

COURSE OUTLINE

ESL 20

English as a Second Language Level 2

Catalog Statement

ESL 20 is designed for students at the high-beginning level of English acquisition. This course provides instruction in reading and writing, basic sentence and paragraph structure, spelling, verbal communication skills, listening comprehension of everyday spoken English, and development of life skills competencies. Emphasis is placed upon the study of grammar and vocabulary necessary for everyday life and general understanding of spoken English.

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 10.

Course Entry Expectations

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

- write capital and lowercase letters legibly and demonstrate knowledge of alphabetical order and capitalization rules;
- pronounce basic English vocabulary, phrases, and sentences clearly and naturally after appropriate modeling and instruction;
- comprehend short dialogues and reading passages such as those presented in the textbooks;
- compose sentences and simple paragraphs using appropriate subject- verb agreement and other grammatical structures;
- demonstrate comprehension of spoken English in familiar everyday contexts within limited semantic discourse realms;
- compose simple sentences using correct punctuation, capitalization, and word order;
- choose correct grammatical forms and demonstrate usage in written and conversational forms;
- complete a test in scantron form.

Course Exit Standards

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

- approximate standard American pronunciation to be understood by typical fluent speakers of English;
- create verbal and written statements in the present, past, or future tenses related to basic needs and common activities;
- respond to questions about short dialogues, monologues, and reading passages such as those presented in digital recordings or in textbooks;
- compose sentences and simple paragraphs using appropriate subject-verb agreement, tense, aspect (e.g. simple versus progressive), and other standard writing conventions;
- listen to and converse in spoken English about familiar everyday contexts within limited semantic and discourse realms.

Course Content

Total Faculty Contact Hours = 160.0-224.0

Grammar (37 - 52 Hours)

Basic sentence structure

Affirmative

Negative

Interrogative

Question words and phrases: *who, what, where, when, why, how, how much, how many, how often*

Yes/no questions (short answers and tag questions)

Imperatives (detailed)

Sentence elements

Noun phrases: count and non-count nouns, possessive nouns, possessive pronouns, reflexive pronouns, indirect object pronouns, partitives

Noun modifiers: (adjective phrases): adjectives, comparatives, superlatives, and equitives, too and *enough*, very + adjective, quantifiers (*much, many, a lot of, a few, a little*)

Verb tenses and modes

Simple past (regular and irregular), present, future (*will*)

Past continuous

Modal auxiliaries and “quasi-modals:” *should, can’t (for prohibition), could, might, must (for necessity), musn’t, be able to, don’t have to, have got to*

Verb + infinitive: *like to, want to, need to, etc.*

like vs. would like

Real conditional

Verb modifiers: adverbial phrases of time, place, manner, comparatives, and clauses

Time expressions: *just, in, on, at*

Connectors: *because, so*

Listening comprehension (16 - 22 Hours)

Inference

Reductions which occur in natural speech

Non-native accents in the classroom

Simple situational dialogues

Dialogues and questions

Categorization of information

Dictation

Verbal directions

Speaking (31 - 43 Hours)

Pronunciation: identification and production of sounds and intonation

patterns contained in dialogues or other spoken material, word and

sentence stress, grapheme-phoneme (letter-sound) correspondence

Conversation: practice, dialogues related to daily living, grammar, idioms

Speech: preparation and presentation of simple informal speeches and oral reading of compositions

Reading (31 - 43 Hours)

Vocabulary building

Word families

Use of deduction to determine meaning from context

Use of dictionaries

General reading

Pre- and- post- reading strategies

Basic reading of written directions, schedules, newspaper, applications and forms, dialogues, reading passages from one to five paragraphs

Comprehension

Factual recall of detailed information

Main idea

Compare/contrast

Drawing conclusions

Prediction

Decoding

Phonetic analysis

Sound/symbol relations

Consonants and vowels

Consonant blends

Writing (29 - 42 Hours)

Mechanics of writing

Capitalization

Sentence punctuation: period, question mark, comma exclamation mark

Apostrophes in contractions and possessives

Spelling

Sentence and paragraph writing and rewriting

Form

Title

Indentation

Margins

Organization

Topic sentence
Supporting sentences
Concluding sentence(s)

Rhetorical mode (development according to level)

Description
Narration
Process (First Draft, Edit, Final Draft)

Writing letters

Personal letters
Letters of excuse
Complaint and simple business letters
Letters of application or requests

American Culture and Life Skills (16 - 22 Hours)

Personal data and consumer education
Traditions, customs, and holidays
Traditional and non-traditional family life
Instructional styles, classroom conventions, and expectations in college and adult educational settings
Diversity in society, including in educational settings and the workplace
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/demonstration;
- whole-group interactive and communicative activities (e.g. Find a partner who likes the same kind of breakfast food);
- individual, paired, and small group projects, activities, and presentations (e.g. Write a recipe with your partner);
- 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. John ____ play the piano. (likes to));
- write detailed sentences and/or simple paragraphs;
- respond to speaking prompts to practice conversational fluency.

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

Bitterlin, Gretchen, et al. *Ventures 2 Student's Book and Workbook*. 2nd ed. New York: Cambridge, 2013. Print.
2nd Grade Textbook Reading Level. ISBN # 978-1107659216

Elbaum, Sandra N., and Judi P. Peman. *Grammar in Context 1*. 5th ed. Independence,
: Heinle-Cengage, 2010. Print.
2nd Grade Textbook Reading Level. ISBN #978-11111-6064

Lynn, Sarah, et al. *Future 2 Student Book and Workbook*. White Plains: Pearson, 2009.
Print.
2nd Grade Textbook Reading Level. ISBN # 978-0132455848

Molinsky, Steven, and Bill Bliss. *Side By Side Plus 2 Student Book and eText with Activity
Workbook and Digital Audio*. 3rd ed. White Plains: Pearson, 2016. Print.
2nd Grade Textbook Reading Level. ISBN # 978-0-13-434667-0

Schoenberg, Irene. *Focus on Grammar 2 Student Book and Workbook*. 4th ed. White Plains:
Pearson, 2011. Print.
2nd Grade Textbook Reading Level. ISBN #978-0132861809

Student Learning Outcomes

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

- use Level 2 grammar structures to respond to questions in spoken English;
- use Level 2 grammar structures to write simple and complex sentences;
- use Level 2 grammar structures to write guided paragraphs.