

**Course Outline**

**COURSE:** ESL 788                      **DIVISION:** 90                      **ALSO LISTED AS:**

**TERM EFFECTIVE:** Spring 2021                      **CURRICULUM APPROVAL DATE:**01110/2020

**SHORT TITLE:** NC ESL LIFESKILLS 1

**LONG TITLE:** NC ESL Lifeskills 1

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
0	18	Lecture:	10	180
		Lab:	0	0
		Other:	0	0
		Total:	10	180

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**Out of Class Hrs:** 360.00

**Total Learning Hrs:** 540.00

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**COURSE DESCRIPTION:**

This is the first course in a series of English classes for students with basic oral or written English competency. It will give students basic vocabulary and familiarity in life skill areas such as family, school, time and shopping, daily routines, food, work, and health to manage in the English speaking community. This course integrates listening, speaking, reading and writing. **ADVISORY:** ESL Assessment Recommendation

**PREREQUISITES:**

**COREQUISITES:**

**CREDIT STATUS:** N - Non Credit

**GRADING MODES**

N - Non Credit

**REPEATABILITY:** R - Course may be repeated

Maximum of 99 times

## SCHEDULE TYPES:

- 02 - Lecture and/or discussion
- 05 - Hybrid
- 71 - Dist. Ed Internet Simultaneous
- 72 - Dist. Ed Internet Delayed

## STUDENT LEARNING OUTCOMES:

1. Ask and answer simple questions about issues that affect people's daily lives (for example: personal information, family, school, time, weather, community, shopping, daily routines, food, work, travel, health).

Measure of assessment: Small/large group discussion, pair activities, oral interviews.

Semester/Year assessed, or planned Semester/Year of assessment: Spring 2021

2. Read and demonstrate a basic understanding of signs, ads, labels, maps and simple paragraphs within the context of the lifeskills topics covered.

Measure of assessment: Textbook assignments, tests.

Semester/Year assessed, or planned Semester/Year of assessment: Spring 2021

3. Make affirmative and negative statements and questions, in oral and written form, using the simple present, present continuous, future, and past tenses within the context of the lifeskills topics covered.

Measure of assessment: Small/large group discussion, pair activities, oral interviews, textbook assignments, written work, tests.

Semester/Year assessed, or planned Semester/Year of assessment: Spring 2021

## CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS

Curriculum Approval Date:01110/2020

### DE MODIFICATION ONLY

Out-of-Class Assignments: Written textbook assignments; assigned readings; oral practice; vocabulary memorization; online practice.

16 Hours

Content: Personal Information: The student will begin by learning to use basic greetings, make introductions, and give personal information (name, gender, age, marital status, address, phone number, country of origin, occupation, etc.). Classroom vocabulary will be introduced and reinforced to enable simple in-class communication in English. Numbers and the English alphabet will be introduced.

Student Performance Objectives (SPO): Students will be able to greet one another, introduce themselves and give personal information, both orally and in written form. They will be able to use subject pronouns and the simple present form of "be" in spoken and written form.

14 Hours

Content: Family: The student will learn vocabulary related to the topic of the family, such as the names and relationships of family members. In talking about his/her family, the student will learn adjectives to better describe people. Communication will focus on being able to discuss his/her family.

Student Performance Objectives (SPO): Students will be able to name, identify and describe family members. They will be able to use the simple present of the verb BE, possessive adjectives, and possessive nouns in spoken and written form.

14 Hours

Content: School: The student will learn vocabulary related to the topic of school such as the names of school buildings and classroom objects. In talking about school activities, the student will learn to ask for the location of objects and buildings using "there is/are?" and prepositions of place. Communication will focus on being able to identify and locate objects and buildings at a school.

Student Performance Objectives (SPO): Students will be able to name school facilities, objects and furniture. They will be able to discuss school activities. They will also be able to ask for and give directions at school using "there is/are" and prepositions of place.

7 Hours

Content: Time: The student will learn vocabulary related to the topic of time and will practice telling time. The student will learn to identify days, months, years, dates, and holidays using cardinal and ordinal numbers. Communication will focus on being able to ask and answer questions about time in different contexts using the BE verb.

Student Performance Objectives (SPO): The students will be able to tell time and give the date in English using the verb BE.

7 Hours

Content: Weather/Seasons: Introduce the Present Continuous Tense. The student will learn vocabulary related to the topic of the weather and the seasons. The student will learn to ask about and describe the day's weather using the verb BE and the present continuous. He or she will compare the weather of the four seasons. Communication will focus on being able to discuss the weather and seasons. Student

Performance Objectives (SPO): Students will be able to talk and write about weather and the characteristics of each season using the verb BE and the present continuous.

14 Hours

Content: Community: Introduce the Simple Present. The student will learn vocabulary related to the topic of community. The student will learn to name places and activities in the community. He or she will learn to read traffic signs and learn map reading skills. Communication will focus on being able to ask and answer questions about places and activities in the community.

Student Performance Objectives (SPO): The students will be able to name and describe places and activities in the community using the simple present and present continuous in spoken and written form. They will be able to ask for and give directions using prepositions of place. They will be able to read traffic signs and maps.

14 Hours

Content: Shopping: The student will learn vocabulary related to the topic of shopping, such as the names of articles of clothing and adjectives to describe the size, color, and price of clothing. Communication will focus on asking and answering questions about clothing and shopping.

Student Performance Objectives (SPO): Students will be able to talk about the size, color, and cost of clothing.

14 Hours

Content: Daily Routines: The student will learn vocabulary related to daily activities. He or she will learn to use the simple present and adverbs of frequency to describe his/her daily routines. The student will learn to read a schedule. Communication will focus on being able to discuss daily routines.

Student Performance Objectives (SPO): Students will be able to use the simple present to describe daily routines in spoken and written form.

14 Hours

Content: Food: Introduce Count and Non-count Nouns. The student will learn vocabulary related to the topic of food, such as food names, containers, measures and weights. He or she will learn to talk about his/her favorite foods, food prices and eating habits. The student will learn to read and order from a menu. He or she will learn to distinguish between count and non-count nouns. Communication will focus on being able to describe different foods, quantities and prices.

Student Performance Objectives (SPO): Students will be able to identify and describe different foods in different quantities.

14 Hours

Content: Work: Introduce the Simple Past and the modal "can". The student will learn vocabulary related to the topic of jobs and occupations. The student will learn to name different jobs and occupations, identify the basic duties and skills associated with those occupations, describe his/her job or occupation, and ask others about their jobs. He or she will learn to use the past tense to describe past job experiences and the modal "can" to describe job skills and abilities. The student will learn to read job ads, fill out a job application and interview for a job. Communication will focus on being able to discuss a variety of jobs and occupations and the basic duties of each.

Student Performance Objectives (SPO): Students will be able to identify different occupations and talk about the skills required for each. They will be able to describe their past job experiences using the past tense in spoken and written form.

14 Hours

Content: Travel: The student will learn vocabulary related to the topic of taking a trip. The student will learn to describe his/her experience traveling on an airplane, train, and bus. He or she will learn to read a bus schedule. He or she will learn to use the past tense of "be" to describe a trip. Communication will focus on being able to ask and answer questions about a trip.

Student Performance Objectives (SPO): Students will be able to talk about trips they have taken. They will be able to describe a trip using the past tense of "be" in spoken and written form.

14 Hours

Content: Health: The student will learn vocabulary related to the topic of the body and health. The student will learn to identify the external parts of the body, make a doctor's appointment, report basic health problems, follow basic instructions at a medical exam, and have a simple prescription filled. He or she will learn to use the modal "should" for giving advice. Communication will focus on being able to name the parts of the body to discuss health and health problems.

Student Performance Objectives (SPO): Students will be able to make and attend doctor appointments, have prescriptions filled, and read a prescription label.

14 Hours

Content: Home: Introduce the Future Tense with "be going to" and "will". The student will learn vocabulary related to the topic of the home, such as rooms, furniture and household repairs. He or she will learn to use the future tense with "going to" and "will" to describe future plans. The student will be introduced to object pronouns. Communication will focus on being able to describe the home and household repairs.

Student Performance Objectives (SPO): Students will be able to describe household repairs and read housing ads. They will be able to use the future tense as it relates to the home, both orally and in written form.

7 Hours

Content: Review vocabulary and grammatical structures.

Student Performance Objectives (SPO): Students will be able to carry on short conversations, read basic paragraphs and write simple sentences using the thematic vocabulary and grammar introduced during the semester.

3 Hours

Final Exam

### **METHODS OF INSTRUCTION:**

Students are taught the English language through a variety of activities that include: conversations, role playing, dialogues, reading, writing practice, and dictation. All activities are based on thematic topics of immediate use for beginning-level students who need to get basic communicative competence in English. A few suggested methods are TPR (Total Physical Response), the Natural Approach, the Communicative Approach, Cooperative Learning, and Experiential Learning.

### **OUT OF CLASS ASSIGNMENTS:**

Required Outside Hours: 360

Assignment Description:

(20 hours/week) Daily homework may include: written textbook assignments; assigned readings; oral practice; vocabulary memorization; online practice.

**METHODS OF EVALUATION:**

Objective examinations

Percent of total grade: 60.00 %

Quizzes and tests.

Writing assignments

Percent of total grade: 20.00 %

Homework and in-class assignments.

Skill demonstrations

Percent of total grade: 20.00 %

Oral interviews and presentations.

**Recommended Representative Textbooks**

Bitterlin, Johnson, Price, Ramirez. Ventures 1. Cambridge,2018.

Reading Level of Text, Grade: Pre-Beginning ESL Verified by: Nicole Cisneros

Jenkins and Johnson. Stand Out 1. USA: National Geographic,2017.

ISBN: 978-1-305-65540-9

**ARTICULATION and CERTIFICATE INFORMATION**

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Not Transferable

UC TRANSFER:

Not Transferable

**SUPPLEMENTAL DATA:**

Basic Skills: B

Classification: K

Noncredit Category: A

Cooperative Education: N

Program Status: 1 Program Applicable

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department:

CSU Crosswalk Course Number:

Prior to College Level: F

Non Credit Enhanced Funding: Y

Funding Agency Code: A

In-Service: N

Occupational Course: E

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000608753

Sports/Physical Education Course: N

Taxonomy of Program: 493087