Modesto Junior College
Course Outline of Record

ESL 5

I. OVERVIEW
   The following information will appear in the 2011 - 2012 catalog

ESL 5  ESL: High Intermediate English for Life and Work  5 Units
Prerequisite: Satisfactory completion of ESL 4 or qualification by the MJC assessment process.

High intermediate level English for speakers of other languages. Instruction and practice in listening, speaking, reading, and writing with a greater emphasis on academic and workforce preparation.

Field trips might be required.  (A-F Only) Lecture

II. LEARNING CONTEXT
   Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in Section III, Desired Learning:

A. COURSE CONTENT

1. Required Content:

   I. Life and Workskills Competencies: Coursework is organized around practical life and work situations. Language skills, lexical knowledge, and structural awareness are introduced and developed within the context of these situations. Sequence and emphasis are to be determined by the instructor according to the needs of the students.

      A. Social Interaction: vocabulary expressions, and understanding of language related to small talk topics (e.g. special events, goals, biographical information, challenges, community issues and events, feelings, family relationships, neighborhood and surroundings); vocabulary and expressions with alternative forms for major social functions of language (e.g. advice, suggestions, criticism, certainty, permission, requests, prohibitions, interruptions, requesting and giving feedback, and offers)

      B. Occupations and Job Seeking: vocabulary, expressions, and understanding of language related to career goals, job skills and abilities, job-hunting, job interview questions and responses, previous work experience and duties, communication with supervisors and co-workers, performance reviews, common workplace instructions, work requirements, workplace safety, and employee accident reports

      C. Health and Safety: vocabulary, expressions, and understanding of language related to symptoms, communication with medical personnel, health risks, preventive health, medical history and health insurance forms, medical emergencies, fire safety, natural disasters, weather reports, and communication in a 911 emergency situation

      D. School: vocabulary, expressions, and understanding of language related to communication with school personnel about a student's progress, school enrollment, after-school programs, school safety, parental rights and responsibilities, and report cards

      E. Community and Transportation: vocabulary, expressions, and understanding of language related to community services, community improvement, tenant and landlord responsibilities, problems with neighbors, legal problems and the legal system, courtroom procedures, car maintenance and repairs, car accidents and insurance matters

      F. Finances: vocabulary, expressions, and understanding of language related to bank services, income tax forms, entrepreneurship, budgets, and financial goals

   II. Language Skills: Skill development may be promoted largely within the context of practical
situations.

A. Pronunciation/Aural Comprehension: word and sentence stress; production of English vowel/consonant sounds; intonation patterns of American English in statements and questions; articulation of verb inflections and other sounds related to structural forms studied; production and aural comprehension of contractions, reductions, and linking of grammatical, expressions, and words studied at this level

B. Reading: dialogs, articles of 500-700 words identifying main idea, making inferences, recognizing restatements, using details to understand important ideas, skimming, distinguishing between facts and opinion, identifying an author's purpose, recognizing cohesive devices, and summarizing important information demonstrating comprehension of the text; notes, memos, reports, letters, and instructions

C. Writing: notes, reports, memos, letters, and instructions and completion of authentic forms and application materials, extended paragraphs of narration, description, explanation, process, persuasion, and compare/contrast utilizing a variety of sentence structures, examples, details, and level appropriate cohesive devices

D. Grammar: (instruction of grammatical structures may be non-sequential)
   i. review and expansion of previously learned tenses and other grammatical structures: stating and answering questions, making negative statements in simple and continuous present, simple and continuous past, present perfect and present perfect continuous, basic future forms; review of reported speech, gerunds and infinitives, modals, and real conditionals, reported commands, instructions, and requests
   ii. participial adjectives
   iii. wish statements in the present and future
   iv. phrasal verbs
   v. embedded wh- and yes/no questions
   vi. adverbial time clauses and reason
   vii. modals: certainty, permission, advice, request, and expectation
   viii. adjective clauses
   ix. introduction to past modals
   x. present unreal conditionals
   xi. review and expansion of articles: an/an/the
   xii. reflexive pronouns
   xiii. infinitives of purpose
   xiv. introduction to passive voice: present and simple past
   xv. make/have/let/help/get + verb
   xvi. introduction to past perfect
   xvii. contrast use and meaning of verb tenses previously studied

2. **Recommended Content:**

   A. Review of all verb tenses studied at the high-intermediate level
   
   B. Introduction to tag questions with be
   
   C. Introduction to past perfect
   
   D. Use of online resources
   
   E. Word processing
   
   F. Use of a monolingual English dictionary

B. **ENROLLMENT RESTRICTIONS**

1. **Prerequisites**

   Satisfactory completion of ESL 4 or qualification by the MJC assessment process.
2. **Requisite Skills**

*Before entering the course, the student will be able to:*

a. Engage in a variety of conversational and social situations with some ease in use of vocabulary and language fluency.

b. Demonstrate understanding and use of vocabulary and expressions related to school activities, library services, problems children have at school, educational goals, resources for learning English, grading systems, report cards, parent-teacher meetings, school correspondence, phone service, utility bills, home rental agreements, leases, purchases, directions and warnings for household products, alternative methods of purchase, (e.g. credit, cash, check), product defects, comparative shopping, exchanges and rebates, budgeting, bank statements, warranties, occupation or career choices, past work experience, positive work behavior, career goals, letters of recommendation, job expectations, job safety hazards and health in the workplace, employee evaluations, common job interview questions, job announcements, job descriptions, travel arrangements, eating habits, family health, dental health, making, canceling, and rescheduling appointments, parts of the body and major internal organs, symptoms, medical procedures and concerns, hospital facilities, immunizations, common health problems, and medical history forms.

c. Pronounce all English consonant and vowel sounds; use patterns of intonation in statements and questions; produce correct word and sentence stress in language studied at the ESL 4 level; aurally comprehend common contractions; link and reduce grammatical structures studied at the ESL 4 level.

d. Read dialogs and articles of 400-500 words in length with a 1200-1500 word vocabulary level employing reading skills (e.g. identifying main idea, making inferences, distinguishing between facts and opinions, understanding meaning from context, and summarizing important material).

e. Read and interpret a variety of documents such as advertisements, credit purchase agreements, utility and other bills, lease/rental agreements, warranties, simplified insurance contracts, and common schedules such as fare schedules, occupational time, and wage schedules.

f. Write short personal business letters and e-mails; complete a variety of information and application forms; write paragraphs of description, exposition, and comparison using some pre-writing strategies.

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**C. HOURS AND UNITS**

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**D. METHODS OF INSTRUCTION (TYPICAL)**

*Instructors of the course might conduct the course using the following method:*

1. Direct group and pair practice with dialogs and other controlled speaking activities.

2. Direct role playing, dramatizing, and other language improvisation exercises.

3. Assign pronunciation and listening discrimination exercises.

4. Assign listening exercises for comprehension of message and some note-taking.

5. Assign vocabulary identification and other vocabulary development exercises.

6. Assign reading with comprehension exercises and vocabulary practice.

7. Give writing exercises and assignments.
8. Plan field trips to workplaces, other locations on campus, and locations of occupational training.

9. Invite guest lecturers to class.

10. Assign computer-assisted language practice and other activities to give students familiarity with computers.

11. Present material in multiple media including overhead projection, audio and video, PowerPoint, pictures, realia, and whiteboard.

12. Facilitate the use of and assign computer-assisted language learning activities.

E. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS
   Time spent on coursework in addition to hours of instruction (lecture hours)
   1. daily individual practice of dialogs and words for memorization, fluency, and pronunciation
   2. daily reading exercises: memos, notes, letters, reports, instructions, dialogs, articles of 500-700 words identifying main idea, making inferences, recognizing restatements, using details to understand important ideas, skimming, distinguishing between facts and opinion, identifying an author's purpose, recognizing cohesive devices, and summarizing important information demonstrating comprehension of the text
   3. daily and weekly writing exercises and assignments: notes, reports, memos, letters, instructions, extended paragraphs of narration, description, explanation, process, persuasion, and compare/contrast utilizing a variety of sentence structures, examples, details, and level appropriate cohesive devices
   4. daily practice activities from student book and workbook

2. EVIDENCE OF CRITICAL THINKING
   Assignments require the appropriate level of critical thinking
   1. Discuss with your group some injuries that can happen at work and the meaning of the word **ergonomic** by looking at the examples below of ergonomic work equipment and furniture. Look at the boldfaced words in the sentences below. Guess their meanings from context and choose the best definition from the choices given. Now, listen and read the article Another Way to Stay Healthy. Answer the questions after you read about the main idea, major points, and supporting details in the article. Look at the article again. When you read, look for information that the author repeats or explains again with different words. Now match each of the statements below to one that has the same, or almost the same, meaning. Now, work with a group and make a list of three activities that will probably take place at the workshops that the Safety Committee is planning based on what you read in the article. How can those workshop activities reduce work-related injuries?
   2. Review the lesson, grammar chart, and examples on adjective clauses. Now read the paragraph below about a Parent Teacher Organization. Underline the adjective clauses. Circle the person or thing that the adjective clauses give information about. Now complete the sentences below with **who** or **which**. Look at the letter to parents of school children. Correct the mistakes in adjective clause usage. Now, discuss in groups five things parents can do to help their children's school. Use adjective clauses in some of your sentences. Take notes and then write a short article for a school newspaper listing some of those suggestions. Be sure to use adjective clauses correctly in your writing.
   3. Before you listen to the conversation on the CD, brainstorm a list of things an employer wants or expects from an employee. When people or companies need to build something, they often hire a contractor to manage the project. The contractor often hires subcontractors. Look at the picture of a contractor and a subcontractor. What tasks do you think each person does? Now listen to the conversation between Sam (contractor) and Oleg (subcontractor). Listen for the main idea. What is the problem discussed in the conversation? Now listen to the conversation again. Write **true** or **false** next to the statements. Correct the false statements. Now discuss the conversation in groups. What are some things Oleg could have done differently? What could Sam have done differently?
Talk about your own job experiences or those of people you know. Then role-play the situations below between a contractor and subcontractor.

Example assignments taken and adapted from Future Level 4.

F. TEXTS AND OTHER READINGS (TYPICAL)


5. Other: Important Note: It should be noted that the Future Level 4 student book and workbook bundle is the core text for the class. All other texts listed are supplemental. Class sets of most additionally listed texts are available to instructors.

III. DESIRED LEARNING

A. COURSE GOAL

As a result of satisfactory completion of this course, the student should be prepared to:

speak, read, write, and understand high-intermediate-level English in a wide range of life and workplace situations with confidence. The student will be prepared to successfully enter low-intermediate-level credit ESL courses.

B. STUDENT LEARNING GOALS

Mastery of the following learning goals will enable the student to achieve the overall course goal.

1. Required Learning Goals

   Upon satisfactory completion of this course, the student will be able to:

   a. demonstrate understanding of and use vocabulary expressions, and language related to small talk topics (e.g. special events, goals, biographical information, challenges, community issues and events, feelings, family relationships, neighborhood and surroundings, and major social functions of language (e.g. advice, suggestions, criticism, certainty, permission, requests, prohibitions, interruptions, requesting and giving feedback, and offers).

   b. demonstrate understanding of and use vocabulary, expressions, and language related to career goals, job skills and abilities, job-hunting, job interview questions and responses, previous work experience and duties, communication with supervisors and co-workers, performance reviews, common workplace instructions, work requirements, workplace safety, and employee accident reports.

   c. demonstrate understanding of and use vocabulary, expressions, and language related to symptoms, communication with medical personnel, health risks, preventive health, medical history and health insurance forms, medical emergencies, fire safety, natural disasters, weather reports, and communication in a 911 emergency situation.

   d. demonstrate understanding of and use vocabulary, expressions, and language related to communication with school personnel about a student's progress, school enrollment, after-school programs, school safety, parental rights and responsibilities, and report cards.

   e. demonstrate understanding of and use vocabulary, expressions, and language related to community services, community improvement, tenant and landlord responsibilities, problems with neighbors, legal problems and the legal system, courtroom procedures, car maintenance
and repairs, car accidents, insurance matters, and traffic laws.

f. demonstrate understanding of and use vocabulary, expressions, and language related to bank services, income tax forms, entrepreneurship, budgets, and financial goals.

g. produce word and sentence stress with accuracy of language studied; pronounce English vowel and consonant sounds with accuracy; produce intonation patterns of American English in statements and questions studied at the high-intermediate level; articulate verb inflections and other sounds related to structural forms studied at the high-intermediate level; produce and aurally comprehend contractions, reductions, and linking of grammatical expressions and words studied at this level.

h. read dialogs, articles of 500-700 words identifying main idea, making inferences, recognizing restatements, using details to understand important ideas, skimming, distinguishing between facts and opinion, identifying an author's purpose, recognizing cohesive devices, and summarizing important information demonstrating comprehension of the text.

i. read notes, memos, reports, letters, applications, information forms, and instructions.

j. write notes, reports, memos, letters, instructions, extended paragraphs of narration, description, explanation, process, persuasion, and compare/contrast utilizing a variety of sentence structures, examples, details, and level appropriate cohesive devices; complete authentic forms and application materials.

k. use grammatical structures studied at the high-intermediate level correctly in written and spoken exercises.

2. **Recommended Learning Goals**

   Upon satisfactory completion of the course (when the related recommended content is covered) the student will be able to:

   a. use online resources.

   b. complete a variety of word processing tasks.

   c. use a monolingual dictionary and other reference materials.

   d. demonstrate understanding of and use tag questions with be.

IV. METHODS OF ASSESSMENT (TYPICAL)

A. **FORMATIVE ASSESSMENT**

   1. regular teacher observation of class activities

   2. quizzes and examinations, written and oral, including vocabulary, student-generated written passages, listening and reading comprehension, error analysis, dictation, sentence transformation, and cloze passages

   3. computer-related tasks

   4. written homework assignments

   5. student book and workbook assignments

B. **SUMMATIVE ASSESSMENT**

   1. pre-and post-testing of specified competencies

   2. comprehensive final exam