



**COURSE OUTLINE : ESL 40**

**N Non-Credit**

**COURSE ID 000146**

**MAY 2020**

**COURSE DISCIPLINE :** ESL  
**COURSE NUMBER :** 40  
**COURSE TITLE (FULL) :** ENGLISH AS A SECOND LANGUAGE LEVEL 4  
**COURSE TITLE (SHORT) :** LEVEL 4 (High Intermediate)

### **CATALOG DESCRIPTION**

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. Lecture 140-224 hours.

Total Lecture Units: 0.00

Total Laboratory Units: 0.00

**Total Course Units: 0.00**

Total Lecture Hours: 140.00-224.00

Total Laboratory Hours: 0.00

Total Laboratory Hours To Be Arranged: 0.00

**Total Faculty Contact Hours: 140.00-224.00**

**Total Student Contact Hours: 140.00-224.00**

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



**ENTRY STANDARDS**

	Subject	Number	Title	Description	Include
1	ESL	30	ENGLISH AS A SECOND LANGUAGE LEVEL 3	Write paragraphs at the low-intermediate level with sufficient unity;	Yes
2	ESL	30	ENGLISH AS A SECOND LANGUAGE LEVEL 3	develop coherence and mechanical accuracy;	Yes
3	ESL	30	ENGLISH AS A SECOND LANGUAGE LEVEL 3	demonstrate mastery of grammatical structures studied at a level sufficient to pass unit tests and the divisional grammar mastery test for this level;	Yes
4	ESL	30	ENGLISH AS A SECOND LANGUAGE LEVEL 3	converse at a functional level adequate for everyday use on the campus and in the community;	Yes
5	ESL	30	ENGLISH AS A SECOND LANGUAGE LEVEL 3	respond to questions about recorded and live speeches, dialogues, role plays, and lectures;	Yes
6	ESL	30	ENGLISH AS A SECOND LANGUAGE LEVEL 3	decode 2,500-word reading passages,, respond to inference and recall questions, and utilize a monolingual English dictionary to advantage.	Yes

**EXIT STANDARDS**

- 1 Demonstrate mastery of grammatical structures studied at a level sufficient to pass unit tests and the divisional grammar mastery test for this level;
- 2 write a three-paragraph composition that contains an introductory paragraph, a body, and a conclusion;
- 3 converse at a functional level adequate for everyday use on the campus and in the community;
- 4 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;
- 5 decode 3,000-word reading passages, identify main ideas and supporting details, make inferences, and summarize short passages;
- 6 approximate standard American pronunciation well enough to be understood by typical fluent speakers of English.



**STUDENT LEARNING OUTCOMES**

- 1 Respond with appropriate vocabulary to oral questions using Level 4 knowledge.
- 2 Compose a multi-paragraph essay with appropriate evidence using the Level 0-4 grammar structures, vocabulary, and conventions.
- 3 Apply Level 4 knowledge to select appropriate responses in a grammar and reading comprehension exam.

**COURSE CONTENT WITH INSTRUCTIONAL HOURS**

	Description	Lecture	Lab	Total Hours
1	Grammar <ul style="list-style-type: none"> <li>• Sentence structure - word order</li> <li>• Affirmative</li> <li>• Negative</li> <li>• Interrogative</li> </ul> <ul style="list-style-type: none"> <li>• Do for emphasis and affirmative, negative, and imperative sentences</li> </ul> Sentence elements  Gerunds <ul style="list-style-type: none"> <li>• As subject (Swimming is fun.)</li> <li>• As object of preposition (They talked about going . . .)</li> <li>• Go + activity (go hiking)</li> </ul> Adjective clauses <ul style="list-style-type: none"> <li>• introduced by relative pronouns (who/which/that as subject and object)</li> <li>• omitted relative pronouns</li> <li>• Punctuation (restrictive/non-restrictive) with who/which/that</li> </ul> Verb tenses and modes <ul style="list-style-type: none"> <li>• Tenses in active and passive voice</li> <li>• Past perfect</li> <li>• Past perfect continuous</li> <li>• Modal auxiliaries to show past possibility, probability, and past direction not taken: could</li> </ul>	0	52	52



	<p>have gone, should have done, could have been taken, etc.</p> <ul style="list-style-type: none"> <li>• Causative verbs: let, make, have, get</li> <li>• Verbs followed by infinitives: arrange, seem, etc.</li> <li>• Verbs followed by gerunds: delay, recall, etc.</li> <li>• 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.)</li> </ul> <p>Infinitives</p> <ul style="list-style-type: none"> <li>• After verbs: placement of object (I want to go vs. I want him to go.)</li> <li>• After adjectives (It's dangerous to ride a motorcycle.)</li> <li>• Of purpose (He went there to learn English.)</li> <li>• As subject (To swim . . .)</li> </ul> <p>Passive Voice</p> <ul style="list-style-type: none"> <li>• Performer vs. no performer</li> <li>• Direct object (as passive subject) vs. indirect object</li> <li>• Modals (present tense)</li> <li>• Stative verbs v. With "get" + adjective</li> <li>• Participial adjectives (-ed, -ing adjectives)</li> <li>• Past passive modals (It should have been done.)</li> </ul>			
2	<p>Listening Comprehension</p> <ul style="list-style-type: none"> <li>• Reductions that occur in natural rapid speech</li> <li>• Inference</li> <li>• Dictations, cloze exercises, dicta-comps: (Reconstructions of passages from notes)</li> <li>• Situational dialogs</li> <li>• Non-native accents and regional dialects</li> <li>• Note-taking and comprehension of mini-lectures</li> </ul>	0	22	22



3	<p>Speaking</p> <p>Pronunciation</p> <ul style="list-style-type: none"> <li>• Identification and production of sounds and intonation patterns contained in dialogues or other spoken material</li> <li>• Word and sentence stress</li> <li>• Reductions that occur in rapid speech</li> </ul> <p>Oral communication</p> <ul style="list-style-type: none"> <li>• Informal practice in pairs, groups and before the class</li> <li>• Dialogues, speeches, and communicative tasks (e.g. asking questions to obtain information.)</li> <li>• Idioms, sayings, expressions, euphemisms</li> </ul>	0	43	43
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4	<p>Reading</p> <p>Vocabulary building</p> <ul style="list-style-type: none"> <li>• Word families: affixes, roots, parts of speech</li> <li>• Use of glossaries and vocabulary lists</li> <li>• Use of deduction to determine word meanings from context</li> </ul> <p>General reading</p> <ul style="list-style-type: none"> <li>• Pre-and post- reading strategies</li> <li>• Subject matter: literature, articles, and essays</li> <li>• Length: moderate length articles and passages: one long passage or short novel</li> </ul> <p>Comprehension</p> <ul style="list-style-type: none"> <li>• Facts, main idea, inference, prediction, paraphrase, summary, and drawing conclusions</li> </ul> <p>Skills</p> <ul style="list-style-type: none"> <li>• Skimming</li> <li>• Scanning</li> <li>• Factual recall of information</li> <li>• Fluency</li> <li>• Oral reading (reading aloud): intonation, sentence stress, cadence, and rhythm</li> </ul>	0	43	43
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5	<p>Writing</p> <p>Mechanics of writing</p> <ul style="list-style-type: none"> <li>• Capitalization</li> <li>• Punctuation: period, question mark, exclamation point, quotation marks, comma, semi-colon, colon, hyphen, and dash</li> <li>• Spelling</li> </ul> <p>Sentence and paragraph writing and rewriting</p> <ul style="list-style-type: none"> <li>• Form: title, indentation, margins</li> <li>• Paragraph structure: topic sentence, transitional devices, developmental sentences, and concluding sentences</li> <li>• Essay structure: introductory paragraph, body, and conclusion</li> <li>• Organization: unity, development, and coherence</li> <li>• Rhetorical mode: narration, process,</li> </ul> <p>summary Writing letters</p> <ul style="list-style-type: none"> <li>• Complaints and business letters</li> <li>• Letter of application</li> <li>• Letter of Request</li> </ul>	0	43	43
6	<p>American Culture and Life Skills</p> <ul style="list-style-type: none"> <li>• Consumer education</li> <li>• Traditions, customs, and holidays</li> <li>• Traditional and non-traditional family and social life</li> <li>• Instructional styles and classroom conventions and expectations in college and adult classes</li> <li>• Diversity in society, including in educational settings and the workplace</li> <li>• Cross-cultural issues</li> <li>• Information regarding US citizenship</li> <li>• Information about the American educational system and courses as appropriate to the setting and needs of participants</li> </ul>	0	21	21
				<b>224</b>



**OUT OF CLASS ASSIGNMENTS**

- 1 fill-in-the-blank grammar exercises (e.g. \_\_\_\_\_the cold weather, we stayed home. (Because of));
- 2 write multi-paragraph essays;
- 3 respond to speaking prompts to practice conversational fluency;
- 4 read excerpts of fiction and non-fiction sources.

**METHODS OF EVALUATION**

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

**METHODS OF INSTRUCTION**

- Lecture
- Laboratory
- Studio
- Discussion
- Multimedia
- Tutorial
- Independent Study
- Collaboratory Learning
- Demonstration
- Field Activities (Trips)
- Guest Speakers
- Presentations

**TEXTBOOKS**

Title	Type	Publisher	Edition	Medium	Author	ISBN	Date
Fundamentals of English Grammar Student Book	Required	Pearson	5	print	Azar, Betty, and Stacy Hagan	978-0134268828	2017
Grammar in Context 3	Required	Heinle-Cengage	7	print	Elbaum, Sandra N., and Judi P. Peman	978-0357140253	2019





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Focus on Grammar 4	Required	Pearson	5	print	Fuchs, Marjorie, and Margaret Bonner	978- 013458330 3	2017
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