COURSE TITLE: ENGLISH AS A SECOND LANGUAGE I

COURSE PREFIX AND NO. ESLX 0100 LEC 6.0 LAB 0 CREDIT HOURS 6.0

COURSE DESCRIPTION:

This course, designed for high beginning intermediate ESL students, focuses on fundamental grammar structures and provides opportunities to develop skills in speaking/listening and writing.

COURSE PREREQUISITE (S):

Assessment testing

RATIONALE:

Low-level ESL students need a strong foundation in the fundamental grammar structures of English. This course offers a systematic introduction to those basic structures with emphasis on oral master.

REQUIRED TEXTBOOK (S) and/or MATERIALS:

Title: Basic English Grammar Chapters 1 through 4

Chapter 5 pages 171-189

(boxes 5-1 through 5-8)

Edition: Second

Author: Azar

Publisher: Pearson Education

Materials:

Attached course outline written by: Ruth Duque Date: 6/93

Reviewed/Revised by: Kay Peters Date: 11/96

Effective quarter of course outline: 05/FA Date:

Academic Dean Date:

Course Objectives, Topical Unit Outlines, and Unit Objectives must be attached to this form.
COURSE OBJECTIVES:

Upon completion of this course, the student will be able to:

1. Use verbs in the simple present (including do/does, has/have, to/goes), the present progressive, and the simple past (regular) tenses with nouns, adjectives, and prepositional phrase complements in the negative form in yes/no questions with question words.

2. Use noun forms as subjects and objects with some/any s/es endings count/noncount

3. Use noun forms as subjects and objects, as indefinite pronouns. Use possessive adjectives.

4. Use THERE IS/THERE ARE in statements, in yes/no questions, with question words

5. Demonstrate the ability to use other forms: adverbs of frequency, would/would like/like IT for weather and time, need/want + infinitive or noun prepositions of location/time count and non-count nouns

6. Use articles: a/an, the, 0 (no article), some/any

TOPICAL UNIT OUTLINE/UNIT OBJECTIVES:

1. Listening Comprehension
   Demonstrate comprehension of spoken English by being able to:
   
   A. Respond to yes/no questions.
   B. Respond to question word questions beginning with words such as who, what, where, when, why, how much, and how many.

2. Speaking
   
   A. Ask yes/no questions appropriate to the situation, using the verbs to be, have/has, there is/there are
   B. Ask for information using appropriate question words.
   C. Relate describe daily activities using grammar structures studied in this course.
   D. Discuss weather and time using appropriate sentence structure.

3. Grammar
   
   A. Use verbs in the simple present, the present progressive, and the simple past (regular) tenses-with nouns, adjectives, and prepositional phrase complements in the negative form, in yes/no questions, with question words.
TOPICAL UNIT OUTLINE/UNIT OBJECTIVES: (Cont’d)

B. Use HAVE/HAS, DO/DOES, and GO/GOES in the simple present tense with direct objectives, in the negative form, in yes/no questions, with question word.
C. Use noun form as subjects and objects, with some/any, s/es endings, and count/noncount
D. Use pronoun forms as subjects and objects, as indefinite pronouns. Use possessive adjectives.
E. Use THERE IS/THERE ARE in statements, in yes/no questions, with question words.
F. Demonstrate the ability to use other forms: adverbs of frequency, would/would like/like, IT for weather and time, need/want + infinitive noun, prepositions of location/time, count and non-count nouns.
G. Use articles a/an, the, 0 (no article), some/any.

4. Pronunciation

A. Produce consonant endings of nouns, pronouns and verbs.
B. Produce phonemes not found in native language
C. Use correct stress and intonation.
COURSE REQUIREMENTS/EVALUATION:

Objectives 1-6: Comprehensive Departmental Examination – 80% accuracy

<table>
<thead>
<tr>
<th>COURSE OBJECTIVES</th>
<th>ASSESSMENT MEASURES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Use verbs in the simple present (including do/does, has/have, to/goes), the present progressive, and the simple past (regular) tenses-with nouns, adjectives, and prepositional phrase complements in the negative form in yes/no questions with question words.</td>
<td>1. Oral/written tests – 80% accuracy</td>
</tr>
<tr>
<td>2. Use noun forms as subjects and objects with some/any s/es endings count/noncount.</td>
<td>2. Oral/written tests – 80% accuracy</td>
</tr>
<tr>
<td>3. Use noun forms as subjects and objects, as indefinite pronouns. Use possessive adjectives.</td>
<td>3. Oral/written tests – 80% accuracy</td>
</tr>
<tr>
<td>4. Use THERE IS/THERE ARE in statements, in yes/no questions, with question words.</td>
<td>4. Oral/written tests – 80% accuracy</td>
</tr>
<tr>
<td>5. Demonstrate the ability to use other forms: adverbs of frequency, would/would like/like IT for weather and time, need/want + infinitive or noun prepositions of location/time count and non-count nouns.</td>
<td>5. Oral/written tests – 80% accuracy</td>
</tr>
<tr>
<td>6. Use articles: a/an, the, 0 (no article), some/any.</td>
<td>6. Oral/written tests – 80% accuracy</td>
</tr>
</tbody>
</table>