

**San Bernardino Valley College
Course Outline -ESL 930B**

- I. ESL 930B: Vocational English as a Second Language, Part 2
.50 hour lecture = .50 unit

This is the second of a basic skills sequence emphasizing spoken English using examples drawn from vocational fields. Includes conversational and listening comprehension practice, grammatical features, troublesome exceptions, and the study of simple sentences. Topics covered include vocabulary related to work and time, writing simple questions and statements and prepositions and pronouns.

Prerequisite: None

- II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: One

- III. EXPECTED OUTCOMES FOR STUDENTS:

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

- A. Tell where he/she works and studies.
- B. Describe some activities at work.
- C. Ask for and give opinions.
- D. Talk about daily schedules.
- E. State time expressions for parts of the day and clock time.
- F. Form question-word questions (who, why, where, when, etc.) in the simple present tense with verbs other than "to be."
- G. Form statements in the simple present tense with verbs other than "to be."
- H. Write a short paragraph describing activities at work.

- IV. CONTENT:

- A. Work days
- B. Word power - work and workplaces
- C. Asking for and giving opinions
- D. Describing work and talking about work schedules
- E. Time expressions using prepositions
- F. Writing questions and statements with verbs other than "to be"
- G. Daily schedules
- H. Parts of speech in English (prepositions and pronouns)
- I. Writing a short paragraph about what you do

- V. METHODS OF INSTRUCTION:

- A. Lecture/exercises - Brief explanations on work and daily schedules followed by writing, listening comprehension, reading or speaking exercises.
- B. Computer-assisted language learning integrating graphics, sound and text.
- C. Listening comprehension (audio and video cassettes)
- D. Role-playing in pairs or small groups

VI. TYPICAL ASSIGNMENTS:

- A. Speaking
 - 1. Discuss these questions about work in your group.
 - 2. After looking at the pictures, describe each person's job to the class.
 - 3. After writing a conversation about your work, present it with your partner before the class.
 - 4. Ask your classmates questions about their jobs and school.

- B. Reading
 - 1. Complete the word map using words from the word list.
 - 2. Match the information in columns A, B and C to form complete sentences.
 - 3. Read the passage "The Daily Grind" and indicate why the three students work.

- C. Writing
 - 1. Write a conversation about your work with your partner, and then present it before the class.
 - 2. Write what you know about the following jobs. Complete the chart about a doctor, a travel agent and a police officer.
 - 3. Write the missing words in the following conversation.
 - 4. Write five question-word questions about work and school to ask classmates.

- D. Listening Comprehension
 - 1. Listen to the conversation describing Jason and Andrea's work. Answer the questions.
 - 2. Listen to the conversation "Daily Schedules" and then describe how Daniel spends his day.
 - 3. Listen to Rodney, Tina and Ellen talk about their daily schedules. Complete the chart about the type of job each has and the times to get up, go to work and return home.

VII. EVALUATION:

- A. Methods of Evaluation
 - 1. Weekly assignments
 - a. Prepare textbook and workbook exercises.
 - b. Present an original conversation with a partner before the class.
 - 2. Class participation
 - 3. Examinations
 - a. Listening comprehension tests
 - b. Writing tests

- B. Frequency of Evaluations
 - 1. One listening comprehension test
 - 2. One grammar test
 - 3. One writing test (short paragraph)

VIII. TYPICAL TEXTS:

1. Rosetta Stone Software
2. Richards, J. C., **New Interchange I, English for International Communication**, Student's Book One and Workbook One, Cambridge University Press, New York, 1997.
3. Foley, Barbara H., **The New Grammar in Action**, Book 1, Heinle and Heinle, Boston, 1996.
4. Hunan, David, **Atlas 1, Learning-Centered Communications**, Student's Book and Workbook, Heinle and Heinle, Boston, 1997.

IX. OTHER ANCILLARY MATERIALS:

1. Class cassette to accompany **New Interchange I, English for International Communication**, Cambridge University Press, New York, 1997.
2. Class video to accompany **New Interchange I, English for International Communication**, Cambridge University Press, Boston, 1997.