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ABSTRACT

This course, intended for intermediate students of English-as-a-second-language, seeks to identify the needs of students in the areas of comprehension, speech, reading, and writing for the purpose of being able to individually counsel students in Quinmester Programs. Performance objectives are prescribed, including study of fundamentals of county, state, and national government and citizenship. Language content begins with a review of the beginning level material. Emphasis is placed on correct usage of singular and plural nouns; possessive nouns; compound nouns; clauses beginning with "as," "when," "if," "who," "that," and "while;" and regular and irregular verbs in the present, past, and future tenses. Students' vocabulary, written and oral expression, reading comprehension, and pronunciation are reviewed and reinforced. A list of performance objectives and suggested activities are included. (RL)

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AUTHORIZED COURSE OF INSTRUCTION FOR THE **QUINMESTER PROGRAM**



HOW MUCH ENGLISH DO YOU KNOW?

5110.11
5117.11

DADE COUNTY PUBLIC SCHOOLS

DIVISION OF INSTRUCTION • 1971

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HOW MUCH ENGLISH DO YOU KNOW?

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English as a Second Language

Written by: Robin L. Sarantos

for the

DIVISION OF INSTRUCTION
Dade County Public Schools
Miami, Florida
1971

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Miami, Florida 33132

Published by the Dade County School Board

Recommended course- first quin to be taken at the Intermediate Level.

COURSE TITLE: How Much English Do You Know?

COURSE NUMBERS: 5110.11 and 5117.11.

COURSE DESCRIPTION: This course is designed for the students who have completed the requirements of the first phases of ESL. The function of the course will be to identify the needs of the students in the areas of comprehension, speech, reading, and writing, for the purpose of being able to individually counsel the students in the future quinmester selection. In the course activities, the students will explore the social function of people within the family, the school, and local, national, and world communities. The students will do this through speaking, reading, writing, and observing.

COURSE CONTENT: The content area will include the fundamentals of county, state, and national government and citizenship in referential context for further language growth.

LANGUAGE CONTENT: The course will begin with a review of the beginning level material. Emphasis will be placed on correct usage of singular and plural nouns, possessive nouns, compound nouns, clauses that begin with as, when if,

who, that, while, etc., and both regular and irregular verbs in the present, past, and future. The student's vocabulary, his written and oral expression, his reading comprehension, and his pronunciation will be reviewed and reinforced.

OBJECTIVES

1. The student will construct and use singular and plural forms, both orally and in writing, with at least 80% accuracy.

2. The student will use present, past, and future verb structures in the context of the vocabulary presented with at least 80% accuracy.

3. The student will recognize and use compound nouns in grammatically correct sentences within the framework of the vocabulary presented in the content area with at least 80% accuracy.

4. The student will identify and write sentences which contain clauses that begin with as, when, if, who, before, that, while, etc., with at least 80% accuracy.

5. The student will use the possessive forms of nouns with 80% accuracy in written and oral discourse.

6. The student will use regular and irregular verbs in sentences within the context of the given vocabulary with at least 80% accuracy.

7. The student will understand the structure and function of the American family in contrast with his own and demonstrate this comprehension by means of oral and written expression with at least 80% accuracy.

8. Given a series of communities, the student will classify them into a hierarchy through a graphic illustration and oral explanation with at least 80% accuracy.

9. The student will match and compare communities on the local, state, and national level by means of speaking and writing, with at least 80% accuracy.

10. The student will differentiate between the functions of the local and state governments, and the state and national governments, both orally and in writing employing grammatically acceptable sentence structures with at least 80% accuracy.

11. The student will operationally define, in his own words, the terms community, government, and citizenship, in a context apropos to its usage, with at least 80% accuracy.

12. The student will produce, orally and in writing, information concerning specified communities with at least 80% accuracy.

13. Through verbal, overt expressions, the student will construct a hypothetical community with at least 80% accuracy in grammatical structure.

14. The student will demonstrate through oral and written activities that he has deliberately acquired perceptual competence regarding the English language, his present English-speaking community, and the levels of government in the United States.

SUGGESTED ITEMS TO BE INCLUDED IN COURSE CONTENT

Introduce, through small units, the vocabulary which students will need in connection with the community, government, and citizenship. Students should be frequently evaluated, both orally and in writing, to check their comprehension.

I. Family Unit

- A. Organization
- B. Function
- C. Tasks of individual members

II. Local Community

- A. Composition
- B. Needs
- C. Functions
- D. Institutions within the community
- E. Transportation
- F. Government
- G. Building community interest

III. The State

- A. As a group of communities.
 - 1. Function
 - 2. Responsibilities
- B. As a government

IV. The Nation

A. As a group of states

B. As a government

V. The World

SUGGESTED ACTIVITIES

I. Organize a hypothetical community within the class unit. Let students select a member they would like to be such as a lawyer, teacher, garbage collector, factory worker, store manager, parent, judge, milkman, postman, policeman, or doctor. Students can then discuss their position and function and responsibilities within the created community, and how the members interact and depend on one another. Have them write brief descriptions of their functions and organization. Help them to produce correct English.

II. Let students form groups and do committee work.

Groups could be assigned various topics involving some aspect of community life or government. Information could be collected from several trips to the library. The groups might consist of Education, Welfare, the Fire Department, the Police Department. Or perhaps a group of boys interested in mechanics might select to do work in this area, hypothesizing that mechanics are highly necessary in society if it is to continue to

operate. Help them to produce correct English in their reports.

- III. In order to see a community institution in action, several class members might present a "Court Room." Keep a log of significant errors to be corrected at a later time.
- IV. Field trips might be arranged within the local community to places such as the court house, Sea-Aquarium, the Everglades National Park, the zoo, museum, a university, the Crime Lab, a newspaper building, a radio or T.V. station. As a follow-up, the students could discuss, report, and illustrate the excursion.
- V. Student citizenship could be shown within the school community by cleaning up the grounds or beautifying the physical plant in some way (which the students, themselves, might suggest). Have the students report what they have done orally and in writing.
- VI. The teacher could make tape recordings with practice drills using language content within this particular course on the community and government.
- VII. The teacher could record other native American English speakers reading excerpts familiar to the students so that the students could become accustomed to many different forms of English.

- VIII. The students themselves could make tape recordings doing reports, reading from periodicals, etc. The playback would allow for an immediate analysis.
- IX. The students might be encouraged to keep a "Community Current Events" notebook in which they would place newspaper and magazine clippings or summaries from TV and radio reports concerning the community or government.
- X. As a project, the class could design a large wall mural depicting community life and the government.
- XI. Crossword puzzles could be made by the class using the vocabulary words in the quin in addition to other information regarding the quin content.

RESOURCES

A. For the students

The students should be issued textbooks and a workbook. It is suggested that the textbook be English For Today - Book III, "The Way We Live," Unit I, lessons 1-5 (or perhaps parts of Unit III, lessons 11-15). For the workbook, it is suggested Our American Way Of Life, Book I, pages 42-98, chapters 11-20. Periodicals, which can be ordered through the school library or curriculum office, should also be available to the student.

A tape recorder should be provided for the student's use.

The materials the student will need in this quin probably will consist of: a notebook, paper, colored pencils, pen, pencil, eraser, ruler, and an English-Spanish dictionary.

Sections from the Curriculum Development Laboratory, Dade County Public Schools series, No Man Is An Island, A Corner of the U. S. A., The Twenty-Seventh Star, will be very useful. Students can find readings and exercises within contexts that integrate Dade County, Florida, and national information with social studies concepts, math, science, and language.

B. For the teachers

1. movies to correspond to the material in the quin--ordered through the audio-visual department within the school--and listed in the catalog which teachers receive at the beginning of the school year (these should be ordered at least two weeks in advance).

2. filmstrips (read above)

3. library books

4. posters (available from travel bureaus, state and national governments and various governmental departments).

5. Word Studies, Fourth Edition by R. G. Walters, Southwestern Publishing Company, New Rochelle, New York, 1957.

6. Scope Literature Contact Units: Law, You, The Police, and Justice, by Dr. Williams Goodykooutz, Scholastic Book Services, New York, 1968.

7. tape recorder--available from the Bilingual Department if not within the school.

8. tapes--available through the audio-visual person in each school.

9. record player--available through the school.

10. over-head projector and acetates--available through the school.

11. records concerning community life or government--available through the audio-visual department library, chorus or band director, or from the students themselves... there are many modern lyrics, which the students hear everyday over the radio.

12. visual "rewards" for students (example: an American flag sticker could be glued to an outstanding paper)...available in stationery or art stores.

13. bulletin board--usually in each room...if not, improvise by taping colored construction paper (available from the art teacher) on the wall.

14. scissors, stapler, staples, paper clips, etc., and "little things" available from the person in the school designated for supplies.

15. maps--generally available through the history department...also may be obtained from travel bureaus, the U. S. Government Printing Office, and gasoline stations.

16. English For Today Book Three, and Our American Way Of Life, Book I, available from Textbooks, after clearing with the Bilingual Department and completing requisition forms.

17. Pre-made Duplicators (dittos, mimeographs) with information about the government and community...available from various catalogues which contain listings of school supplies (example: DRAGO).