

COURSE OUTLINE

ESL 40

English as a Second Language Level 4

Catalog Statement

ESL 40 is designed for students at the high-intermediate level of English acquisition. This course provides instruction in reading and writing, sentence and paragraph structure, verbal communication skills, comprehension of everyday spoken English, and development of life skills competencies. Instruction stresses the grammatical study of clauses, a review of verb tenses, and vocabulary development. Emphasis is placed upon the direct study of English grammar appropriate for academic settings and overall effectiveness in communication.

Total Lecture Units: 0.0

Total Laboratory Units: 0.0

Total Course Units: 0.0

Total Lecture Hours: 160.0-224.0

Total Laboratory Hours: 0.0

Total Laboratory Hours To Be Arranged: 0.0

Total Faculty Contact Hours: 160.0-224.0

Total Student Contact Hours: 160.0-224.0

Recommended Preparation: Placement is based upon performance on a division placement assessment, or completion of ESL 30.

Course Entry Expectations

Prior to enrolling in the course, the student should be able to:

- write paragraphs at the low-intermediate level with sufficient unity;
- develop, coherence, and mechanical accuracy;
- demonstrate mastery of grammatical structures studied at a level sufficient to pass unit tests and the divisional grammar mastery test for this level;
- converse at a functional level adequate for everyday use on the campus and in the community;
- respond to questions about recorded and live speeches, dialogues, role plays, and lectures;
- decode 2,500-word reading passages, respond to inference and recall questions, and utilize a monolingual English dictionary to advantage.

Course Exit Standards

Upon successful completion of the required coursework, the student will be able to:

- demonstrate mastery of grammatical structures studied at a level sufficient to pass unit tests and the divisional grammar mastery test for this level;

- write a three-paragraph composition that contains an introductory paragraph, a body, and a conclusion;
- converse at a functional level adequate for everyday use on the campus and in the community;
- demonstrate understanding of the majority of face-to-face speech, recorded, and live dialogues in standard dialect at a normal rate, although some repetition may be required;
- decode 3,000-word reading passages, identify main ideas and supporting details, make inferences, and summarize short passages;
- approximate standard American pronunciation well enough to be understood by typical fluent speakers of English.

Course Content

Total Faculty Contact Hours = 160.0-224.0

Grammar (37 - 52 hours)

Sentence structure - word order

Affirmative

Negative

Interrogative

Do for emphasis and affirmative, negative, and imperative sentences

Sentence elements

Gerunds

As subject (*Swimming is fun.*)

As object of preposition (*They talked about going . . .*)

Go + activity (*go hiking*)

Adjective clauses

introduced by relative pronouns (*who/which/that* as subject and object)

omitted relative pronouns

Punctuation (restrictive/non-restrictive) with *who/which/that*

Verb tenses and modes

Tenses in active and passive voice

Past perfect

Past perfect continuous

Modal auxiliaries to show past possibility, probability, and past direction not taken: *could have gone, should have done, could have been taken, etc.*

Causative verbs: *let, make, have, get*

Verbs followed by infinitives: *arrange, seem, etc.*

Verbs followed by gerunds: *delay, recall, etc.*

Phrasal verbs and preposition combinations: transitive/separable (*pass something out, straighten something up, etc.*), transitive/inseparable (*get off something, look into something, etc.*), intransitive/inseparable (*get ahead, show up, etc.*), transitive/separable (*do something over, bring someone down, etc.*), and three-word phrasal verbs (*get together with someone, etc.*)

Infinitives

After verbs: placement of object (*I want to go vs. I want him to go.*)

After adjectives (*It's dangerous to ride a motorcycle.*)

Of purpose (*He went there to learn English.*)

As subject (*To swim . . .*)

Passive Voice

Performer vs. no performer

Direct object (as passive subject) vs. indirect object

Modals (present tense)

Stative verbs

With "get" + adjective

Participial adjectives (-ed, -ing adjectives)

Past passive modals (*It should have been done.*)

Listening Comprehension (15 - 22 hours)

Reductions that occur in natural rapid speech

Inference

Dictations, cloze exercises, dicta-comps: (Reconstructions of passages from notes)

Situational dialogs

Non-native accents and regional dialects

Note-taking and comprehension of mini-lectures

Speaking (31 - 43 hours)

Pronunciation

Identification and production of sounds and intonation patterns contained in dialogues or other spoken material

Word and sentence stress

Reductions that occur in rapid speech

Oral communication

Informal practice in pairs, groups and before the class

Dialogues, speeches, and communicative tasks (e.g. asking questions to obtain information.)

Idioms, sayings, expressions, euphemisms

Reading (31 - 43 hours)

Vocabulary building

Word families: affixes, roots, parts of speech

Use of glossaries and vocabulary lists

Use of deduction to determine word meanings from context

General reading

Pre-and post- reading strategies

Subject matter: literature, articles, and essays

Length: moderate length articles and passages: one long passage or short novel

Comprehension

Facts, main idea, inference, prediction, paraphrase, summary, and drawing conclusions

Skills

Skimming

Scanning

Factual recall of information

Fluency

Oral reading (reading aloud): intonation, sentence stress, cadence, and rhythm

Writing (31 - 43 hours)

Mechanics of writing

Capitalization

Punctuation: period, question mark, exclamation point, quotation marks, comma, semi-colon, colon, hyphen, and dash

Spelling

Sentence and paragraph writing and rewriting

Form: title, indentation, margins

paragraph structure: topic sentence, transitional devices, developmental sentences, and concluding sentences

Essay structure: introductory paragraph, body, and conclusion

Organization: unity, development, and coherence

Rhetorical mode: narration, process, summary

Writing letters

Complaints and business letters

Letter of application

Letter of Request

American Culture and Life Skills (15- 21 hours)

Consumer education

Traditions, customs, and holidays

Traditional and non-traditional family and social life

Instructional styles and classroom conventions and expectations in college and adult classes

Diversity in society, including in educational settings and the workplace

Cross-cultural issues

Information regarding US citizenship

Information about the American educational system and courses as appropriate to the setting and needs of participants

Methods of Instruction

The following methods of instruction may be used in this course:

- lecture;
- whole-group interactive and communicative activities (e.g. Ask five classmates where they have traveled);
- individual, paired, and small group projects, activities and presentations (e.g. Prepare a presentation about a famous monument in a selected country.);
- multi-media presentations;
- guest speakers and field trips.

Out of Class Assignments

The following out of class assignments may be used in this course:

- fill-in-the-blank grammar exercises (e.g. _____ the cold weather, we stayed home. (Because of));
- write multi-paragraph essays;

- respond to speaking prompts to practice conversational fluency;
- read excerpts of fiction and non-fiction sources.

Methods of Evaluation

The following methods of evaluation may be used in this course:

- conversations with the teacher to assess listening comprehension and speaking ability;
- quizzes and unit tests;
- involvement in group projects;
- works-in-progress;
- exit examination.

Textbooks

Azar, Betty, and Stacy Hagan. *Fundamentals of English Grammar Student Book*. 4th ed. White Plains: Pearson, 2011. Print.
4th Grade Textbook Reading Level. ISBN #978-0137071692.

Broukal, Milada. *Grammar Form and Function 3*. 2nd ed. New York: Cambridge, 2009. Print.
4th Grade Textbook Reading Level. ISBN #978-0077192235

Curtis, Jane and Jeanne Lambert. *Future 4 Student Book and Workbook*. White Plains: Pearson, 2009. Print.
4th Grade Textbook Reading Level. ISBN #978-0132455794

Elbaum, Sandra N., and Judi P. Peman., *Grammar in Context 3*. 5th ed. Independence, Heinle-Cengage, 2010. Print.
4th Grade Textbook Reading Level. ISBN #978-1424079025

Fuchs, Marjorie, and Margaret Bonner. *Focus on Grammar 4*. 4th ed. White Plains: Pearson, 2011. Print.
4th Grade Textbook Reading Level. ISBN #978-0132546492

Student Learning Outcomes

Upon successful completion of the required coursework, the student will be able to:

- use Level 4 grammar structures to respond to questions in spoken English;
- use Level 4 grammar structures to write multiple paragraphs using simple, complex, compound, and complex-compound sentences;
- write multi-paragraph essays related to the themes of academic, vocational, or personal goals.