

**Course Outline**

**COURSE:** ESL 789                      **DIVISION:** 90                      **ALSO LISTED AS:**

**TERM EFFECTIVE:** Fall 2020                      **CURRICULUM APPROVAL DATE:** 03/12/2019

**SHORT TITLE:** NC ESL LIFESKILLS 2

**LONG TITLE:** NC ESL Lifeskills 2

<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

**COURSE DESCRIPTION:**

This is the second course in a series of English classes for students with low beginning oral or written English competency. Through listening, speaking, reading and writing activities, students learn to use grammatical structures of English with increasing accuracy while gaining basic life skills. **ADVISORY:** ESL 785 -NC ESL Lifeskills 1B or ESL 788-NC ESL Lifeskills 1 or 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

## **STUDENT LEARNING OUTCOMES:**

1. Ask and answer questions about issues that affect people's daily lives (for example: family, education, daily activities at home and in the community, finding a job, ailments and injuries, places, food and nutrition, housing and the neighborhood, talking about future plans and goals).

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

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

2. Identify the main idea and supporting details of a short reading within the context of the life skills 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 simple past tenses within the context of the life skills 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: 03/12/2019

Out-of-Class Assignments: Written textbook assignments; assigned readings; oral practice; vocabulary memorization; online practice. A tour of the main campus in Gilroy will be offered.

3 Hours

Content: Introductory information: The student will review giving basic greetings, making introductions, and giving personal information (name, gender, age, marital status, address, phone number, etc.). Classroom vocabulary will be reviewed. Numbers and the English alphabet will be reviewed. Dictionary use will be introduced. Basic classroom terminology will be introduced such as "I don't understand?", "Can you repeat that?" and "What does this mean?" Basic grammatical terminology will be introduced including: subject, verb, object, adjective, noun, adverb, preposition.

Student Performance Objectives (SPO): Students will be able to greet one another, introduce themselves and give personal information, both orally and in written form.

14 Hours

Content: Family and Education: The Simple Present of "be", possessive adjectives, and possessive nouns will be reviewed. The student will learn vocabulary related to the topic of the family and education, such as the names and relationships of family members, types of schools and grade levels. In talking about his/her family, the student will learn descriptive adjectives to describe people's physical characteristics.

Communication will focus on being able to discuss his/her family and education.

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

14 Hours

Content: Community: The Present Continuous will be reviewed and modals will be introduced. The student will learn vocabulary related to the topic of community. The student will learn to describe activities and places in the community, such as the library, bank, post office and the mall. He or she will learn to make polite requests with the modals can, could, may and would. Communication will focus on using community resources and being able to describe what is currently happening.

Student Performance Objectives (SPO): The students will be able to conduct personal business in the community. They will be able to use the present continuous and modals for requests in spoken and written form.

14 Hours

Content: Daily Activities: The Simple Present and Adverbs of Frequency will be reviewed. The student will learn vocabulary related to daily activities at home and school. 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 make appointments. Communication will focus on being able to discuss personal schedules.

Student Performance Objectives (SPO): Students will be able to use the simple present to communicate schedule information at home, school and work in spoken and written form.

14 Hours

Content: Finding a Job: The student will learn vocabulary related to the topic of job positions, requirements and benefits. The student will learn to ask and answer questions about work responsibilities, schedules, benefits and requirements for jobs using the simple present. The student will practice filling out a job application and having an interview. Communication will focus on being able to inquire about a job.

Student Performance Objectives (SPO): Students will be able to find and apply for a job.

14 Hours

Content: Ailments and Injuries: The Simple Past will be reviewed. The student will learn vocabulary related to the topic of ailments and injuries. He or she will review the names of body parts. The student will learn to make a doctor's appointment and report an injury or illness in the simple past tense. Communication will focus on being able to describe injuries and ailments.

Student Performance Objectives (SPO): Students will be able to report an illness, injury or accident using the past tense in spoken and written form.

14 Hours

Content: Work: The student will learn vocabulary related to the topic of work. The student will learn to describe jobs and work activities. He or she will learn to use the past tense to describe completed and uncompleted work tasks. The student will practice interviewing for a job. Communication will focus on being able to describe his/her job and report progress at work.

Student Performance Objectives (SPO): The students will be able to describe their jobs and report progress at work using the simple past in spoken and written form.

14 Hours

Content: Places: Descriptive and Comparative Adjectives will be reviewed. The student will learn vocabulary related to the topic of places. He or she will learn descriptive and comparative adjectives to describe emotions and life experiences in the community, at work and while traveling. Communication will focus on being able to compare two places.

Student Performance Objectives (SPO): Students will be able to describe and compare two places in the past and present tenses in spoken and written form. They will also be able to relate personal experiences.

14 Hours

Content: Food and Nutrition: Count and Non-count Nouns will be reviewed and ?any?, ?many?, ?much?, ?a few?, and ?a little? will be introduced. The student will learn vocabulary related to the topic of food and nutrition. He or she will learn to talk about buying groceries, ordering food in a restaurant, and diet and nutrition. The student will learn to read a nutrition label and a recipe. Count and non-count nouns will be reviewed, and additional ones will be introduced. Communication will focus on being able to talk about food and nutrition.

Student Performance Objectives (SPO): Students will be able to give and take a food order and discuss healthy eating habits.

14 Hours

Content: The Neighborhood: The student will learn vocabulary related to the topic of renting an apartment and living in a neighborhood. He or she will learn to describe activities, places and resources in a neighborhood. The student will learn to read a housing ad. He or she will learn to describe problems that might occur in a rental situation. Communication will focus on responding to a housing ad and requesting utility services.

Student Performance Objectives (SPO): The students will be able to utilize resources in a neighborhood, acquire housing and report problems to a landlord.

14 Hours

Content: Driving: The Modals -must- and -have to- will be introduced. The student will learn vocabulary related to driving around town. He or she will learn to read traffic signs and to ask for and give directions using prepositions of direction. He or she will learn to use the modal "must" and the expression "have to" to talk about traffic rules. Communication will focus on being able to ask and give directions and conduct transactions at DMV.

Student Performance Objectives (SPO): Students will be able to give and follow directions, obey traffic signs and rules, and conduct business at DMV.

14 Hours

Content: Plans: The Future with -be going to- will be reviewed and the Modal -might- will be introduced. The student will learn vocabulary related to the topic of making plans. He or she will learn to use the future tense with "going to" to describe weekend and holiday plans. The student will be introduced to the modal "might". Communication will focus on being able to express plans for the immediate future.

Student Performance Objectives (SPO): Students will be able to describe plans for the near future using the future tense in spoken and written form.

14 Hours

Content: Goals: The Future with -will- will be reviewed. The student will learn vocabulary related to the topic of personal and educational goals. He or she will learn to use the modal "will" to describe future goals. The student will be introduced to infinitives with "want", "plan" and "need". Communication will focus on being able to express goals for the future.

Student Performance Objectives (SPO): Students will be able to describe their goals for the long-term future, both in spoken and written form.

6 Hours

Content: Review vocabulary, grammatical structures, and parts of speech. Student Performance Objectives (SPO): Students will be able to carry on short conversations, skim and scan short readings for specific information 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.

A tour of the main campus in Gilroy will be offered.

**METHODS OF EVALUATION:**

Objective examinations

Percent of total grade: 60.00 %

Quizzes and tests.

Skill demonstrations

Percent of total grade: 20.00 %

Orals interviews and presentations.

Writing assignments

Percent of total grade: 20.00 %

Homework and in-class assignments.

**REPRESENTATIVE TEXTBOOKS:**

Recommended Representative Textbooks

Bitterlin, Johnson, Price, Ramirez. Ventures 2. Cambridge,2018.

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

Jenkins and Johnson. Stand Out 2. National Geographic,2017.

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

**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:

CAN:

CAN Sequence:

CSU Crosswalk Course Department:

CSU Crosswalk Course Number:

Prior to College Level: E

Non Credit Enhanced Funding: Y

Funding Agency Code: A

In-Service: N

Occupational Course: E

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000608754

Sports/Physical Education Course: N

Taxonomy of Program: 493087