

**English 013**  
**Speaking and Listening for ESL 003**  
**TTh 10:15-12:45 p.m.**  
**A. Torres (760) 554-9972**

**Textbooks:**

North Star 3<sup>rd</sup> Edition (Green)  
Spanish-English Dictionary

**Attendance:**

You will be dropped after your 2<sup>nd</sup> absence. If you are more than **five** minutes late, you will be marked late and three late marks equal to one absence. Leaving class for any reason, will be counted as an absence. NOTE: It is your responsibility to drop using WebSTAR, if you have accumulated **two** consecutive absences by that last day to drop with a “W” .

**Class Assignments:**

|                              |            |
|------------------------------|------------|
| Attendance                   | 5%         |
| Class Participation          | 5%         |
| Homework                     | 5%         |
| Journals                     | 5%         |
| Oral Assignments             | 10%        |
| Unit Exams                   | 10%        |
| Mid-Term                     | 20%        |
| Oral Presentation/Final Exam | <u>40%</u> |
| Total                        | 100%       |

**Grading Scale:**

|        |   |
|--------|---|
| 100-90 | A |
| 89-80  | B |
| 79-70  | C |
| 69-60  | D |
| 59-00  | F |

**Journals:**

We will be keeping a writing journal in class. You can include dictation and pronunciation practice in your journal. This will be your chance to put into practice the grammar points we are learning in class, too. You will be reading certain journals orally in class. I will collect your journals two times in the semester without previous announcement, so you need to keep your entries in your notebook or binder.

**Oral Assignments:**

Your oral assignments will be short dialogues or reports from a given topic, textbook or article, designed to increase fluency and new vocabulary used for grammatically correct statements and questions. You will be graded using a rubric I will discuss with you at a later time.

**Oral & Unit Exams/Mid-Term &Final Exam:**

These will be announced through out the semester. A short review will take place ahead of time. I will provide you with tips that will help you during these exams. A Oral/Unit Exam can be made-up during class, **ONLY** a class meeting after absence; Mid-Term and Final can not be made-up.

**Course Catalog Description:**

This class is a grammar-based speaking class in an English-only Environment for the intermediate ESL student. Students will further develop listening comprehension and will increase fluency, accuracy, and confidence in oral production.

**\*Week 1**

Course Introduction

**\*Week 2 & 3**

Interpret and critique ads

Unit 1 Advertising on the Air

Reproduce Commercial

**\*Week 4**

Infer word meaning from context

Unit 2 Identity Theft

Modals of Advice

**\*Week 5**

Classify Information

Unit 3 Endurance Test

Reflexive and reciprocal pronouns

**\*Week 6**

Analyze Problems and Propose Solution

Unit 4 Separated by the Same Language

Modals of ability and possibility

**\*Week 7**

Evaluate advantages and disadvantages

Unit 5 Culture and Commerce

Classify Information

Future Predictions with if-clauses

**\*Week 8**

Interpret a Photograph

Unit 6 The Art of Storytelling

Infinitives of Purpose

**\*Week 9**

Brainstorm Ideas

Unit 7 Voluntary Simplicity

Nouns and Quantifiers

**\*Week 10**

Develop Arguments for and against an issue

Unit 8 Before You Say "I do"

Comparatives and Equatives

**\*Week 11**

Classify Data

Unit 9 Personal Carbon Footprint

Modals of Necessity

**\*Week 12**

Evaluate effectiveness of arguments

Unit 10 To Spank or Not to Spank?

Present Perfect Tense

**\*Week 13**

Formal Presentation

**\*Week 14**

Oral Assignment

**\*Week 15**

Oral Assignment

**\*Week 16**

Oral and Final Exam

**\*Tentative Schedule**

Review-Personal Language Goals

Listen to commercials and predict content

Read about intended market of ads

simple present/present progressive

Identify Details

Role-play (news-reporter/police officer)

Stress in Compound Words

Listen for Details

Role-play (sports reporter/athlete)

Expressions with others

Interpret a Speaker Emotion

Role-play (teacher/student)

Can/Can't

Arrange Chronologically

Categorize Sounds

Practice Stress Patterns in Speech

Share Opinions about Stories

Match storytelling techniques to purpose

Role-play (Storyteller/student)

Listen for rhythm patterns in Speech

Express opinions about alternative lifestyles

Agree and Disagree with statements

Express and defend opinions about marriage

Label a graph

Speculate about the content

Listen for Details

Identify end sounds

Role-play (Parents/Children)

Read and Listen

Exam Review

**Objectives:**

Upon satisfactory completion of the course, students will be able to:

- \*demonstrate competency in using and recognizing the past progressive and future to express plans, certainty, or willingness (be going to, will, and simple present); demonstrate the ability to recognize and use the present perfect
- \*demonstrate mastery in recognizing, responding to, and producing affirmative, negative and interrogative sentences in aural and oral exercises.
- \*demonstrate the ability to use and recognize the modal auxiliary verbs for ability, permission, and requests, advice, suggestions, preferences, necessity, expectations, possibility, and deductions in oral and aural exercises
- \*demonstrate competency in using, recognizing and producing comparative, superlative, and equative forms.
- \*demonstrate mastery in using, recognizing, and producing singular and plural nouns, Subject and object pronouns, possessive adjective forms, and with singular, plural, and possessive noun forms in oral and aural exercises.
- \*demonstrate ability to use, recognize, and produce object pronouns and two-word (phrasal) verbs in oral and aural exercises.
- \*demonstrate competency in recognizing and producing vowel and consonant contrasts in minimal pairs, /t/ and /th/, /b/ and /v/, /j/ and /y/, /ch/ and /sh/, long and short vowel sounds, the third person singular, possessive, and plural (/s/, /z/, /iz/), the past tense (/tid/, /did/, /d/, or /t/) and /s/+ consonant combinations.
- \*create and present short dialogs and oral reports on limited topics, conduct interviews and report on results.
- \*create and present impromptu conversations and participate in role plays, both scripted and unscripted.
- \*demonstrate ability to take accurate notes on, and recognize important information presented in academic lectures, movies, or other audio material.
- \*demonstrate the ability to use, produce and recognize level appropriate vocabulary in a variety of oral, and written course.

**Student Learning Outcomes:**

Upon course completion, the student will have acquired new skills, knowledge, and or attitudes as demonstrated by being able to:

- \*Produce the sounds /sh/ and /ch/ correctly in the beginning, middle, and final positions of words.
  - \*discriminate between /sh/ and /ch/ sounds used in the beginning, middle, and final positions of words.
- \*categorize meaning of modal verbs in the sentences you hear into; ability/permission/request (ISLO2).
- \*apply the pronunciation rules of 3<sup>rd</sup> person (-s) endings and plural noun (-s) endings in aural discrimination activities (ISLO1).
- \*apply the pronunciation rules for (-ed) ending in past forms of regular verbs in aural discrimination activities (ISLO1).