English as a Second Language 1
Department of English Language Learners

Niles Township High School
District 219
Skokie, Illinois  60077

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ESL 1 Grammar

ESYX01

English as a Second Language 1 is a beginning course offered to non-native speakers with no
English proficiency or limited English proficiency. Basic communication skills are emphasized.
Classes meet for three periods a day. One period stresses the accurate comprehension and
production of English grammar in speaking, reading and writing while the other is an intensive
vocabulary and speaking class. The third period is a reading course.
Length: 2 Semesters
Credit: 4 Credits
Open to grades: 9-12
Grade Weight: III
Prerequisite: Placement tests

Course Materials

ESL 1

Books:
Focus on Grammar 2: An Integrated Skills Approach, 3rd edition, Shoenberg, Irene E.
Focus on Grammar 2 Workbook.
Basic English Grammar Azar, Betty Schampfer
Vocabulary Power 1: Practicing Essential Words, Lebedev, Jennifer Recio (North only)
Split the Deck, White, Barbara (North Only)

Explanatory Notes

ELL 1 is designed as an introductory English course. ESL students come from a variety
of language, cultural and academic backgrounds. Since students are placed in ESL classes based
on their level of English proficiency and not by age, the class is often comprised of young and
older students together. In addition, while the 1 class generally has a low enrollment in the fall,
students continue to enter throughout the year as they immigrate and the class population may
more than double by spring. Thus, teachers of the ESL 1 course have the particular challenge
of continually integrating teenage students from different backgrounds, speaking different
languages, of varying academic preparation (abilities), in different stages of development and
maturity into a cohesive class that meets the needs of all members.

In this course we teach both language (structure and vocabulary) and content. In terms
of content, we cover current events, highlight the history, culture and geography of the United
States, present an overview of the American school systems and other relevant topics and
generally help our students acclimate and prepare for academic success in future classes at Niles North.

With regard to language acquisition, we have three essential goals for our students: 1) to learn
basic grammatical patterns and then accurately produce simple patterns including statements
using present, past and future tenses, questions and negative forms in speech and writing; 2) to learn relevant life-skills and academic vocabulary coupled with a wide range of writing and speaking tasks to provide flexible, authentic practice. Students utilize the vocabulary as they create projects, make presentations, and act out dialogues or small plays; 3) to be able to write a simple narrative, fill out a form, and write clear, appropriate answers to homework and test questions.

In addition, we seek to provide many opportunities and practice for students to improve their speaking (oral) proficiency and listening (aural) comprehension. Throughout the year, students frequently take notes during class activities and use the language lab for speaking and listening practice. Memorization is an important element of the class. Students must make a real effort to memorize vocabulary in order to be successful. We have many class activities and games to reinforce memorization.

**ELL 1 Grammar 1st Semester Learning Targets**

I. **Overarching Target Verb Target**: I can recognize and use verbs.
   a. I can recognize and use regular verbs in the present tense.
      1. I can recognize and use the correct form and meaning of the simple present tense in affirmative and negative statement.
      2. I can recognize and use the simple present with non-action verbs.
      3. I can recognize and use correctly the three pronunciations of third-person singular -s
   b. I can recognize and use the verb be in the present tense.
      1. I can recognize and use correctly the irregular conjugations of be, have, go, and do.
      2. I can recognize and use short answers and long answers in the simple present tense.
      3. I can recognize and use be in present-tense statements, contractions and negation.
      4. I can recognize and use prepositional phrases used with be.
      5. I can recognize and use be in yes and no questions with short and long answers.
      6. I can recognize and use be in the past-tense singular and plural forms in affirmative and negative statements.

II. **Overarching Usage Target**: I can recognize and use various grammatical English structures.
   a. I can recognize and use pronouns.
      1. I can recognize and use subject pronouns.
      2. I can recognize and use this, that, these, and those as pronouns.
      3. I can recognize and use one, ones, and it in a variety of context.
      4. I can recognize and use singular and plural possessive pronouns
   b. I can recognize and use adjectives.
      1. I can recognize and use a and an.
      2. I can recognize and use descriptive adjectives.
3. I can recognize and use descriptive adjectives correctly in reference to the position in sentences with and without be
4. I can recognize and use this, that, these, and those as adjectives
c. I can recognize and use nouns.
   1. I can recognize and pronounce plural nouns.
   2. I can recognize and use common and proper nouns.
   3. I can recognize and use singular and plural count nouns (*a photographer; photographers.*)
   4. I can recognize and use non-count nouns.
d. I can recognize and use prepositions.
   1. I can recognize and use prepositions of place.
   2. I can recognize and use prepositions of time.
e. I can recognize and use adverbs.
   1. I can recognize and use past time markers.
f. I can recognize and use *yes/no* question formation.
g. I can recognize and create questions
   1. I can recognize and use questions with *who, what, where, when, how* and *why* with short and long answers
   2. I can recognize and create simple present questions with *do* and *does.*
   3. I can recognize and create *wh*-questions with *do* and *does.*
   4. I can recognize and create *wh*-questions about subjects.
   5. I can recognize and create questions with *When is* and *What* (day/time)
h. I can recognize and use possessive nouns with apostrophes.

**ELL 1 Grammar 2nd Semester Learning Targets**

1. **Overarching Target Verb Target:** I can recognize and use verbs.
   c. I can recognize and use the present progressive tense.
      1. I can recognize and use affirmative and negative statements in the present progressive.
      2. I can recognize and form yes / no questions in the present progressive.
      3. I can contrast between the simple present and present progressive tenses.
d. I can recognize and use the imperative.
   1. I can recognize and use he affirmative and negative forms of imperatives.
   2. I can recognize and use the different uses of the imperative.
e. I can recognize and use the past tense.
   1. I can recognize and use the different forms and meanings of the simple past tense.
   2. I can recognize and use the affirmative and negative statements in the past tense.
   3. I can recognize and use the affirmative and negative form of some common irregular past-tense verbs.
   4. I can recognize and use long answers in the past tense.
f. I can recognize and use stative verbs in seven categories: state of being, emotion, sense or appearance, needs and preferences, mental states, possession, and measurement.
g. I can recognize and use verb tenses to use with non-action verbs.
h. I can recognize and use verbs that have both action and non-action meanings.

II. **Overarching Usage Target:** I can recognize and use various grammatical English structures.
   a. I can recognize and use suggestions: Let’s, why don’t we?, Why don’t you...? and responses
   b. I can recognize and use adjectives.
   5. I can recognize and use adjective + enough, adjective + too, as + adjective, the same as and different from.
   e. I can recognize and use adverbs.
   2. I can recognize and create questions with how often and answers with adverbs of frequency and expression with frequency
   3. I can recognize and use correct word order of adverbs of frequency in present tense sentences with be and other words
   4. I can recognize and use past time markers, such as yesterday, ago, last [night]
   j. I can recognize and use yes/ no and wh- questions in the past tense

**Optional materials may include:**
*Word by Word*, 2nd edition Beginning Vocabulary Workbook (class set of books at North), *Molinsky, Steven J., and Bill Bliss*
*Movies (shall we list some?)*
Newspaper / Easy English News (West and North)
SRA Reading (West)
Daily Language Review (West)
USA Learns Program (West)
*Walk, Amble, Stroll: Vocabulary Building Through Domains – Level 1, Trump, Kathryn, Sherry Trechter and Dee Ann Holisky.*
*Journeys* (Listening) – class set of books (North)
*Journeys* (Reading), *Lebaur, Roni* – class set of books (North)