



**COURSE OUTLINE : ESL 5**

**N Non-Credit**

**COURSE ID 000142**

**Cyclical Review: September 2020**

**COURSE DISCIPLINE :** ESL

**COURSE NUMBER :** 5

**COURSE TITLE (FULL) :** ENGLISH AS A SECOND LANGUAGE FOR OLDER ADULT LEARNERS

**COURSE TITLE (SHORT) :** OLDER ADULT (HIGH BEGINNING)

**ACADEMIC SENATE DISCIPLINE:** English as a Second Language

**CATALOG DESCRIPTION**

ESL 5 is designed for older adult learners at the low-beginning level of English acquisition. This course provides instruction in reading, writing, sentence structure, spelling and phonemic correspondences, verbal communication skills, and emphasizes oral and written activities. 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. 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: ESL 1.



**ENTRY STANDARDS**

	<b>Subject</b>	<b>Number</b>	<b>Title</b>	<b>Description</b>	<b>Include</b>
1	ESL	1	ENGLISH AS A SECOND LANGUAGE LITERACY	Identify, print, alphabetize, and use uppercase and lowercase letters;	Yes
2	ESL	1	ENGLISH AS A SECOND LANGUAGE LITERACY	identify, write, and use numbers 1-100;	Yes
3	ESL	1	ENGLISH AS A SECOND LANGUAGE LITERACY	follow instructions and commands given by the teacher or text;	Yes
4	ESL	1	ENGLISH AS A SECOND LANGUAGE LITERACY	demonstrate phonemic and phonics awareness (initial and final consonants and short and long vowels);	Yes
5	ESL	1	ENGLISH AS A SECOND LANGUAGE LITERACY	use beginning decoding skills, and read a limited number of sight words as encountered in life skill exercises;	Yes
6	ESL	1	ENGLISH AS A SECOND LANGUAGE LITERACY	initiate and respond to greetings and leave-takings, make introductions and show gratitude;	Yes
7	ESL	1	ENGLISH AS A SECOND LANGUAGE LITERACY	ask for and give personal information in conversation and on forms;	Yes
8	ESL	1	ENGLISH AS A SECOND LANGUAGE LITERACY	use a calendar, talk about time and describe daily routines;	Yes
9	ESL	1	ENGLISH AS A SECOND LANGUAGE LITERACY	identify coins and bills, ask about prices, write a check, recognize identification and bank cards;	Yes



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10	ESL	1	ENGLISH AS A SECOND LANGUAGE LITERACY	ask for and give information about school;	Yes
11	ESL	1	ENGLISH AS A SECOND LANGUAGE LITERACY	identify common foods, talk about the three basic meals, and dramatize how to order a meal in a restaurant;	Yes
12	ESL	1	ENGLISH AS A SECOND LANGUAGE LITERACY	identify parts of the body, talk about health, make appointments, write absence notes, and make emergency phone calls;	Yes
13	ESL	1	ENGLISH AS A SECOND LANGUAGE LITERACY	express feelings and relate likes and dislikes;	Yes
14	ESL	1	ENGLISH AS A SECOND LANGUAGE LITERACY	identify common occupations, fill out forms related to work and job applications, and write signatures;	Yes
15	ESL	1	ENGLISH AS A SECOND LANGUAGE LITERACY	identify signs with one word or symbol, such as restroom signs;	Yes
16	ESL	1	ENGLISH AS A SECOND LANGUAGE LITERACY	read and comprehend simple sentences containing course vocabulary;	Yes
17	ESL	1	ENGLISH AS A SECOND LANGUAGE LITERACY	compose simple sentences using correct punctuation, capitalization, and word order;	Yes
18	ESL	1	ENGLISH AS A SECOND LANGUAGE LITERACY	choose correct grammatical forms and demonstrate usage in written and conversational forms;	Yes
19	ESL	1	ENGLISH AS A SECOND LANGUAGE LITERACY	complete a test in scantron form.	Yes



**EXIT STANDARDS**

- 1 Interpret maps and graphs;
- 2 count, convert, and use coins and currency and recognize symbols;
- 3 interpret advertisements, labels, charts, and price tags in selecting goods and services;
- 4 interpret food packaging labels;
- 5 interpret operating instructions, directions, or labels for consumer products;
- 6 interpret highway and traffic signs;
- 7 use the telephone directory and related publications to locate information;
- 8 ask for, give, follow, or clarify directions;
- 9 identify the months of the year and the days of the week;
- 10 describe symptoms of illness, including identifying parts of the body;
- 11 interpret doctor's directions;
- 12 identify information necessary to make or keep medical and dental appointments;
- 13 interpret medicine labels;
- 14 interpret product label directions and safety warnings;
- 15 interpret nutritional and related information listed on food labels;
- 16 write capital and lowercase letters legibly and demonstrate knowledge of alphabetical order and capitalization rules;
- 17 pronounce basic English vocabulary, phrases, and sentences clearly and naturally after appropriate modeling and instruction;
- 18 comprehend short dialogues and reading passages such as those presented in the textbooks;
- 19 compose sentences and simple paragraphs using appropriate subject-verb agreement and other grammatical structures;
- 20 demonstrate comprehension of spoken English and familiar everyday contexts within limited semantic discourse realms

**STUDENT LEARNING OUTCOMES**

- 1 respond with appropriate vocabulary to oral questions using Level 1 knowledge related to specific topics supporting seniors in daily communication;
- 2 compose a guided paragraph using Level 0-1 grammar structures, vocabulary and conventions;
- 3 apply Level 1 knowledge to select appropriate responses in a grammar and reading comprehension exam.



**COURSE CONTENT WITH INSTRUCTIONAL HOURS**

	Description	Lecture	Lab	Total Hours
1	Grammar (31 - 43 hours) <ul style="list-style-type: none"> <li>• Basic sentence structure-word order</li> <li>• Affirmative</li> <li>• Negative (including contractions with “n’t”)</li> <li>• Interrogative</li> <li>• Question words and phrases: who, what, where, when, why, how many, how much, how often, etc.</li> <li>• ii. Yes/no questions (short answers and tag questions)</li> <li>• Imperatives</li> <li>• Sentence elements</li> <li>• Noun phrases: proper and common nouns, plurals, possessives, count vs. noncount nouns, pronouns, and articles</li> <li>• Noun modifiers (adjective phrases): comparatives, superlatives, numbers, colors, size, shape, quality, feelings, and mental states</li> <li>• Verb tenses and modes</li> <li>• Simple present, present progressive, simple past including common irregular forms, simple future (going to)</li> <li>• Imperatives</li> <li>• Modals: may, can, could</li> <li>• Existentials: there is/there are</li> <li>• Gerunds</li> <li>• Verb modifiers: adverbial phrases of time and frequency</li> <li>• Function words: interrogatives, prepositions, conjunctions</li> </ul>	43	0	43
2	Listening Comprehension (16 - 22 hours) <ul style="list-style-type: none"> <li>• Comprehend reductions which occur in natural speech</li> <li>• Understand inference</li> <li>• Decipher specific information through dictation</li> <li>• Understand simple situational dialogues and questions</li> <li>• Demonstrate comprehension of simple statements and instructions</li> <li>• Understand requests for simple clarification</li> <li>• Follow directions</li> </ul>	22	0	22



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3	<p>Speaking (33 - 47 hours)</p> <ul style="list-style-type: none"> <li>• Pronunciation</li> <li>• Discrimination and production of sounds and intonation patterns contained in situational dialogues or other spoken texts</li> <li>• Word and sentence stress</li> <li>• Grapheme-phoneme (letter-sound) correspondence</li> <li>• Conversation: practicing communication skills through the use of dialogues and simple idioms and expressions while using correct grammar</li> </ul>	47	0	47
4	<p>Reading (33 - 47 hours)</p> <ul style="list-style-type: none"> <li>• Vocabulary building</li> <li>• Word families: affixes</li> <li>• Use of glossaries and vocabulary lists</li> <li>• Use of picture and/or simple monolingual ESL dictionaries</li> <li>• Use of deduction to determine word meaning from context</li> <li>• Parts of speech</li> <li>• Synonyms and antonyms</li> <li>• General reading</li> <li>• Pre-reading strategies: picture cues, titles, captions</li> <li>• Basic reading of written directions, schedules, newspapers, applications, forms, dialogs, reading passages</li> <li>• Comprehension</li> <li>• Factual recall of information</li> <li>• Main idea</li> <li>• Inference</li> <li>• Prediction</li> <li>• Compare/contrast</li> <li>• Fact/opinion</li> <li>• Oral reading</li> <li>• Phonetic analysis: vowels and consonants, blends</li> <li>• Intonation and sentence stress</li> </ul>	47	0	47



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5	<p>Writing (31 - 43 hours)</p> <ul style="list-style-type: none"> <li>• Alphabet: recognize, name, write, and alphabetize</li> <li>• Mechanics of writing</li> <li>• Capitalization</li> <li>• Sentence punctuation: period, question marks, commas, and exclamation marks</li> <li>• Apostrophe in contractions and possessives</li> <li>• Spelling</li> <li>• Sentence and short paragraph writing and rewriting</li> <li>• Form: affirmative, negative, interrogative</li> <li>• Rhetorical mode: simple description and narration</li> <li>• Complete forms and applications</li> <li>• Writing letters</li> <li>• Personal</li> <li>• Letter of excuse</li> </ul>	43	0	43
6	<p>American Culture and Life Skills (16 - 22 hours)</p> <ul style="list-style-type: none"> <li>• Personal data, consumer education, survival vocabulary (telephone, employment, health, transportation, housing, public agencies)</li> <li>• Traditions, customs and holidays</li> <li>• Traditional and non-traditional family life</li> <li>• Classroom expectations in college and adult educational settings</li> <li>• Information diversity in society</li> <li>• Information regarding citizenship</li> <li>• Information about the American educational system</li> </ul>	22	0	22
				<b>224</b>

**OUT OF CLASS ASSIGNMENTS**

- 1 fill-in-the-blank written exercises
- 2 vocabulary matching exercises
- 3 create simple sentences
- 4 respond to speaking prompts to practice conversational fluency

**METHODS OF EVALUATION**

- 1 participate in conversations with the teacher to assess receptive fluency
- 2 participate in conversations with the teacher to assess speaking ability;
- 3 quizzes and unit tests;
- 4 group projects;
- 5 present works-in-progress;



**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	IBSN	Date
Ventures 1 Student's Book and Workbook	Required	New York: Cambridge,	3	Print	Bitterlin	978-1108646017	2018
Side By Side Plus 1 Student Book and eText with Activity Workbook and Digital Audio.	Required	White Plains: Pearson	3	Print	Molinsky, Steven	978-0-13-434698-4	2016