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

**ESL-47 English Language 6** 5 Units

**Prerequisite:** Satisfactory completion of with a minimum grade of C or better Placement in ESL 47 through assessment process or satisfactory completion of ESL 45 or equivalent course.

Continuation of ESL 45. Advanced English grammar component for persons learning English as another language. Emphasis on review and expansion of advanced grammatical structures in reading, writing, listening, and speaking for success in college-level courses. A-F and CR/NC. Field trips might be 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

1. Continued review of major topics and skills learned in ESL 45.
2. Contrast and integration of all verb tenses.
3. Past and past participle forms of 165 irregular verbs
4. Contrast and integration of adverbial time clauses in all tenses
5. Introduction of adverb phrases
6. Review and expansion of adjective clauses (subject and object adjective clauses, clauses with prepositions, clauses with expressions of quantity, clauses with nouns + of which)
7. Introduction of adjective phrases and use of appositives
8. Review and expansion of gerunds and infinitives (all uses of gerunds and infinitives, past and passive forms of gerunds and infinitives)
9. Contrast and integration of passive and active voice in all tenses and with modals
10. Uses of stative passive voice
11. Uses of participials (contrast of past participles and participial adjectives and phrases)
12. Causative verbs (active and passive-like forms)
13. Review and expansion of nouns (count and non-count nouns, noun modification, use of quantifiers, distinction between meanings of nouns that are both count and non-count, common problems in singular/plural noun usage)
14. Review and expansion of article usage (definite, indefinite, and no article usage, exceptions in article usage, and the definite article with proper nouns)
15. Review and expansion of noun clauses (reported statements in all tenses, reported yes/no questions/wh- questions, embedded questions, noun clauses as subjects, noun clauses as objects, and subjunctive noun clauses)

B. Reading/Writing/Vocabulary

1. Reading and Vocabulary: vocabulary in articles and other short readings used in connection with exercises. (m.c.)
2. Writing: conventions of punctuation, capitalization, parallelism, and paragraph form and development. Practice of multi-paragraph written assignments utilizing grammatical structures
2. **Recommended Content:**

1. Conjunctive adverbs of cause/effect, contradiction, concession, addition
2. Coordinating conjunctions and paired conjunctions
3. Review and expansion of conditionals
4. Pronunciation/listening: practice producing American English vowel and consonant sounds, clear articulation of verb inflections, listening discrimination and comprehension
5. Vocabulary: level-appropriate vocabulary encountered in contexts such as:
   - environment and science
   - politics and current events
   - international travel
   - history
   - sociology
   - psychology
   - literature
   - health/nutrition
   - media
   - art/music
   - academic and vocational goals

B. **ENROLLMENT RESTRICTIONS**

1. **Prerequisites**

   Satisfactory completion of with a minimum grade of C or better Placement in ESL 47 through assessment process or satisfactory completion of ESL 45 or equivalent course.

2. **Requisite Skills**

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

   a. Construct sentences and questions with increasing accuracy using verb tenses and structures learned in ESL 45

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

   c. Construct sentences and questions with modal auxiliaries with reference to past and with extended meanings (for advisability, obligation, inference and certainty), subject and object relative clauses, gerund and infinitive forms 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

   d. Select appropriate verb tenses given a variety of realistically complex situations

   e. Use words and idioms encountered in exercises appropriately within the scope of their vocabulary and and knowledge of English, respond appropriately to questions, statements and
directions of the teacher

f. Write multi-paragraph assignments showing control of paragraph form and development

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. Oral drill of structures to be learned
2. Less controlled communicative activities
3. Computer-assisted learning practice
4. Individual and small group tutoring sessions
5. Written exercises and compositions to practice vocabulary and grammar structures
6. Reading and editing exercises
7. Written examinations and quizzes

E. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS
   Time spent on coursework in addition to hours of instruction (lecture hours)
   1. weekly reading assignments: e.g. articles and other authentic texts from newspapers, textbook, and/or reader
   2. daily homework assignments: e.g. sentence generation, cloze, editing exercises on gramm and/or vocabulary
   3. weekly workbook assignment for further practice of grammar being studied (including online exercises where available)
   4. bi-weekly multi-paragraph writing assignments on a given topic with the aim of practicing specific grammar points currently being studied

2. EVIDENCE OF CRITICAL THINKING
   Assignments require the appropriate level of critical thinking
   1. Think about a significant moment or turning point in your life, something that helped you become what you are today. Maybe there was an important moment or situation in which you learned something about yourself, had to make an important decision, or you had to change your beliefs. Think about what you learned from the turning point and what you are doing now as a result of that event.

   Write three paragraphs that describe an important turning point or significant moment in your life. Use a variety of past, present, and future verb tenses, adverbial time clauses, and reduced adverbial time clauses. Type this assignment on a separate piece of paper and bold the sentences with time clauses in your paragraphs. Be sure to edit your work with a partner or on your own before turning it in. Pay special attention to sentence fragments, run-ons, dangling modifiers, and use of commas. Attach the rubric to your writing.
2. Look at the article on Wangari Maathai in your book. Highlight all the sentences with adjective clauses. Write the sentences with adjective clauses as two separate sentences on the following pages. In addition, answer the reading questions at the end of the article. Be sure to staple the printed article and your work together.

3. Look at the travel journal of a student who traveled to Peru. All the gerunds are missing. Find and correct the sentences that need gerunds. Try to explain why gerunds are needed. 18 more gerunds are needed. The first one has been done for you.

4. We often use embedded questions to make our own questions and responses to questions seem more polite and less direct. In the exercises below, partners will pretend to be nosy reporters or evasive interviewees.

   The person interviewing will make the questions seem more polite by changing them into embedded questions using the phrases after each direct question. In the answers, partners will also use embedded questions with the phrases in parentheses under each question. Remember to make the appropriate verb and pronoun changes in your questions and answers.

   Example:
   Question:
   I really liked your last movie. Where did you film it? (I'd love to know...)
   Answer:
   (My director doesn't want me to say...)
   Partner A:
   I really liked your last movie. I'd love to know where you filmed it.
   Partner B:
   My director doesn't want me to say where we filmed it.

F. TEXTS AND OTHER READINGS (TYPICAL)

   7. Other: Penguin Readers Level 6
      authentic newspaper/magazine articles
      level-appropriate literature

III. DESIRED LEARNING

A. COURSE GOAL
   As a result of satisfactory completion of this course, the student should be prepared to:
Function at an advanced level of English with regard to speaking, reading, writing, and listening comprehension skills.

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 using verb tenses and structures learned in the intermediate levels of ESL in less controlled exercises and more realistically complex situations using a more advanced vocabulary (m.c.)

   b. construct sentences using these structures avoiding excessive errors in verb and word form, parallel structure, use of auxiliaries, and word order: gerunds and infinitives, nouns, articles, adjective clauses (various kinds) and adjective phrases; adverbial time clauses in all tenses and phrases; noun clauses (various kinds); adjectival use of participles; passive voice; causative verbs in both active and passive-life forms (m.c.)

   c. select appropriate verb tenses and moods given a variety of realistically complex situations (m.c.)

   d. find and correct errors in student writing of grammatical structures encountered in the course

   e. use academic vocabulary encountered in exercises (m.c.)

   f. within the scope of their vocabulary and knowledge of English sentence structure, respond appropriately to questions, statements, and directions of the teacher in controlled exercises (m.c.)

   g. write multi-paragraph assignments showing understanding of advanced-level paragraph form and appropriate use of structure studied in the course (m.c.)

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

A. **FORMATIVE ASSESSMENT**

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

2. Observation of proficiency in communication as observed by the instructor in the course of class activities and exercises

3. Original writing assignments

4. Proficiency demonstrated by students’ written homework and classwork

5. Workbook assignments

6. 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)