



Intermediate English: Life Skills 3 (8 Weeks; CASAS Scaled Score: 211–220)

The goal of this course is to prepare English language learners¹ to successfully engage in listening, speaking, reading, and writing in everyday social and cultural contexts.

Objectives

- Increase sophistication of communication and retelling in a variety of life settings, including clear and appropriate pronunciation.
- Introduce idioms and subtleties of oral communication.
- Use everyday texts and resources to locate and interpret information.
- Develop note-taking skills.
- Develop sophistication of written communication using appropriate technologies with grammatical fluency.
- Incorporate grammar into instruction.

Student Learning Outcomes/Standards

Listening	Speaking	Pronunciation
1. Respond to requests for clarification and elaboration.	1. Use phrases and sentences showing evidence of connected discourse (e.g., and, but, first, then, next, last, because, however, therefore).	1. Use learned rules to predict stress of new words.
2. Identify and interpret commonly used idioms (e.g., "Give me a hand." "piece of cake").	2. Report others' speech and writing.	2. Use chunking (pauses and phrases) in longer discourse.
3. Recognize informal versus formal language (e.g., tone of voice, word choice).		3. Recognize and self-correct errors that interfere with communication.
Reading	Writing	Supporting Language Structures
1. Locate information in authentic source to answer questions, solve problems, or draw conclusions (e.g., magazine, job description, website).	1. Take notes from meetings and conversations on unfamiliar topics.	1. Passive voice (e.g., The book was placed on the table.)
2. Compare and contrast information in texts on familiar topics.	2. Write letters or e-mails of request/complaint.	2. Modals (ought to, had better, would rather)*
3. Distinguish between facts and opinions (e.g., advertisements, editorials, campaign literature).	3. Write a 2- or 3-paragraph essay or report using topic sentences and supporting details.	3. Reported speech (e.g., He said he went... He told me he was going to go...)
4. Recognize common synonyms, antonyms, and homonyms.	4. Use appropriate software for writing purpose.	4. Polite expressions (e.g., "Would you mind...?" "Could I have...?")
5. Identify and interpret commonly used idioms (e.g., "Give me a hand." "piece of cake").		5. Comparative and superlative adverbs (e.g., more rapidly, the most rapidly)
6. Interpret routine charts, tables, and graphs.		6. Adverbial clauses (e.g., Before I go to bed, I brush my teeth. I brush my teeth before bed.)
		*Each verb tense includes the affirmative, negative, question form, and contractions.