

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

- I. ESL 930D: Vocational English as a Second Language, Part 4
.50 hour lecture = .50 unit

This is the fourth 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 relating to entertainment and invitations, and the use of subject and object 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. Talk about likes and dislikes.
- B. Make invitations and excuses.
- C. Identify some musical styles.
- D. Form yes-no questions and question-word questions using "do".
- E. Use "would" to form polite questions
- F. Distinguish between the use of subject pronouns and object pronouns.
- G. Write unusual invitations and funny excuses.
- H. Write about an actor, dancer, singer, etc.

- IV. CONTENT:

- A. Music sales in the United States based on musical styles
- B. Word power - entertainment
- C. Inviting someone to a restaurant, the movies, a concert, etc.
- D. Refusing an invitation - excuses
- E. The use of subject pronouns and object pronouns
- F. Likes and dislikes in musical styles, singers, actors, etc.
- G. Writing about a favorite entertainer: singer, actor, dancer, etc.
- H. Writing invitations and humorous excuses

- V. METHODS OF INSTRUCTION:

- A. Lecture/exercises - Brief explanations about yes-no questions and question-word questions with "do" 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 what kinds of music people in your country like and listen to.
 - 2. In a small group, ask your group members five questions about entertainment and entertainers.
 - 3. After writing a conversation about your favorite entertainer, present it with your partner before the class.
 - 4. Practice inviting various classmates to entertainment events.

- B. Reading
 - 1. Complete the word power chart on entertainment with words from this unit.
 - 2. Think of three new words for each category.
 - 3. Complete the conversations using words from the "Grammar Focus" exercise.
- 4. Read the passage "The Sound of Music" and do two things. First, tell the nationality of the singers and the music they blend. Next, be prepared to discuss the similarities and differences between the singers.

- C. Writing
 - 1. Write a conversation about your favorite actor, singer, dancer, etc.
 - 2. Write questions asking your classmates about their favorite movies, songs, tv programs, etc.
 - 3. Write a paragraph about a popular singer or actress from your country.

- D. Listening Comprehension
 - 1. Listen to the conversation "Likes and Dislikes" and tell what kind of music Liz and Tom like or dislike.
 - 2. Be prepared to answer questions about entertainment prepared by your classmates.
 - 3. Listen to "TV Game Show" and complete the chart telling what kind of music, movies and tv programs the contestants like.
 - 4. Listen to three people inviting friends to events or activities. Answer the questions which follow.

VII. EVALUATION:

- A. Methods of Evaluation:
 - 1. Weekly assignments
 - a. Prepare textbook and workbook exercises.
 - b. Present an original conversation about your favorite entertainer 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 I, 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.