I. **OVERVIEW**  
The following information will appear in the 2012 - 2013 catalog

**ESL 901  ESL: Beginning English for Life and Work**

0 Unit  

Formerly listed as: ESL - 901: ESL: Beginning

*Beginning English for non-English speakers. Emphasis on beginning spoken English and basic literacy.*

Repeatable.  
Field trips might be required.  (Non-Graded course) 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: Course work is organized around practical survival situations. Language skills, lexical and structural knowledge are introduced and developed within the context of these situations. Sequence and emphasis are to be determined by instructor according to needs of students.

A. Identification and Personal Information: introductions, names, addresses, countries of origin, telephone numbers, basic personal information statements and questions  

B. School: common vocabulary and expressions related to classroom objects, instructions, and school procedures  

C. Social Interaction: common vocabulary and expressions related to greetings, family, personal feelings and emotional states, preferences, agreement/disagreement, and likes/dislikes; common courtesy expressions  

D. Health and Emergency: common vocabulary and expressions related to body parts, basic medical instructions, common health problems, medicine and dosages, and emergency situations  

E. Home: vocabulary of rooms, common home furnishings, and appliances, terms and expressions related to renting an apartment/house  

F. Food: vocabulary for common fruits and vegetables, breakfast, lunch, dinner, and menu items, basic quantifier and container terms  

G. Shopping and Money: common vocabulary for American currency, making change, counting of money, clothing names, shopping places, and sizes; basic terms related to weights and measures  

H. Occupations: vocabulary for common occupational names and job skills  

I. Community and Transportation: vocabulary and simple expressions related to places in the community, modes of transportation, and simple directions  

J. Other: some colors (10) and shape (6) names; vocabulary related to clock time, days of week, months, and dates

II. **Language Skills:** Skill development to be promoted within the context of practical survival
situations. It should also be noted that there are no pre-requisite skills assigned to this course. Therefore, instructors should not assume even basic literacy skills in English on the part of students. Emphasis on phonics and literacy skills should be part of the course content if the teacher determines the class would benefit from such instruction.

A. Pronunciation and Aural Comprehension: English sounds and listening discrimination; understandable pronunciation of classroom vocabulary, names and vocabulary used in giving personal information, letters of alphabet, numbers, and words

B. Reading: Roman alphabet, letter recognition and alphabetical order; elementary phonics, words and brief paragraphs, interpreting maps, telephone messages, store receipts, ads, menus, personal information forms, schedules, and signs

C. Writing: Roman alphabet, upper and lower case; spelling of some words used in reading and speaking exercises; spatial conventions and word separation; elementary conventions of punctuation and capitalization in lists and sentences, simplified personal information forms, job applications, directions, telephone messages, and schedules

D. Grammar Structures: (instruction of grammatical structures may be non-sequential)
   i. simple present of the be verb in full forms and contractions
   ii. wh- questions with be
   iii. possessive pronouns
   iv. subject pronouns
   v. imperatives
   vi. simple present statements and questions
   vii. prepositions of time (in, at, on, from, to)
   viii. singular and plural nouns
   ix. demonstrative adjectives (this, that, these, those)
   x. there + be statements and questions in simple present
   xi. introduction to wh- questions in simple present
   xii. present continuous affirmative and negative statements and questions
   xiii. prepositions of place (in, across from, next to, on, between)
   xiv. can for ability: questions and short answers
   xv. I'd like to + verb
   xvi. suggestions with should

E. Numeracy: cardinal numbers to 100, ordinal numbers 1st-31st, dates, clock time, addresses, prices, and dosages

F. Phonics: consonants and short and long vowel sounds

2. Recommended Content:

A. Introduction to simple past (be verb in affirmative and negative statements, affirmative statements with regular verbs)

B. Review of all verb forms studied at the ESL 901 level

C. Basic adjectives for describing physical characteristics (long, tall, heavy, etc.)

D. Introduction to the pronunciation of -s endings for 3rd person singular verbs

E. Introduction to adverbs of frequency

### B. HOURS AND UNITS

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C. METHODS OF INSTRUCTION (TYPICAL)

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

1. Facilitate aural comprehension and listening discrimination drills and exercises.
2. Model target language.
3. Direct choral, small group, pairwork, and individual practice of dialogs and words for memorization, fluency, and pronunciation.
4. Assign written practice of single items expanding to sentences and sentence-level dictation.
5. Present material in multiple media including overhead projection, audio and video, PowerPoint, pictures, realia, and whiteboard.
7. Teach grammatical structure through controlled and communicative practice of dialogs, explanations, written exercises, oral activities, and expressions used in lifeskills contexts.
8. Facilitate the use of and assign computer-assisted language learning activities.

D. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS

   Time spent on coursework in addition to hours of instruction (lecture hours)

   Homework in non-credit courses is strongly recommended to support material covered in class; however, because these courses are open-entry/open-exit and non-credit, out-of-class assignments cannot be mandatory.

   1. daily individual oral and listening practice of dialogs and words for memorization, fluency, and pronunciation
   2. daily reading exercises: letters, words, lists, sentences, dialogs, phonics exercises, brief paragraphs and stories, simplified maps, telephone messages, store receipts, advertisements, menus, personal information forms, schedules, etc.
   3. daily writing practice: letters, words, lists, sentences, personal information forms, directions, telephone messages, schedules, etc.
   4. practice activities from student book and workbook including supplemental interactive practice activities on CDs

2. EVIDENCE OF CRITICAL THINKING

   Assignments require the appropriate level of critical thinking

   1. Your group is moving to a town or city. You want to be near places in the community that are important to you. Look in your picture dictionary. Write one list with five of these places. Put them in order of importance, with the first place being the most important. Ask a volunteer from your group to write the list on the board. Discuss and compare the lists as a class. Do any have a similar order?

   2. Read the advertisements for apartments to rent. Then read the statements. Read the ads again. Match the statements to the ads. Now, write an ad for your apartment or house.

   3. Listen and repeat the words and phrases of daily activities on the page in your student book. Circle three free-time activities. Write the words. Underline three workplace activities. Write the words. Check three household chores. Write the words. Then ask your classmates what free-time activities, workplace activities, and household chores they like or dislike doing.

   Activities adapted from Future Intro Student Book by Pearson/Longman
E. **TEXTS AND OTHER READINGS (TYPICAL)**


9. **Other**: The Oxford Picture Dictionary Interactive CD-Rom

10. **Other**: IMPORTANT NOTE: It should be noted that the Future Intro student book and workbook bundle is to be used as the core text for the class. All other texts listed in addition are for supplemental use. Class sets of most of the 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:

communicate in English at a basic level in practical situations and feel comfortable meeting basic survival needs.

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. respond to spoken or written questions regarding personal identification (name, address, phone, etc.) and respond understandably in oral or written English; spell name orally.

   b. respond to common directions and requests encountered in classroom activities; name common classroom objects; demonstrate understanding of and use vocabulary related to clock time, days of week, months, and dates.

   c. express everyday greetings, courtesy expressions, statements of preference, feelings, agreement, and other common expressions useful in social interaction.

   d. name major body parts accurately and express statements regarding common health problems or the more usual kinds of emergency situations.

   e. name common home furnishings, appliances, and rooms; name everyday objects and activities related to renting an apartment/house.

   f. name American currency and coins; count money; name common items of clothing, colors, and sizes.
g. name common fruits, vegetables, and other food items and use terms related to basic quantifiers and containers.

h. name (from pictures showing workers' activities) at least 15 common occupations and common job skills.

i. name (given picture or other cue) most common public services, places in the community, modes of transportation and give basic directions.

j. use expressions and vocabulary encountered in class with understandable pronunciation; give increasingly accurate pronunciation to most English vowel and consonant sounds (in response to teacher model).

k. name in random order and recite in order the letters of the Roman alphabet; read orally simple words and sentences; read and interpret brief paragraphs, maps, telephone messages, store receipts, ads, menus, personal information forms, schedules, and signs.

l. write from dictation in random order upper and lower case forms of letters of the Roman alphabet; write from memory or dictation some words and short sentences from oral classroom activities and reading; show understanding of spatial conventions, word separation, and elementary punctuation and capitalization used in English writing; write basic directions, telephone messages, and schedules; complete simplified personal information forms and job applications.

m. count and read in random order cardinal numbers to 100 and ordinal numbers from 1st - 31st; write numbers from slow dictation including dates, clock time, addresses, prices, and dosages.

n. give and comprehend basic directions using prepositions.

o. use basic English grammatical structures studied in class appropriately and accurately in speaking and writing.

p. identify, recognize, and differentiate using sound and letter correspondence between a number of consonant and vowel sounds.

2. **Recommended Learning Goals**

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

   a. transfer vocabulary and grammatical structures to new situations.

   b. elicit information appropriately.

   c. demonstrate understanding and use of the 'be' verb in past tense, adverbs of frequency, and adjectives describing physical characteristics.

   d. pronounce -s endings of 3rd person singular verbs correctly.

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

A. **FORMATIVE ASSESSMENT**

   1. regular teacher observation of class activities

   2. quizzes and examinations, written and oral including dictation, multiple choice, matching, sentence transformation, student generated sentences/language, and cloze passage

   3. written homework assignments

   4. student book and workbook assignments
B. **SUMMATIVE ASSESSMENT**

1. pre-and post-testing of specified competencies

2. comprehensive final exam

   Note: Although no grade or course credit is granted, the administration of formal assessment serves several important functions: 1) It helps the instructor in planning the sequence and pace of instruction. 2) It introduces students to the procedures and formalities of school test situations, preparing them for transfer into credit and vocational classes. 3) Provides a method of accountability for student progress and success.