

“Let’s Get to Work!”

Intermediate ESOL Communication Class



COURSE OUTLINE

By Timothy Krause, ESOL Instructor, Portland Community College, 2020

Introduction

Note: These files were originally intended for use in a face-to-face class, but the COVID-19 pandemic did not allow for them to be piloted in this way. So I encourage you to adapt them as you see fit for your circumstances.

This course outline is designed for a Level 5 Intermediate Communication course at Portland Community College. It addresses listening, speaking, pronunciation, and presentation skills within the theme of career exploration drawing on some materials adapted from [Oregon Career Information System](#).

The curriculum is designed for a course that is 10 weeks long. Each class period is two hours long, and the class meets twice weekly for a total of 20 class periods plus final exam. During the course, students complete several projects:

- a survey that they report in small groups
- a speech that they give to the whole class
- a video presentation that they share online
- a job interview as part of their final exam

The course outline below links to supporting materials in the form of Google Docs, Google Forms, and Google Slides. If you wish to contact me, my email is timothy.krause@pcc.edu.



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Week One: Getting Started

SKILL	FOCUS
Student	Classmate introductions and course information
Listening	Understanding essential information
Pronunciation	Introducing IPA (International Phonetic Alphabet)
Speaking	Greetings, introductions, general conversation
Presentation	Nonverbal communication

Day 01

- Presentation: [Day 01](#)
- Get to know each other: Dream jobs
 - Students make name cards on different colored pieces of paper
 - Students form groups of 3-4 students with the same color of name cards
 - Students introduce themselves and discuss: *When you were a child, what was your dream job? What is your job today? What job would you like to do instead?*
 - Students take turns introducing their classmates to the whole class
 - Conversation Circle: Students continue in their small groups and discuss: *What's more important to you? Make a lot of money? Enjoy your job?*
- Break
- Get to know the course: What will we do in this class?
 - Review syllabus, schedule, and course website
- Get to know ourselves: How do we learn best?
 - Students complete [Handout 03: Learning Styles Inventory](#) to identify auditory, tactile, or visual learning styles
 - Students form small groups with others who prefer the same style
 - Students discuss these different styles and study strategies for each
 - Instructor elicits response from various groups and sums up for whole class
- Homework for Day 02
 - Complete [Handout 01: Student Survey](#); bring completed survey to next class
 - Complete: [Pronunciation Practice 01](#) (link to view) [Google Form](#) (link to copy)
 - Leave a Voicemail: [Handout 02: Thinking About Myself](#)



Day 02

- Presentation: [Day 02](#)
- Class business
 - Collect homework (student surveys)
 - Parking, tuition, adding/dropping, syllabus questions, etc.
 - Quick quiz about the syllabus (oral Q&A): [Handout 04: Syllabus Quiz](#)
- Nonverbal communication: What does it mean?
 - Review images in presentation slides to define “nonverbal communication”
 - Task: Students draw a playing card and must form groups and get in order without talking and without showing each other their card
 - Instructor elicits response from various groups and sums up for whole class
 - Conversation Circle: Students form groups based on the suit of their card to discuss: *Imagine yourself in five years, in 2025. Where will you be? What will you be doing? What will be different? What kinds of nonverbal communication do you use in your discussion?*
- Break
- International Phonetic Alphabet: What is it? Why do we need it? How does it work?
 - Instructor introduces English sounds and IPA notation
 - Students complete [Handout 06: IPA Blank Chart](#)
 - Students practice using IPA to write their names
- Homework for Day 03 (review how to use of class website)
 - Complete [Pronunciation Practice 02](#) (link to view) [Google Form](#) (link to copy)
 - Leave a voicemail: [Handout 05: Thinking about Myself in Five Years](#)



Weeks Two and Three: Who Am I?

(Describe personal, academic, and career interests and abilities)

SKILL	FOCUS
Student	Working in small groups
Listening	Understanding the main idea
Pronunciation	Using IPA to recognize different sounds, linking
Speaking	Asking for clarification
Presentation	Talking in small groups

Day 03

- Presentation: [Day 03](#)
- Warm-up: [Handout 07: Find Someone Who](#) (customized based on responses to homework and student survey)
- Review: Nonverbal communication; [Handout 08: Ten Tips for Nonverbal Communication](#)
- Review: International Phonetic Alphabet
 - [Handout 09: IPA Crossword Puzzle](#)
- Break
- Holland personality types: How does your personality affect your career goals?
 - Students [watch a video](#) and then complete [Handout 11: Holland Personality Types](#)
 - Students are paired with a partner to discuss the results
 - Conversation Circle: Students form small groups with others who have similar personality types to discuss: *Why was this your first choice? What other types of personalities do you like to work with?*
 - Students brainstorm jobs that match their personality types; share on whiteboard
- Homework for Day 04 (review class website, if necessary)
 - Complete [Handout 10: IPA Practice 01](#)
 - Complete [Pronunciation Practice 03](#) (link to view) [Google Form](#) (link to copy)



Day 04

- Presentation: [Day 04](#)
- Vocabulary journals: [Handout 12: Vocabulary Journal 01](#)
 - Students study 12 words; six are career-related words and six are chosen by the student
- Listening for the main idea: [Watch a video](#) and complete [Handout 13: Listening for the Main Idea](#)
 - Students watch a video and use a worksheet to listen for clues to the main idea
- Asking for clarification: [Handout 14: Asking for Clarification](#) and [Handout 15: Clarification Activity](#)
 - Students practice strategies for clarification when they don't understand something
- Break
- Working environments: Data, people, or things
 - Students complete [Handout 17: Data, People, or Things](#)
 - Students form groups with others who have similar results and discuss: *Why did you choose this? What do you like about it? What kinds of careers fit this group?*
- Conversation Circle: *How much money do you need to be happy? Do you believe there is a "happiness plateau," a point where more money stops buying greater satisfaction?*
- Homework for Day 05
 - Complete [Handout 12: Vocabulary Journal 01](#)
 - Leave a voicemail [Handout 16: Thinking About Myself and Money](#)



Day 05

- Presentation: [Day 05](#)
- Review: IPA homework
- Career expectations: [Handout 18: Careers for Pat](#)
 - Students form three groups. Each group receives one of the three scenarios in the handout. Students read the information and discuss possible careers for Pat. Students make a list on the whiteboard; instructor leads class discussion and reveals the similarities/differences among the scenarios, introducing the topic of gender bias and sexual discrimination.
- Conversation Circles: Students work in their three groups to discuss: *What does “gender bias” or “gender stereotyping” mean? Have you ever seen this happen at your job or at school? What happened? What are some solutions to this problem?*
- Break
- Project #1: Survey: [Handout 19: Project #1 Forms](#)
 - Instructor explains survey project instructions
 - Students practice survey project in class: collect data, present results
- Homework
 - Conduct survey: [Handout 19: Project #1 Forms](#)
 - Complete [Pronunciation Practice 04](#) (link to view) [Google Form](#) (link to copy)

Day 06

- Presentation: [Day 06](#)
- Project #1 – Survey: Results, Part 1 (jigsaw)
 - Students first meet with classmates who used the same survey question to discuss: *What was the same? What was different? What surprised you?*
- Break
- Project #1 - Survey: Results, Part 2
 - Students now meet in small groups where each person had a different survey question. Each student presents their results to their small group. Then they discuss: *Do you see any patterns among all the results? What did you learn from this? What surprised you?*
- Homework
 - Complete [Handout 20: Vocabulary Journal 02](#)
 - Complete [Handout 21: IPA Worksheet 02](#)
 - Leave a voicemail: [Handout 22: Survey Results](#)



Weeks Four, Five and Six: Where Am I Going? (Describe the type of career that you want to pursue)

SKILL	FOCUS
Student	Working independently
Listening	Understanding supporting details
Pronunciation	Plural and past tense endings
Speaking	Agreeing and disagreeing
Presentation	Giving a speech to the class

Day 07

- Presentation: [Day 07](#)
- Review IPA homework
- Pronunciation: Plural word endings
- Conversation Circles: Students first complete [Handout 23: Strengths, Weaknesses, and Skills for Work](#) and then form small groups to discuss: *What are your strengths at work? What are your weaknesses at work? What skills do you need to improve? How?*
- Break
- Speaking: Circumlocution
 - Students use cards from [Handout 25: Taboo Game - Plural Words](#) to play Taboo in their small groups
- Homework
 - Complete [Pronunciation Practice 05](#) (link to view) [Google Form](#) (link to copy)
 - Complete [Handout 24: IPA Practice 03](#)



Day 08

- Presentation: [Day 08](#)
- Listening: Review strategies for listening for the main idea
- Listening: Listening for details
 - Students watch [a video](#) and learn strategies for listening for details
 - Students work with a partner to complete [Handout 26: Informational Interviews](#)
- Break
- Presentation: Project #2 -- The Speech [Handout 28: Project #2 -- The Speech](#)
 - Students learn the basic structure of a speech
 - Students practice with this site:
<http://learnenglishteens.britishcouncil.org/exams/speaking-exams/oral-presentation>
 - Contingency: https://www.youtube.com/watch?v=7eeYrHOV0UE&feature=emb_logo
 - Students get to know the assignment
- Homework
 - Complete [Handout 27: Vocabulary Journal 03](#)
 - Students research their speech

Day 09

- Presentation: [Day 09](#)
- Guest speaker (to model a presentation)
- Activity followup to guest speaker ([Handout 29: Guest Speaker](#))
- Break
- Review: IPA homework
- Pronunciation: Past Tense Word Endings
 - Students form small groups of students from different countries and discuss their jobs/careers/school before coming to the U.S. They use [Handout 32: Past Tense Endings Conversation Log](#) to categorize their use of words in the past tense
 - Instructor reviews their conversation log with each group to guide pronunciation
- Homework
 - Complete [Pronunciation Practice 06](#) (link to view) [Google Form](#) (link to copy)
 - Complete [Handout 30: IPA Practice 04](#) (past tense word endings)
 - Prepare an outline for your speech using [Handout 31: Speech Outline](#)



Day 10

- Presentation: [Day 10](#)
- Review Project #2: Speeches [Handout 33: Giving a Speech](#)
 - Students practice giving feedback to a video example
 - Students practice speeches with feedback (partners)
- Break
- Vocabulary: Workplace Tools
 - Students use cards from [Handout 35: The Right Tool for the Job](#) to play 20 questions
- Homework
 - Finish preparing speech for next week (review speaker schedule)
 - Study for mid-term quizzes (two parts; one on Day 11 and one on Day 12) by using [Handout 34: Mid-term Study Guide](#)

Day 11

- Presentation: [Day 11](#)
- Warm-up: 3-2-1 activity
- Speeches – Part 1: [Handout 36](#) and [Handout 37: Speech Evaluations \(Student and Teacher Forms\)](#)
- Break
- Mid-term exam: [Handout 38: Mid-term Quiz - Part 1](#)
- Homework
 - **Mid-term course evaluation survey** ([link to view](#)) **Google form** ([link to copy](#))

Day 12

- Presentation: [Day 12](#)
- Warm-up: 3-2-1 activity
- Speeches – Part 1: [Handout 36](#) and [Handout 37: Speech Evaluations \(Student and Teacher Forms\)](#)
- Break
- Mid-term exam: [Handout 39: Mid-term Quiz - Part 2](#)
- Homework
 - Check email for Course Progress Notifications



Weeks Seven and Eight: How Do I Get There? (Describe the path to start the career that you want to pursue)

SKILL	FOCUS
Student	Finding information
Listening	Notetaking and organizing information
Pronunciation	Syllable stress
Speaking	Asking and answering questions
Presentation	Presenting to the public

Day 13

- Presentation: [Day 13](#)
- Make-up speeches (if any)
- Review Mid-term quizzes
- Contingency: 3-2-1 (longer version - actually 3 minutes)
- Contingency: Tool Taboo (use previous materials)
- Break
- Pronunciation: Syllable stress
 - Conversation Circles: Students work with partners and use [Handout 41: Conversation Circle Syllable Stress Log](#) to discuss: Are you an "early bird"? Or a "night owl"? Do you like to get up early or stay up late? Why?
- Homework
 - Complete [Pronunciation Practice 07](#) (link to view) [Google Form](#) (link to copy)
 - Complete [H5P practice activity](#)
 - Complete [Handout 40: IPA Practice 05](#)



Day 14

- Presentation: [Day 14](#)
- Listening: Listening at length
 - Students watch a [sitcom video](#) and use [Handout 42: Hector Gets a Job](#) to take notes
- Conversation Circles: Hector Gets a Job
 - Students form small groups to discuss what they heard in the video
- Break
- Presentation: Project #3 -- Making a video resume
 - Students watch an example of video resumes and then use [Handout 44: Project #3--Making an Online Presentation](#) to learn about the next project
 - Teacher demonstrates the homework brainstorming using the character of Hector from the video
- Homework
 - Complete [Handout 43: Vocabulary Journal 04](#)
 - Research information for Project #3 using [Handout 44: Project #3--Making an Online Presentation](#)

Day 15

- Presentation: [Day 15](#)
- Students work in computer lab to make a video resume

Day 16

- Presentation: [Day 16](#)
- Students work in computer lab to watch and evaluate video resumes
- Optional: Guest speaker from Career Services
- Optional: Games and useful websites for practice
- Homework
 - Complete [Handout 45: Vocabulary Journal 05](#)



Weeks Nine and Ten: What Are My Next Steps? (Describe what you want to do after ESOL)

SKILL	FOCUS
Student	Making plans
Listening	Synthesizing information
Pronunciation	Thought groups and sentence stress
Speaking	Giving and taking advice
Presentation	Working with a partner (One-on-one interviews)

Day 17

- Presentation: [Day 17](#)
- Listening: Oregon Civil Rights
 - Students listen to [a video](#) and form small groups to discuss [Handout 46: Oregon Civil Rights](#)
- Break
- Speaking: Thought Groups and Sentence Stress
 - Students use [Handout 49: Thought Groups](#)
- Homework
 - Review classmates online presentations using [Handout 47](#) and [Handout 48: Online Presentation Evaluations \(student and teacher forms\)](#)
 - Complete [Pronunciation Practice 08](#) (link to view) [Google Form](#) (link to copy)



Day 18

- Presentation: [Day 18](#)
- Listening: Job interviews
 - Students watch [a video](#) and check their comprehension using [Handout 50: Job Interview Questions and Answers](#)
 - Students practice with a partner
- Break
- Speaking: Job interviews
 - Students use materials from [Handout 52: Job Interview Speaking Activities](#) to complete a variety of activities to practice job interviews, such as:
 - Mix and mingle using question strips
 - Speed dating
 - 3-2-1
 - Say 4 Things (workplace edition)
 - Theater of the Oppressed style “Stop!” activity
- Homework
 - Complete [Handout 51: Vocabulary Journal 06](#)

Day 19

- Presentation: [Day 19](#)
- Review syllable stress, word stress, thought groups, and intonation
- Break
- Homework
 - Rest!
- Speaking: Workplace idioms
 - Students work with a partner and use [Handout 53: Workplace Idioms](#) to complete a gallery walk activity



Day 20

- Presentation: [Day 20](#)
- Review for final exam
 - Written practice: vocabulary and pronunciation rules
 - Speaking practice: job interview
 - Listening practice: taking notes at a presentation
 - Kahoot practice: vocabulary and pronunciation rules
- Homework
 - Study for final exam
 - Finish any missing homework



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Final Exam Week

- Presentation: [Day 21](#)
- Final exam: [Handout 54: Final Exam](#)
 - Written practice: vocabulary and pronunciation rules
 - Speaking practice: job interview
 - Listening practice: taking notes at a presentation
 - Kahoot practice: vocabulary and pronunciation rules
- Course evaluation



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Contingency Materials

Video: "[How miscommunication happens](#)" and [H5P exercise](#)

Video: "[Good presentation versus bad presentation](#)" and [H5P exercise](#)

Video: "[Idioms from technology](#)" and [H5P exercise](#)

Video: "[How to understand native speakers](#)"

"My first job" - [H5P exercise](#) (videos with comprehension questions)

Workplace tools H5P exercises: [flashcards](#) and [dictation](#)

Final exam review materials:

- [Pronunciation review \(H5P activity\)](#)
- [Vocabulary dictation \(H5P activity\)](#)
- [Listening practice \(H5P activity\)](#)

Body language [video and exercise](#)

Supplementary Sites

[ESOL News Oregon](#)

[Ted ED Videos](#)

[CoolEnglish.Net](#)

[Cambridge Learner's Dictionary](#)

[LyricsTraining.com](#)

[Rachel's English](#)

[YouGlish.com](#)

[Voice of America news](#)

[Randall's ESL Listening Lab](#)

[Eva Easton's American English Pronunciation](#)



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