

# Beginner Suggested Goals & Classroom Outcomes List One

These ideas can be used for you and your Beginner ELL (English Language Learning) students. They can be used for students who speak no English or limited English, as well as for those who are not literate in their own native language. They provide some suggestions for minimum competencies, also called Survival Skills.

## Survival Skills List One

1. Greetings.
2. Write first name.
3. Write last name.
4. Spell first and last name aloud.
5. Introduce him/herself.
6. Write address.
7. Say address aloud clearly.
8. Say and write birthday.
9. Say the alphabet.
10. Recognize letters of the alphabet and their sounds.
11. Family: tell basic relations in a family.
12. Tell the names and members of his or her family.
13. Tell the ages of immediate family members.
14. Introduce family members.
15. Name and recognize colors.
16. Name and recognize days of the week.
17. Name and recognize months of the year.
18. Comprehend spoken dates.
19. Listen and understand numbers 1-60, concentrating on the numbers 0-9.
20. Name numbers 1-60, concentrating on the numbers 0-9.
21. Listen and understand the time of day.
22. Tell the time of day.
23. Fill out a simple personal form.

If a student needs assistance, be sure to **DESTROY** any person information that may have his/her social security number. Social Security numbers should not be requested from the student.

# Intermediate Suggested Goals & Classroom Outcomes

## List Two

This is the second list of ideas for you and your students. This list is more advanced than List One, and therefore appropriate for intermediate level students. It builds upon suggested minimum competencies, also called Survival Skills.

### Survival Skills List Two

1. Write the letters of the alphabet.
2. Say the names of American money.
3. Understand the worth of various coins and bills.
4. Comprehend spoken money amounts.
5. Understand basic directions.
6. Give and ask basic directions. (left, right, go stop, walk, where, etc.).
7. Use the local bus system. (know vocabulary: fare, transfer, driver, etc.)  
*\*It is strongly suggested that you practice using the bus with your students.*
8. Understand common street signs. (such as: stop, yield, hospital, school, etc.)
9. Use and understand common prepositions. (such as: next to, across from, near, between, behind, on the corner of, etc.)
10. Identify important places in the neighborhood. (such as: school, post office, grocery store, hospital, etc.).
11. Talk on the phone: express if someone is not at home or not available.
12. Take a simple phone message.
13. Leave a simple phone message.
14. Make plural forms of nouns.
15. Use common verbs. (such as: like, want, need, love, etc.)
16. Use the simple present tense. (such as: he runs, they walk, she sings, you go, etc.)
17. Use employment and occupational vocabulary as appropriate. (such as: names of professions, specific vocabulary, phrases related to their occupation, etc.).

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# Advanced Suggested Goals & Classroom Outcomes

What Advanced English Learners want and need from their tutors may vary widely, depending on their previous experience with English instruction and goals for their lives. Here are some suggestions for competencies.

1. Improve pronunciation.
2. Improve grammar.
  - One such goal is to learn to recognize parts of speech by word endings. An example is that words that end in “-ly” are usually adverbs.
3. Improve everyday conversation skills.
4. Learn common US colloquial expressions.
5. Differentiate meaning, spelling, and pronunciation between similar words.
  - For example: “descent” v. “dissent”.
6. Learn about countries of origin for English words.
  - This may help them recognize spelling or pronunciation patterns. For example, “-tion” at the end of a word usually means the origin was French, and the English pronunciation is usually “shuhn”.
7. Learn specific jargon or policies for their educational or career goals.
8. Study for US Naturalization.
9. Ask the student what areas he or she feels need the most work.

A lovely consequence of working with an advanced student is that the tutor may learn more about English in the process of tutoring.

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