

## COURSE OUTLINE

### **ESL 10**

### **English as a Second Language Level 1**

#### **Catalog Statement**

ESL 10 is designed for students at the low beginning level of English acquisition. This course provides instruction on simple reading and writing, basic sentence and paragraph structure, spelling and phonemic correspondences, and listening and oral communication skills. Students read and listen to dialogues and compose and practice original dialogs. Other activities include reading of short stories or paragraphs, writing sentences and short paragraphs, role playing of everyday situations, listening comprehension, dictation, and life skills competencies.

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 1.

#### **Course Entry Expectations**

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

- identify, print, alphabetize, and use uppercase and lowercase letters;
- identify, write, and use numbers 1-100;
- follow instructions and commands given by the teacher or text;
- demonstrate phonemic and phonics awareness (initial and final consonants and short and long vowels);
- use beginning decoding skills, and read a limited number of sight words as encountered in life skill exercises;
- initiate and respond to greetings and leave-takings, make introductions and show gratitude;
- ask for and give personal information in conversation and on forms;
- use a calendar, talk about time and describe daily routines;
- identify coins and bills, ask about prices, write a check, recognize identification and bank cards;
- ask for and give information about school;
- identify common foods, talk about the three basic meals, and dramatize how to order a meal in a restaurant;

- identify parts of the body, talk about health, make appointments, write absence notes, and make emergency phone calls;
- express feelings and relate likes and dislikes;
- identify common occupations, fill out forms related to work and job applications, and write signatures;
- identify signs with one word or symbol, such as restroom signs;
- read and comprehend simple sentences containing course vocabulary;
- 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:

- 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 Content**

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

#### **Grammar (31 - 43 hours)**

Basic sentence structure-word order

Affirmative

Negative (including contractions with “n’t”)

Interrogative

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

Yes/no questions (short answers and tag questions)

Imperatives

Sentence elements

Nouns: singular, plural, possessive, counting vs. non- counting nouns, pronouns, and articles

Noun modifiers (adjective phrases): numbers, colors, size, shape, quality, feelings, and mental states

- Possessive adjectives
- Object pronouns
- Articles: definite and indefinite
- Verb tenses and modes
  - Simple present, present continuous, simple past including common irregular forms, simple future (with *be going to*)
  - Imperatives
  - Modals: *may, can, have to,*
  - Existentials: *there is/there are*
  - Verb + infinitive: *want to*
- Adverbs of time and frequency
- Time expressions
- Function words: prepositions of time and location, conjunctions
- Demonstratives: *this, that, these, those*

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

- Understand reductions which occur in natural speech
- Infer meaning
- Decipher specific information through dictation
- Understand simple situational dialogues and questions
- Demonstrate comprehension of simple statements and instructions
- Understand requests for simple clarification

Speaking (**33 - 47 hours**)

- Pronunciation
  - Identification and production of sounds and intonation patterns
  - Word and sentence stress
  - Grapheme-phoneme (letter-sound) correspondence
- Conversation: practicing communication skills through the use of dialogues and simple idioms and expressions while using correct grammar

Reading (**33 - 47 hours**)

- Vocabulary building
  - Word families: affixes
  - Use of glossaries and vocabulary lists
  - Use of picture and/or simple monolingual ESL dictionaries
  - Use of deduction to determine word meaning from context
  - Parts of speech
  - Synonyms and antonyms
- General reading
  - Pre-reading strategies: picture cues, titles, captions
  - Basic reading of written directions, schedules, newspapers, applications, forms, dialogs, reading passages
- Comprehension
  - Factual recall of information
  - Main idea
  - Prediction
  - Compare/contrast
- Oral reading

Phonetic analysis: vowels and consonants, blends  
Intonation and sentence stress

### Writing (31 - 43 hours)

Alphabet: recognize, name, write, and alphabetize

Mechanics of writing

Capitalization

Sentence punctuation: period, question marks, commas, and exclamation marks

Apostrophe in contractions and possessives

Spelling

Sentence and short paragraph writing and rewriting

Form: affirmative, negative, interrogative

Rhetorical mode: simple description and narration

Complete forms and applications

Writing letters

Personal

Letter of excuse

### American Culture and Life Skills (16 - 22 hours)

Personal data, consumer education, survival vocabulary (telephone, employment, health, transportation, housing, public agencies)

Traditions, customs and holidays

Traditional and non-traditional family life

Classroom expectations in college and adult educational settings

Diversity in society

Information regarding citizenship

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

### **Methods of Instruction**

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

- lecture/demonstration;
- individual/partner/small group projects, activities, and presentations (e.g. Describe your daily routine);
- multimedia presentations;
- whole-group interactive and communicative activities (e.g. Ask your classmates, “Where are you from?”);
- guest speaker’s/field trips.

### **Out of Class Assignments**

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

- fill-in-the-blank written exercises (e.g. I \_\_\_\_\_ to school every day (go));
- vocabulary matching exercises (e.g. match the word to its definition);
- create simple sentences;
- respond to speaking prompts to practice conversational fluency.

### **Methods of Evaluation**

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

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

### **Textbooks**

Bitterlin, Gretchen, et al. *Ventures 1 Student's Book and Workbook*. 2<sup>nd</sup> ed. New York: Cambridge, 2013. Print.

1<sup>st</sup> Grade Textbook Reading Level. ISBN # 978-1107612303

Lynn, Sarah, et al. *Future 1 Student Book and Workbook*. White Plains: Pearson, 2009. Print.  
1<sup>st</sup> Grade Textbook Reading Level. ISBN # 978-0132455817

Molinsky, Steven, and Bill Bliss. *Side By Side Plus 1 Student Book and eText with Activity Workbook and Digital Audio*. 3<sup>rd</sup> ed. White Plains: Pearson, 2016. Print.

1<sup>st</sup> Grade Textbook Reading Level. ISBN # 978-0-13-434698-4

### **Student Learning Outcomes**

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

- use Level 1 grammar structures to respond to questions in spoken English;
- use Level 1 grammar structures to write simple sentences;
- apply appropriate writing conventions to written documents.