I. Description of Course:

1. Department/Course: ESL - 182LS
2. Title: Listening & Speaking Skills, Level II
3. Cross Reference:
4. Units: 5
   Lec Hrs: 5
   Lab Hrs:
5. Repeatability: Yes Times: 1
6. Grade Options: Letter Grade, May Petition Credit/No Credit (GC)

7. Degree/Applicability:
   Credit, Not Degree Applicable (C)
8. General Education:
9. Field Trips: Not Required
10. Requisites:
    Prerequisite
    ESL 181 Second Language Integrated Communication Skills, Level I and/or Appropriate score on the ESL Assessment Test may substitute for completion of ESL 181 (or 181LS)

12. Catalog Description:
    This course is designed to develop skills in American English. It is open to students whose native language is not English. There is practice in the skills of listening and speaking with an emphasis on fluency, vocabulary development, verb tenses, and basic sentence structure.

13. Class Schedule Description:
    Development of listening and speaking skills in English.

14. Counselor Information:
    This is a non-transfer, non-Associate degree applicable course designed for non-native speakers of English who are not at the English 151A level but are above the exit criteria of the Adult School ESL Program.

II. Student Learning Outcomes
The student will:

1. Respond to questions and discuss topics addressed in class and/or related to his/her own life in comprehensible speech.
2. Produce sentences and chunks of discourse in speech of 200-250 words on assigned topics and/or topics of the student's own choosing.
3. Identify main ideas and isolate specific detail in listening passages appropriate for students at this level of English proficiency (Intermediate).
4. Grow in grammatical accuracy of speech and/or be able to recognize and correct some of his/her own speech errors in the process of speaking (self-correction).

III. Course Outline:
This course focuses on the holistic development of communication skills for the non-native speaker of English. Thematic units tie together the varied skills needed for communication. Integrated into each thematic unit is a focus on particular skills as well as grammatical awareness and fluency. At this level, thematic units continue the focus on American Culture that was used in ESL 181. Due to the particular needs of ESL students, it is not possible to specify what content will be introduced each week. Below is a list of communication skills that should be covered at this level, in addition to typical activities of a sample thematic unit.

A. **Listening**: The skills to be covered are largely the same as those for ESL 181LS. However, the listening passages at this level are of greater length and complexity, and they use more sophisticated vocabulary. Students will listen to a variety of sources of English, including recorded materials on tape/CD, videotapes, and live speakers.
   1. Identify the main idea in a passage
   2. Isolate specific details
   3. Identify supporting details
   4. Make inferences
   5. Make predictions in future content and organization based on material heard
   6. Make simple summaries and paraphrases of information from a passage

B. **Speaking**: The skills to be covered are largely the same as those for ESL 181. However, the speaking assignments at this level require greater length, increased complexity and more sophisticated vocabulary;
   1. Use of main idea to organize spoken passage
   2. Development of supporting details for main idea
   3. Develop personal vocabulary
   4. Develop grammatical fluency and accuracy

C. **Grammar**—as needed, for clear communication
   1. **Verb Tense** (time/aspect)
      a. present; simple, progressive, perfect
      b. past: simple, progressive
      c. future: simple
      d. pronunciation of verb endings (e.g., -s, -es, -ing, -ed)
   2. **Sentence Structure**
      a. noun phrase: article + adjective + noun; noun + of + noun; compound nouns
      b. verb phase: verb + noun phrase; verb + adverb (time, location, manner)
      c. negation
      d. question formation
      e. tag questions
   3. **Essential Modal Verbs**
      a. can
      b. must, have to
      c. should
      a. would like

D. Additional grammar, as needed

E. Use simple organizational patterns: narrative, process, descriptive, comparison/contrast

**Sample Unit on the Theme of Crime**

A. Listening to material on crime-related issues, such as how to protect your home from burglars
B. Development of vocabulary, including common crime-related idioms and expressions and collocations (e.g., commit murder)
C. Listening passage on a robbery and the process the victim went through with the police and his insurance company, for comprehension and discussion
D. Use of simple past tense to describe past action
E. Use of adverbs of time (after, before, while) to show sequencing of events
F. Use of adjectives to describe a suspect (long, straight, brown hair, short and thin)
G. Use of prepositions of time and place to describe when and where the crime happened (at 9:30 p.m. on Mowry in front of the liquor store)
H. Visit from local law enforcement to lecture on how to protect yourself from being a victim of crime
I. Visit to a local hardware store to look at the various types of home security products available on the market
J. Watching segments from the news that discuss recent crimes
K. Watching a segment from a crime drama to discuss the legal system in the US
L. Visit to the courthouse to watch part of a trial
M. Use of narrative to describe an experience you had with crime or the police (e.g., a traffic ticket, a home robbery)
N. Use of comparison and contrast to describe the legal system in the US and in the student's home country

IV. Course Assignments:

A. Reading Assignments
   1. Readings on themes of discussion.
B. Projects, Activities, and other Assignments
   1. Role plays
   2. Oral interviews
   3. Oral surveys
   4. Speeches
   5. Listening to tapes/CDs
   6. Discussion Groups
C. Writing Assignments
   1. Short answer exams
   2. Written responses to listening passages
   3. Paragraphs that respond to class discussions or listening passages on the theme of the unit being covered.
   4. Exercises or activities from the course text that are submitted in writing.
   5. Written dialogues
   6. Reports about interviews and/or surveys

V. Methods of Evaluation/Assessment:

A. Listening tests that include objective items such as multiple choice, true/false, matching, and completion.
B. Speeches
C. Speaking performances such as role plays
D. Speaking tests (one-on-one interviews with instructor)

VI. Methods of Instruction:
A. Discussion
B. Demonstration
C. Computer Assisted Instruction
D. Collaborative Learning
E. Other
   1. Traditional Classroom
F. Lecture

VII. **Textbooks:**
    Required
    1. Pamela Hartmann, Mary McVey Gill *Tapestry Listening & Speaking 2* 1 Edition,

    Optional

VIII. **Supplies:**
    A. Audiocassette/Audio CD to accompany the text
       Video cassette to accompany the text