

## COURSE OUTLINE

### **ESL 30**

### **English as a Second Language Level 3**

#### **Catalog Statement**

ESL 30 is designed for students at the low-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 verbs and vocabulary development. Emphasis is placed upon general understanding of spoken and written English 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 20.

#### **Course Entry Expectations**

Prior to enrolling in the course, the student should 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, and other standard writing conventions;
- listen to and converse in spoken English about familiar everyday contexts within limited semantic and discourse realms.

#### **Course Exit Standards**

Upon successful completion of the required coursework, the student will 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 Content**

**Total Faculty Contact Hours = 160.0-224.0**

**Grammar (40 - 57 Hours)**

Sentence structure - word order

Affirmative

Negative

Interrogative

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

Yes/No questions (short answers & negatives)

Sentence elements

Noun modifier (adjective phrase): adjective + preposition (*tired of, excited about, etc.*)

Verb tenses and modes

Present perfect

Present perfect continuous

Future continuous

Modals: *ought to, had better, could, may might (to show permission and possibility) coi*

Stative vs. action verbs

Verbs followed by an infinitive: *agree, need, expect, etc.*

Verbs followed by a gerund: *enjoy, dislike, finish, etc.*

Phrasal verbs: transitive/separable (*do something over, throw something away, etc.*) and transitive/inseparable (*look for something, run into someone, etc.*)

Look/Feel/Sound/Smell.etc. + Like

Suggestions: *let's, why don't, etc.*

Connectors: *Because of, either, neither, so, too, if, whether*

**Listening Comprehension (16 - 22 Hours)**

Reductions which occur in natural rapid speech

Inference

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

Situational dialogues

Non- native accents in the classroom

Note taking and comprehension of mini-lectures

**Speaking (31 - 43 Hours)**

Pronunciation

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

- Word and sentence stress
- Grapheme-phoneme (letter-sound) correspondences
- Reductions that occur in rapid speech

Oral communication

- Informal practice in pairs, groups, and before the class
- Dialogues, speeches, and communicative tasks
- Grammar: oral reinforcement of structures; self-monitoring
- Idioms, sayings, expressions, euphemisms
- Cross-cultural exercises: body language; conversational turn-taking

**Reading (40 - 57 Hours)**

Vocabulary building

- Word families: synonyms, antonyms, homonyms, affixes, roots, parts of speech
- Use of glossaries and vocabulary lists

General reading

- Pre- and post-reading strategies
- Subject matter: literature, general interest, applications/forms
- Length: short articles and passages; one long passage or short novel

Comprehension: facts, main idea, inference, prediction, paraphrase, compare and contrast, and draw conclusions

Skills: skimming, scanning, rate development

Oral reading (reading aloud)

- Phonetic analysis
- Intonation and sentence stress

**Writing (23 - 31 Hours)**

Handwriting improvement

Spelling strategies

Mechanics of writing: capitalization, punctuation, apostrophe

Sentence and short paragraph writing and rewriting

Form

Paragraph structure

- Introductory

- Supporting

- Concluding

Organization

Stylistic variation

Rhetorical mode

- Description

- Narration

- Process

Writing letters

- Complaint and business letter

- Letter of application

- Letter of request

**American Culture and Life Skills (10 - 14 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 exercises  
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 three classmates to describe a special childhood memory);
- individual and small group projects, activities and presentations (e.g. Prepare and perform a role play about a parent-teacher conference);
- 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. Yesterday, he \_\_\_\_\_ fixing his car. (was));
- write multiple paragraphs;
- 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**

Bitterlin, Gretchen, et al. *Ventures 3 Student's Book and Workbook*. 2<sup>nd</sup> ed. New York: Cambridge, 2013. Print.  
3<sup>rd</sup> Grade Textbook Reading Level. ISBN # 978-1107621879

Elbaum, Sandra N., and Judi P. Peman. *Grammar in Context 2*. 5<sup>th</sup> ed. Independence, KY: Heinle-Cengage, 2009. Print.

3<sup>rd</sup> Grade Textbook Reading Level. ISBN # 978-1424079018

Fuchs, Marjorie, Margaret Bonner, and Miriam Westheimer. *Focus on Grammar 3*.  
3<sup>rd</sup> ed. White Plains: Pearson, 2012. Print.

3<sup>rd</sup> Grade Textbook Reading Level. ISBN #9780132546485

Molinsky, Steven, and Bill Bliss. *Side By Side Plus 3 Student Book and eText with Activity  
Workbook and Digital Audio*. 3<sup>rd</sup> ed. White Plains: Pearson, 2016. Print.

3<sup>rd</sup> Grade Textbook Reading Level. ISBN # 978-0-13-434670-0

Schoenberg, Irene E., et al. *Future 3 Student Book and Workbook*. White Plains: Pearson,  
2010. Print.

3<sup>rd</sup> Grade Textbook Reading Level. ISBN # 978-0132455831

### **Student Learning Outcomes**

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

- use Level 3 grammar structures to respond to questions in spoken English;
- use Level 3 grammar structures to demonstrate fluency with the use of gerunds, infinitives, and phrasal verbs;
- write paragraphs using complex sentences.