple instructions for using technology.

### **High Intermediate ESL Student Learning Outcomes**

**Upon completion of this level, students will be able to:**

- Participate actively in conversations with classmates, teachers, coworkers, employer, etc.
- Identify the main idea and some details in short lectures, conversations, and oral passages.
- Express comfortably one's ideas and interests on specific academic and non-academic topics.
- Identify main idea, topic sentence, and supporting details in a reading passage from a variety of sources.
- Interpret information from diagrams, charts, tables, graphs and schedules.
- Write narrative, descriptive, and persuasive compositions with topic sentences, supporting details and conclusions.
- Write a one-page letter.
- Use pronunciation strategies to more naturally and accurately produce English sounds, words, and phrases.
- Explain functions of U.S. government, its leaders and available social and community services.
- Use life skill strategies to participate actively in daily life.
- Use computing skills for word processing, web searching and completing ESL exercises.
- Use grammatical structures to produce standard oral and written English. (See Supporting Grammar)

The strands developed in order to facilitate students' learning of the aforementioned outcomes include:

Listening

Speaking

Pronunciation

Reading

Writing

Health<sup>+</sup>

Civics/Life/Work<sup>+</sup>

Technology

Supporting Grammar<sup>\*</sup>

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<sup>+</sup> Integrated throughout instruction of the other strands.

<sup>\*</sup> Integrated across the strands in support of language development, not as a central focus of a lesson.



### Strand Objectives

Listening	Speaking
<ol style="list-style-type: none"> <li>1. Infer the meaning of unfamiliar words or phrases from context.</li> <li>2. Take notes from an oral presentation, lecture or dialogue.</li> <li>3. Identify speaker's intention in brief spoken messages (e.g. to inform, to suggest).</li> <li>4. Identify and comprehend details and essential information in familiar contexts (e.g. in video, announcements).</li> <li>5. Distinguish words that are reduced, blended or linked together.</li> <li>6. Distinguish between formal and informal language and polite and impolite language. HI.L4 <sup>^</sup></li> <li>7. Interpret small talk and idioms and everyday language/situation. HI.L5</li> <li>8. Respond to requests for clarification and elaboration. HI.L3</li> <li>9. Recognize and interpret statements, questions, and commands in a variety of situations (e.g. news and events in the workplace or community).</li> </ol>	<ol style="list-style-type: none"> <li>1. Respond appropriately in social, academic and life situations demonstrating knowledge of idioms, slang and other informal language conventions. HI.S2</li> <li>2. Use common rhetorical devices such as signal words for sequencing and other organizational cues (e.g. first, next, later, finally).</li> <li>3. Use appropriate language to differentiate between expressing opinions and providing factual information. HI.S6</li> <li>4. Participate actively in group discussions on specific class topics.</li> <li>5. Give a presentation of 3-5 minutes on an assigned topic.</li> <li>6. Paraphrase information from listening/reading source.</li> <li>7. Describe a process using detailed steps and sequence markers (e.g. how to register for ESL class). HI.S4</li> </ol>
Reading	Writing
<ol style="list-style-type: none"> <li>1. Identify main idea, topic sentence, and supporting details in a reading passage from a variety of sources including fiction and nonfiction. HI.R4</li> <li>2. Collect information from authentic materials (e.g. want ads, advertisements, labels). HI.R2</li> <li>3. Interpret information from diagrams, charts, tables, graphs and schedules.</li> <li>4. Distinguish facts from opinion.</li> <li>5. Infer meaning of unfamiliar words or phrases from context. HI.R3</li> </ol>	<ol style="list-style-type: none"> <li>1. Assemble information collected from various sources to write multi-paragraph narratives.</li> <li>2. Explain ideas, opinions, problems or plans in some detail.</li> <li>3. Use the writing process: brainstorming, prewriting, revising and editing.</li> <li>4. Revise successive drafts for clarity and grammar.</li> <li>5. Increase accuracy of mechanics (spelling, capitalization, punctuation).</li> <li>6. Write a summary of information heard or read.</li> </ol>

<sup>^</sup> Abbreviations following strand objective represent an Illinois ESL Content Standard fulfillment.

<ol style="list-style-type: none"> <li>6. Compare and contrast information and identify themes in narrative and descriptive passages.</li> <li>7. Interpret idiomatic expressions.</li> <li>8. Skim for the main idea and scan for detail in different kinds of text.</li> <li>9. Apply knowledge of synonyms, antonyms, homonyms to increase comprehension.</li> <li>10. Use basic charts and graphs to obtain information.</li> <li>11. Distinguish between narrator and speaker (e.g. reported vs. quoted speech).</li> <li>12. Identify chronological order and sequence markers. HI.R5</li> <li>13. Follow specific written directions and/or instructions to perform an activity.</li> <li>14. Interpret information from work-related memos and emails. HI.R6</li> </ol>	<ol style="list-style-type: none"> <li>7. Write well-developed narrative and descriptive paragraphs with a topic sentence, supporting details and conclusion on familiar topics. HI.W2</li> <li>8. Write a one-page letter (e.g. request, complaint, cover letter). HI.W4</li> <li>9. Create a simple resume using a model. HI.W5</li> <li>10. Take notes from meetings and conversations on unfamiliar topics.</li> <li>11. Take detailed messages (e.g. phone messages).</li> </ol>
<b>Pronunciation</b>	<b>Health</b>
<ol style="list-style-type: none"> <li>1. Use chunking, blending, linking, reductions, and primary phrase stress in spoken language in order to produce natural language.</li> <li>2. Pronounce familiar and unfamiliar words using common word stress rules.</li> <li>3. Use syllabic stress to demonstrate correct usage of homographs (e.g. verb and noun forms of record and RECOrd)</li> <li>4. Recognize and self-correct errors that interfere with communication.</li> </ol>	<ol style="list-style-type: none"> <li>1. Ask for and give advice on health and nutrition topics using vocabulary for dental health, body parts, illnesses, and symptoms (measles, flu, heart disease, cough, chills, and runny nose).</li> <li>2. Identify medical emergencies and complete accident and medical forms.</li> <li>3. Define substance abuse, child and spousal abuse, its consequences, and where to get help.</li> <li>4. Explain the importance of nutrition and exercise for physical and mental health.</li> <li>5. Describe methods to reduce one's stress level and the benefits of doing so.</li> <li>6. Explain the importance of personal hygiene and a healthy home environment.</li> <li>7. Recognize the risks of environmental pollution and describe methods to create a healthier planet.</li> </ol>
<b>Civics/Life/Work</b>	<b>Technology</b>
<ol style="list-style-type: none"> <li>1. Locate and access businesses, governmental agencies, and community services to meet needs.</li> </ol>	<ol style="list-style-type: none"> <li>1. Research and present information on relevant ESL content material from multiple websites.</li> </ol>

2. Interpret civic responsibility regarding voting, jury duty and taxes.
3. Identify national, state and local leaders and their functions.
4. Interpret tenant and landlord rights.
5. Compare various methods used to purchase goods and services.
6. Compare international monetary systems.
7. Write a simple consumer complaint letter.
8. Identify budget-planning strategies.
9. Plan a trip using maps to determine direction, distance, mileage costs, tips and other functions.
10. Set short and long term employment goals.
11. Complete job applications and a resume.
12. Demonstrate how to ask and answer job interview questions.
13. Demonstrate understanding of job tasks, policies and standards.
14. Explore career options through a variety of resources and match to employment and educational goals.

2. Utilize online educational resources (e.g. dictionaries, encyclopedias, ESL exercises).
3. Create and save documents using a word processing program.
4. Retrieve, interpret and record computerized information.
5. Utilize web journaling via email, chatting and/or weblogs.

### Supporting Grammar

1. Past habitual (used to + verb)
2. Present perfect (e.g. I have worked here for one year.)
3. Passive voice (The table was set.)
4. Tag questions (You're from Chicago, right?)
5. Coordinating Conjunctions (and, or, but, so)
6. Adverbs of manner and time (easily, already)
7. Modals of past ability, possibility, advice, polite requests, and ability. (can, could, should, would, able to, supposed to)
8. Comparisons (adjectives and adverbs) (e.g. longer than, more/less than, the most)
9. Comparisons (nouns) (same...as)

10. Subordinate clauses (of cause, of time, of place, relative)
11. Reported Speech (statements, questions, imperatives)
12. Gerund/Infinitives
13. Phrasal Verbs (e.g. Take out the trash.)

\*Integrated across the strands in support of language development, not as a central focus to a lesson.



**ILLINOIS ESL CONTENT STANDARDS**  
**HIGH INTERMEDIATE ESL (HI)**

LISTENING	SPEAKING	READING	WRITING
HI.L1 Respond to face-to-face and phone conversations in familiar contexts (e.g., employment, housing)	HI.S1 Participate in face-to-face and phone conversations in familiar contexts (e.g., employment, housing)	HI.R1 Read passages or articles on familiar and new topics (e.g., work or current events)	HI.W1 Combine simple sentences using connectors/conjunctions (e.g., <i>and, or, but</i> )
HI.L2 Follow multi-step oral directions and instructions (e.g., driving directions, food preparation instructions)	HI.S2 Participate in social conversations (e.g., discussing vacation plans, making small talk at work)	HI.R2 Use authentic materials to get information (e.g., want ads, advertisements, labels)	HI.W2 Write paragraphs with main idea, supporting details, and conclusion (e.g., writing an autobiography, writing an accident report)
HI.L3 Respond to requests for elaboration (e.g., <i>Could you explain that a bit more? And what else?</i> )	HI.S3 Give directions to a location using details (e.g., <i>Turn left at the light...you will see a Jewel store on the right and a gas station on the left...keep driving until...</i> )	HI.R3 Predict meanings of unfamiliar vocabulary by using contextual clues in reading material on familiar and new topics	HI.W3 Write simple step-by-step instructions (e.g., a recipe, how to do something)
HI.L4 Distinguish between polite and impolite language use (e.g., <i>Could you please give me that book?</i> vs. <i>Give me that book.</i> )	HI.S4 Describe a process (e.g., how to register for ESL class, how to have a garage sale) using detailed steps and sequence markers (e.g., <i>first, next, then</i> )	HI.R4 Identify main idea and supporting details in passages or articles on familiar and new topics	HI.W4 Write a simple letter (e.g., a request, complaint, or cover letter)
HI.L5 Respond appropriately to small talk in everyday situations (e.g., <i>How's it going? Thank God it's Friday.</i> )	HI.S5 Use examples and details to clarify meaning	HI.R5 Identify chronological order and sequence markers (e.g., <i>first, next, last</i> ) in passages on familiar and new topics	HI.W5 Prepare a simple resume using a model
	HI.S6 Express opinions giving reasons and examples (e.g., <i>I like my job because...My favorite movie is _____ because...</i> )	HI.R6 Read work-related memos and e-mails	

