I. **OVERVIEW**

The following information will appear in the 2017 - 2018 catalog

**ELW 902—ELEMENTARY ENGLISH FOR LIFE AND WORK** 0 UNITS

*Formerly listed as:* ESL - 902: ESL: Elementary English for Life and Work, ESL - 902: ESL: Lower Elementary

**90.00 Lecture Hours**

**Prerequisite:** Satisfactory completion of ELW 901.

Elementary English with emphasis on spoken English for practical needs and preparation for transition into academic ESL classes. Course is repeatable. Field trips might be required. (Non-Graded course)

II. **LEARNING CONTEXT**

Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goal specified in Section III, Desired Learning:

A. **COURSE CONTENT**

1. **Required Content:**

   **I. Life and Workskills Competencies:** Course work is organized around practical survival and life situations. Language skills, lexical and structural knowledge are introduced and developed within the context of these units. Sequence and emphasis are to be determined by instructor according to needs of students.

   A. Social Interaction

      1. vocabulary, expressions, and use of language related to small talk topics:

         a. school
         b. family
         c. daily routines
         d. leisure activities

      2. use of cardinal and ordinal numbers in everyday conversation for dates, times, and calendar information

      3. social functions

         a. expressions of personal condition and feeling
         b. likes/dislikes
         c. wants/preferences
         d. advice
e. directions
f. physical descriptions of people
g. requests for information
h. explanation of past and present activities

B. Health

1. vocabulary, expressions, and use of language related to:
   a. body parts
   b. symptoms
   c. illnesses
d. remedies
e. states of health
f. medical occupations
g. services, medical appointments, medical exams, and medicine labels

C. Home and Housing

1. vocabulary, expressions, and use of language related to:
   a. home furnishings and appliances
   b. rooms
c. home safety
d. housing options, housing advertisements, and rental procedures

D. Occupations

1. vocabulary, expressions, and use of language related to:
   a. names of occupations
   b. workplaces, work forms, and work schedules
c. job duties and skills

E. Food

1. vocabulary, expressions, and use of language related to:
   a. common foods
b. ordering of meals in a restaurant
c. food preparation
d. nutrition
e. food labels
f. weights and measurements
g. supermarket advertisements

F. Shopping and Money

1. vocabulary, expressions, and use of language related to:
   a. American currency and counting money
   b. checks
   c. clothing names
d. colors, shapes, and sizes
e. basic terms and expressions related to returning items

G. Community and Transportation

1. vocabulary, expressions, and use of language related to:
   a. places in the community
   b. community events and resources
c. modes of transportation
d. use of public transportation
   i. bus routes
   ii. directions
   iii. schedules
   iv. fares
e. traffic and transportation signs
f. simple directions
   i. within a building
   ii. around campus or town
II. Language Skills: Development may be promoted largely within the context of lifeskill situations.

A. Reading

1. paragraphs and brief articles of 200-300 words
2. reading of schedules, labels, forms, directions, etc. at the elementary level

B. Writing

1. correct spelling of common words occurring in oral practice
2. correct sentences at the elementary level applying basic rules of spelling, capitalization, and punctuation
3. Four to six life-style writing tasks such as completing simplified forms and applications, short notes, e-mails, and messages
4. Four to six short or guided compositions on topics related to the content

C. Oral/Aural Skills

1. English sounds and listening discrimination
2. understandable pronunciation of numbers and personal information
3. development of general spoken skills in and comprehension of:
   a. directions, messages, brief dialogues, interviews, and phone messages in a variety of life and work situations

D. Grammar: (instruction of grammatical structures may be non-sequential)

1. review and expansion of previously learned tenses and other grammatical structures
2. explicit and comprehensive instruction resulting in student-generated usage of:
   a. simple present
      i. statements
      ii. yes/no and Wh- questions
   b. articles
   c. plurals
   d. possessive adjectives
   e. present continuous
      i. review for current actions
ii. with a future time expression for future time

f. prepositions of place and time
g. count/non-count nouns
h. simple past (intro)
i. use of should for advice

**Note: additional writing instruction and supplemental activities are necessary for sufficient acquisition of writing skills.**

**Note: additional grammar instruction and supplemental activities are often necessary for sufficient acquisition of structures.**

2. **Recommended Content:**

A. School

1. vocabulary, expressions, and use of language related to:

   a. the classroom, school personnel, school procedures, notes to school, test-taking and instructions on tests, school registration forms, study skills, habits, learning strategies, and goal setting

B. Job Seeking

1. vocabulary, expressions, and use of language related to:

   a. interviews
   b. job applications
   c. job advertisements

C. Pronunciation and Aural Comprehension:

1. -s/-es/-ing/-ed endings
2. intonation

   a. yes/no questions
   b. Wh- questions

3. word stress in compound nouns
4. can/can’t
5. vocabulary studied
6. aural comprehension
   a. major contractions
   b. some reductions and linking

7. listening discrimination

B. ENROLLMENT RESTRICTIONS

1. Prerequisites
   Satisfactory completion of ELW 901.

2. Requisite Skills
   Before entering the course, the student will be able to:
   A. Respond to spoken or written questions regarding personal identification (name, address, phone, family members, etc.) and respond understandably in oral or written English; spell name orally
   B. Respond to common directions and requests encountered in classroom activities; name common classroom objects; demonstrate use of vocabulary related to clock time, days of week, months, and dates
   C. Express everyday greetings, courtesy expressions, statements of preference, feelings, agreement, and other common expressions useful in social interaction including discussion of free-time and workplace activities and use of language in telephone messages.
   D. Name common home furnishings, appliances, and rooms; name everyday objects and activities related to renting an apartment/house
   E. Name common fruits, vegetables, and other food items and use terms related to basic quantifiers and containers
   F. Use expressions and vocabulary encountered in class with understandable pronunciation; give increasingly accurate pronunciation to most English vowel and consonant sounds (in response to teacher model)
   G. Name in random order and recite in order the letters of the Roman alphabet; read orally simple words and sentences; read and interpret brief paragraphs, maps, telephone messages, store receipts, ads, menus, personal information forms, schedules, and signs
   H. Write from dictation in random order upper and lower case forms of letters of the Roman alphabet; write from memory or dictation some words and short sentences from oral classroom activities and reading; show understanding of spatial conventions, word separation, and elementary punctuation and capitalization used in English writing; write basic directions, telephone messages, and schedules; complete simplified personal information forms and job applications
   I. Demonstrate accurate use of basic and introductory grammatical structures studied at the beginning level and apply to speaking, writing, and editing of work: simple present BE verb, subject pronouns, simple present tense including information and yes/no questions in simple present, imperatives, prepositions of place and time, singular/plural nouns, present continuous in affirmative and negative statements, yes/no questions, and short answers, and there + be in statements and questions in simple present.
   J. Count and read in random order cardinal numbers to 100 and ordinal numbers from 1st - 31st; write numbers from slow dictation including dates, clock time, addresses, prices, etc
   K. Give and comprehend basic directions using prepositions
L. Identify, recognize, and differentiate using sound and letter correspondence between a number of consonant and vowel sounds

C. HOURS AND UNITS

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D. METHODS OF INSTRUCTION (TYPICAL)

Instructors of the course might conduct the course using the following method:

1. Presentation of material in multiple media including computer projection, audio and video, PowerPoint, pictures, realia, and whiteboard
2. Instructor-facilitated use and assignment of aural comprehension and listening discrimination drills
3. Instructor-facilitated choral, small group, and pair practice with dialogues, discussion, and other speaking activities including role plays, interviews, mini-presentations, and other language improvisation and structured language invention activities
4. Modeling of and feedback on written practice of words, sentences, short paragraphs, and editing activities
5. Instruction of grammatical structures inductively through controlled and communicative practice of dialogues, explanations, written exercises, oral activities, and expressions used in lifeskills contexts
6. Computer-assisted language learning activities
7. Field trips to workplaces, other locations on campus, and locations in the community

E. ASSIGNMENTS (TYPICAL)

1. EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS

   Time spent on coursework in addition to hours of instruction (lecture hours)

   A. daily individual, pair, and small group discussion of content topics and speaking and listening practice of dialogues, readings, and vocabulary for memorization, fluency, and pronunciation

   B. daily reading exercises

      1. paragraphs and brief articles of 200-300 words
      2. schedules, labels, forms, directions, etc.

   C. daily writing practice using correct spelling, capitalization, spacing, and punctuation

      1. dictations: vocabulary, sentences, dialogues
      2. sentence building and completion, dialogue composition
      3. error correction based on regular instructor feedback
D. daily comprehension and practice activities from student book and work book completed in class and as homework

E. four life-skills writing tasks per term

1. completing simplified forms, short notes or messages, emails, or postcards

F. four multi-draft short or guided passages per term on content topics with effective support of ideas

G. two graded oral activities per term (e.g. brief interviews, role-plays, recorded messages, or dialogues)

H. multiple times per week quizzes

I. weekly tests

2. EVIDENCE OF CRITICAL THINKING

Assignments require the appropriate level of critical thinking

A. Listen to and read the conversation about family members. Then listen and repeat. Notice the vocabulary words used. Practice the conversation with a partner and substitute new words to describe your own family.

1. For homework, read the paragraph about Isaac's family and draw your own family tree using your personal information. Write a short paragraph about your own family using Isaac's model. Be sure to use correct spelling, possessives, capitalization, punctuation, and spacing. Be prepared to share your family tree and information in a small group the following day and turn in your paragraph to your instructor. You will revise your paragraph based on instructor feedback for a final grade.

B. Read the e-mail. Then answer the questions about directions in the e-mail in complete sentences. Now, write an e-mail to a friend using the model as an example. In the e-mail, give your friend directions to your home. Use true or made-up information. Practice using the prepositions and vocabulary from the unit. Be careful with spelling, capitalization, punctuation, spacing, and formatting. Send your e-mail to the instructor. The instructor will grade your work. Revise your work for this assignment for a final grade.

C. Listen to the message of a mother calling a school office about a sick child. Listen and repeat. Then practice the message with a partner substituting different words for time, personal information, and illness. Be careful with your use of simple present and simple past statements. For homework, leave a message on your instructor's voicemail explaining an imaginary absence. Your instructor will grade your message based on your fluency, pronunciation, the content of your information, and language usage.

D. Complete one of the following writing tasks as directed:

1. Write about all your jobs: past, present, and future.

2. Using a photograph of a family member, describe that person's physical characteristics.

3. Given a picture of a group of people, describe the clothing of one person. Exchange your description with classmates. asking them to identify the person described.

4. Write about the foods your family eats on special occasions.

5. Write about common free-time activities in your home country or in the United States.
6. Given a picture, write about what the person(s) in the picture is/are doing.

7. After reading about or seeing a picture of a health problem, write advice. Next, submit the writing to the instructor for feedback. Based on the instructor’s comments, revise and edit your passage.

Assignments taken and adapted from *Future Level 1 Student Book* by Pearson/Longman as homework.

F. **TEXTS AND OTHER READINGS (TYPICAL)**


6. **Other:** It should be noted that the Future Level 1 student book and workbook bundle is to be used as the core text for the class along with a reading text (e.g. *All New Easy True Stories*). Our Pearson Longman representative has informed us that they intend to release a new edition of the Future series within the next couple of years. All other texts listed in addition are for supplemental use. Class sets of most of the additionally listed texts are available to instructors.

III. **DESIRED LEARNING**

A. **OBJECTIVES**

1. **Required Objectives**

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

   a. Use vocabulary and expressions related to small talk (family members, use of cardinal and ordinal numbers, dates, times, calendar information, in everyday conversations, holidays, daily routines, and description of leisure activities) and major social functions (e.g. expressing advice, like/dislike, requesting information, and describing physical attributes, explaining present and past activities).

   b. Use vocabulary and expressions regarding health, symptoms of illness, doctor's appointments, and medicine.

   c. Use vocabulary and expressions related to occupations.

   d. Use vocabulary and expressions related to family members, school, and physical descriptions.

   e. Use vocabulary and expressions related to places in the community, public transportation, and simple directions for getting around buildings, campus, or community.

   f. Use vocabulary and expressions related to food, food preparation, supermarket shopping, and ordering meals in a restaurant.

   g. Use vocabulary and expressions related to shopping, American currency and coins, clothing, colors, and sizes; compute change.
h. Read words, sentences, dialogues, paragraphs, and short articles of 200-300 words; understand common lifeskill materials such as schedules, labels, forms, and directions at the elementary level.

i. Complete a variety of written tasks: write familiar words, expressions, and sentences from memory or dictation using correct spelling, capitalization, and conventions of spacing and punctuation; write original brief paragraphs, short notes, e-mails, and messages following writing models; complete simple application forms accurately and legibly.

j. Demonstrate accurate use of elementary English grammatical structures and apply to speaking, writing, and editing of work: simple present tense, articles, plurals, possessive adjectives, present continuous for the future (intro with review of present continuous for current actions), prepositions of time and place, count and non-count nouns, simple past (intro), and "should" for advisability.

2. **Recommended Objectives**

   Upon satisfactory completion of the course (when the related recommended content is covered) the student will be able to:

   a. Pronounce English vowel and consonant sounds with increasing clarity; give understandable pronunciation and stress to words and expressions encountered in class activities; pronounce verb endings studied; use basic rules of intonation in questions.

   b. Use vocabulary and expressions related to job seeking.

   c. Use vocabulary and expressions related to school activities.

IV. **METHODS OF EVALUATION (TYPICAL)**

A. **FORMATIVE EVALUATION**

   1. regular teacher observation of class activities

   2. quizzes and examinations including but not limited to vocabulary items, student-generated written work, listening and reading comprehension, editing practice, dictation, sentence transformation, and cloze passages

   3. written homework assignments

   4. student book and workbook assignments

   5. computer-related tasks

   6. feedback on performance in oral tasks including but not limited to pronunciation, fluency, physical delivery, and language usage

B. **SUMMATIVE EVALUATION**

   1. pre- and post-testing testing of specified competencies

   2. comprehensive final exam

   Note: Although no grade or course credit is granted, the administering of some formal assessment serves several important functions: 1) It helps the instructor in planning the sequence and pace of instruction. 2) It introduces students to the procedures and formalities of school test situations, preparing them for transfer into credit classes. 3) It provides a method of accountability for student progress and success.
ELW - 902: Elementary English for Life and Work

Course Learning Outcomes

Upon satisfactory completion of this course, the student should be prepared to:

1. Demonstrate accurate use of English word order, grammar, and vocabulary at an elementary level in a variety of life-skill situations.
2. Read, interpret and respond to short reading selections about life, social, and work situations demonstrating competence in the English language at an elementary level.
3. Write short passages with effective support of ideas and utilizing accurate word order, punctuation, capitalization, spelling, and spatial conventions at an elementary level.