I. **OVERVIEW**  
The following information will appear in the 2009 - 2010 catalog

**ESL-45 English Language 5**  
5 Units  

Prerequisite: Satisfactory completion of ESL 40 or equivalent placement by MJC assessment process.

Continuation of ESL 40. Higher intermediate components for persons learning English as another language. Review and expansion of higher intermediate grammatical structures in reading, writing, listening, and speaking. Field trips are not required. Course is not applicable to the associate degree.

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:**
   
a. **Grammar Points**
   
i. Continued review of major topics and skills learned in ESL 40.
   
ii. Past and participle forms of 130 irregular verbs
   
iii. Use of modal auxiliaries in extended meanings (past and present inferences, advisability, obligation, and certainty)
   
iv. Future perfect tense
   
v. Future perfect continuous tense
   
vi. Review and expansion of reported speech and reported questions (all tenses, modals, yes/no questions, wh- questions, commands, requests, and embedded questions)
   
vii. Subject and object relative clauses
   
viii. Review and expansion of gerunds and infinitives after certain verbs (use of gerunds and infinitives after 50 verbs, uses of too/enough, gerunds as subjects and after prepositions and adjectives)
   
ix. Passive voice in all tenses and with modals
   
x. Causative verbs (active forms)

b. **Reading/Writing/Vocabulary**
   
i. Reading and Vocabulary: vocabulary in dialogs and other readings used in connection with exercises
   
ii. Writing: conventions of punctuation, spelling, and multi-paragraph composition format used in exercises
2. **Recommended Content:**

   a. Review of past and present unreal conditionals
   
   b. Pronunciation/Listening: practice producing American English vowel and consonant sounds, clear articulation of verb inflections, listening discrimination and comprehension
   
   c. Vocabulary: level appropriate vocabulary encountered in contexts such as:
      
      i. contemporary family life
      
      ii. American culture and etiquette
      
      iii. school/college life
      
      iv. work qualifications and past work experiences
      
      v. comparative shopping and other consumer-related activities
      
      vi. recreational/sports activities
      
      vii. travel and international culture
      
      viii. communication skills
      
      ix. academic and professional goals
      
      x. politics
      
      xi. art/music
      
      xii. history
      
      xiii. religion (all m.c.)

B. **ENROLLMENT RESTRICTIONS**

1. **Prerequisites**

   Satisfactory completion of ESL 40 or equivalent placement by MJC assessment process.

2. **Requisite Skills**

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

   a. Construct sentences and questions using verb tenses learned in ESL 10, ESL 20, ESL 30 and ESL 40, in less controlled exercises and more realistically complex situations (m.c.)
   
   b. Distinguish with increasing accuracy contexts requiring simple and continuous verb tenses or between past and present perfect tenses or between (m.c.)
   
   c. Construct sentences and questions in the following tenses avoiding excessive errors in verb form, use of auxiliaries, and word order: past perfect, past perfect continuous (m.c.)
   
   d. Use modal auxiliaries appropriately according to their primary meanings (m.c.)
e. Construct sentences using these structures avoiding excessive errors in verb form, use of auxiliaries, and word order: time clauses in all tenses, contrary to fact and wish statements about the past, reported statements in all tenses, reported yes/no questions and commands, gerund and infinitive forms after certain verbs, passive voice (simple present and past) (m.c.)

f. Use words and idioms encountered in exercises

g. Respond appropriately to questions, statements and directions of the teacher or another student speaking competent English (m. c.)

h. Write paragraphs and brief compositions showing control of intermediate paragraph form and development (m.c.)

C. HOURS AND UNITS

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<tr>
<th>INST METHOD</th>
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D. METHODS OF INSTRUCTION (TYPICAL)

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

1. reading and listening to dialogues and longer reading passages which include the targeted grammar structure.

2. discussion of meanings and uses of grammar points in these same dialogues and readings passages.

3. sentence completion and fill-in exercises to reinforce grammar structures,

4. dictation exercises focusing on targeted grammar structures.

5. vocabulary fill-in exercises to help students transfer knowledge on new vocabulary to alternative and appropriate environments.

6. oral drills of grammar structures to be learned

7. listening discrimination and aural comprehension activities

8. computer assisted learning practice: original software or assignments or packaged software programs which accompany the textbook used in classroom or lab

9. jazz chants

10. reading exercises

11. individual or small group tutoring sessions

12. written exercises to practice vocabulary and structure

13. published textbook/workbook exercises

14. multi-paragraph compositions that allow repeated use of targeted grammar structures in a real context

15. written or oral examinations or quizzes
E. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS
   Time spent on coursework in addition to hours of instruction (lecture hours)
   
   a. Daily written homework assignments focussing on grammatical structures and vocabulary taught in the class such as vocabulary fill-in the blank exercises, sentence completion, and writing original sentences using a particular grammatical structure.
   
   b. Frequent quizzes (one to three times a week) on material in the textbooks, readers, and supplementary handouts.
   
   c. Exams every two or three weeks covering major grammatical points, vocabulary, and including paragraph writing.
   
   d. Weekly reading assignments in textbooks or readers along with reading comprehension questions and vocabulary fill-in the blank exercises.
   
   e. Bi-weekly, multi-paragraph writing assignments outside of class.
   
   f. Computer-assisted supplementary exercises that accompany chosen textbooks as needed.

2. EVIDENCE OF CRITICAL THINKING
   Assignments require the appropriate level of critical thinking
   
   a. Prepare a report discussing some crops grown, some animals raised, some natural resources found or mined and some materials produced in a country you know well. Construct your sentences using the Passive Voice. Prepare to present your sentences in a report to a small group before you turn in the assignment to your teacher.
   
   b. Write about a famous person from your country or culture. Use Adjective Clauses (relative clauses) to add extra information to at least five sentences. Prepare to present your report to a small group before you turn it in to your teacher.
   
   c. Write a multi-paragraph composition about a goal you are working toward. What steps will you take to achieve your goal? When will you have completed each step? Use the Future Perfect and Future Perfect Progressive tenses appropriately in your composition.

F. TEXTS AND OTHER READINGS (TYPICAL)


2. Other: Focus on Grammar 4 Workbook may be used to provide supplemental practice material: the answer key is in the back. The workbook can be ordered as part of a bundle with the student book (and a reader) from the publisher by contacting the publisher's representative for an ISBN for the whole bundle (this is a savings of 20% or so for the student).

   The software for this series of Focus on Grammar texts (used in ESL 10, 20, 30, 45) is available for student use in the computer lab.

III. DESIRED LEARNING

A. COURSE GOAL
   As a result of satisfactory completion of this course, the student should be prepared to:
   
   Use English grammar and tenses at the high-intermediate level with accuracy and demonstrate knowledge in structured and unstructured grammar exercises and written exams. Discuss high-intermediate level medium-length texts and other current topics with some fluency and accuracy. Write...
short paragraphs using the grammar studied with level appropriate accuracy avoiding excessive errors.

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. construct sentences and questions in future perfect and future perfect progressive avoiding excessive errors in verb form use of auxiliaries and word order

   b. construct sentences and questions with modal auxiliaries with reference to past and extended meanings (advisability, obligation, inference, certainty) as well as subject and object relative clauses, gerund and infinitives after certain verbs, passive voice (all tenses and modals), and causative verbs (active forms) avoiding excessive errors in verb form, use of auxiliaries, and word order

   c. select appropriate verb tenses given a variety of realistically complex situations

   d. use words and idioms encountered in exercises appropriately within the scope of student vocabulary and knowledge of English, and respond appropriately to questions, statements and directions of teacher

   e. write multi-paragraph assignments showing control of paragraph form and development

IV. **METHODS OF ASSESSMENT (TYPICAL)**

A. **FORMATIVE ASSESSMENT**

1. Dictation or other activities testing aural comprehension of spoken English

2. Original writing assignments

3. Proficiency demonstrated by students’ written homework and classwork

4. Written classwork

5. Written quizzes and exams of the students’ command of grammatical structures, vocabulary, spelling and listening

B. **SUMMATIVE ASSESSMENT**

1. Written final examination (comprehensive exam with writing, editing, and grammar components).