

ESL 012  
Speaking & Listening for ESL 2  
Spring 2014

Instructor: Edward Scheuerell

Office — 2785 — English Division Office ... Phone Number 355-6349

Office Hours—Monday 9:00 a.m. – 10:00 a.m Tuesday/Thursday 1:00 p.m. – 2:00 p.m. ; Friday 8:00 a.m. – 9:00a.m.

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Class sections:	Tuesday/Thursday	—	CRN 20726	—	07:30 – 10:00am	—	3200	5 units
	Tuesday/Thursday	—	CRN 20727	—	10:15 – 12:45pm	—	3200	5 units
	Tuesday/Thursday	—	CRN 20729	—	06:30 – 09:30pm	—	2735	5 units

Attendance and Class Rules:

1. DO NOT make counseling or financial aid appointments during class time.
2. Try to be on time because many quizzes are given at the beginning of class.
3. If you are late for class, DO NOT interrupt the class to explain why you were late. Just sit down and start to work. Talk to me after class to mark you on the attendance list.
4. No make up quizzes will be given for any reason.
5. Please do not sharpen pencils during the class. It is very distracting to students when they are trying to do work. You may want to bring 3 or 4 sharpened pencils to class.
6. No beepers or cell phones in class. Please! They are very distracting.
7. No food in the room. No drinks in the room. Water is OK if it is in a bottle with a top.
8. Be respectful of others. When someone is talking, please listen. You may be removed from class for cause.
9. Speak English in class.
10. Don't cheat. You will get an F. You may be removed for cause.

Objectives:

Student will be able to:

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

1. Demonstrate competency in using and recognizing the simple present, present progressive, future plans (be going to), simple past, and the ability to use and recognize the past progressive, and future certainty or willingness (will and simple present),
2. Demonstrate in competency to recognizing, responding to, and producing affirmative, negative and interrogative sentences in aural and oral exercises.
3. Demonstrate the ability to use and recognize the modal auxiliary verbs for ability, permission, and requests in oral and aural exercises.
4. Demonstrate competency in using, recognizing, and producing adjectives in correct word order as well as adverbs of frequency in oral and aural exercises, and the ability to use, recognize, and produce comparative, superlative, and equative forms.
5. Demonstrate competency 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.
6. Demonstrate competency in using, recognizing, and producing prepositions of time and location in oral and aural exercises.
7. 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.
8. Create and present short dialogs on limited topics illustrating a particular function or situation.
9. Create and present impromptu conversations on limited topics illustrating a particular function or situation.
10. Demonstrate the ability to use, produce, and recognize level appropriate vocabulary in a variety of oral, aural, and written exercises.

**Note: Any student with a documented disability who may need educational accommodations should notify the instructor or the Disabled Students Programs and Services (DSP & S) office as soon as possible.  
DSP&S — Room 2117 Health Sciences Building (760) 355-6312**

**Textbook: Side by Side Plus Book 2 by Steven Molinsky  
Word by Word by Steven Molinsky**

**Course Description:**

**ESL 012 is a grammar-based speaking class in an English-only Environment, for the low intermediate ESL student Students will further develop listening comprehension and will increase fluency, accuracy, and confidence in oral production.  
(Nontransferable, nondegree applicable)**

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**GRADES**

**ESL 012 – Spring - 2014**

<b>Computer Quizzes</b>	<b>30%</b>
<b>Quizzes</b>	<b>20%</b>
<b>Speaking Tests</b>	<b>30%</b>
<b>Final</b>	<b>20%</b>

**100 – 90 = A   89 – 80 = B   79 – 70 = C   69 – 60 = D   59 – 50 = F**

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## STUDENT LEARNING OUTCOMES:

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

1. **Outcome 1: Produce common contractions in speaking (ex. did not= didn't, am= 'm, etc.) (ISLO1)**
2. **Outcome 2: Differentiate between similar-sounding words by making a distinction between sounds [ð], [t], [d], [ʔ], and [f].(ISLO1)**
3. **Outcome 3: Produce appropriate rising or falling intonation in Yes/No questions and Wh- Questions (ISLO1).**
4. **Outcome 4: Apply the pronunciation rules of 3rd person (-s) endings and plural noun (-s) endings in aural discrimination activities (ISLO1).**
5. **Outcome 5: Apply the pronunciation rules for (-ed) endings in past forms of regular verbs in aural discrimination activities (ISLO1).**

### Tentative Schedule

(Content may change depending on need.)

Week 1

Chapter	Topics	Grammar	Communication	Listening & Pronunciation
Introduction	Personal Information	Be	Meeting People	Listening for personal information Pronouncing linked sounds

Week 2

Chapter	Topics	Grammar	Communication	Listening & Pronunciation
Review	Now vs. In general	3 <sup>rd</sup> person singular Present continuous	Asking and answering questions	/s/ /z/ and /Iz/

Week 3

<b>Chapter</b>	<b>Topics</b>	<b>Grammar</b>	<b>Communication</b>	<b>Listening &amp; Pronunciation</b>
<b>1</b>	<b>Describing present, past, &amp; future actions</b> <b>Birthdays &amp; gifts</b> <b>Telling about friendships</b> <b>Days of the week</b> <b>Months of the year</b> <b>Seasons</b> <b>Everyday activities</b> <b>Past time expressions</b> <b>Reading a date using ordinal numbers</b>	<b>Review of tenses: Simple Present, Present Continuous, Simple Past, Future: Going to Like to Time expressions Indirect object pronouns</b>	<b>Talking about likes &amp; dislikes</b> <b>Describing future plans &amp; intentions</b>	<b>Listening for correct tense in information questions</b> <b>Pronouncing contrastive stress</b>

Week 4

<b>Chapter</b>	<b>Topics</b>	<b>Grammar</b>	<b>Communication</b>	<b>Listening &amp; Pronunciation</b>
<b>2</b>	<b>Food</b> <b>Buying food</b> <b>Being a guest at mealtime</b> <b>Describing food preferences</b>	<b>Count/Non- count nouns</b>	<b>Asking the location of items</b> <b>Making a suggestion</b> <b>Complimenting about food</b>	<b>Listening for key words to determine subject matter of conversations</b> <b>Pronouncing reduced for</b>

Week 5

<b>Chapter</b>	<b>Topics</b>	<b>Grammar</b>	<b>Communication</b>	<b>Listening &amp; Pronunciation</b>
<b>3</b>	<b>Buying food Describing food Eating in a restaurant Recipes Units of measure &amp; their abbreviations Dollar amounts expressed in numerals</b>	<b>Partitives Count/Non- count nouns Imperatives</b>	<b>Asking for information Asking for and making recommendations about food Giving and following instructions</b>	<b>Listening for key words to determine subject matter of conversations Pronouncing of before consonants &amp; vowels</b>

Week 6

<b>Chapter</b>	<b>Topics</b>	<b>Grammar</b>	<b>Communication</b>	<b>Listening &amp; Pronunciation</b>
<b>4</b>	<b>Telling about the future Identifying life events Identifying health problems &amp; injuries Probability Possibility Talking about favorite seasons Warnings Calling in sick Calling a school to report a child's absence</b>	<b>Unplanned Future tense: Will Planned Future: Be + going to + verb Time expressions Might</b>	<b>Asking about &amp; giving information about future events Asking for and making predictions Asking for repetition Expressing fears Providing reassurance</b>	<b>Listening to &amp; responding appropriately to a speaker in a telephone conversation Pronouncing going to</b>

Week 7

<b>Chapter</b>	<b>Topics</b>	<b>Grammar</b>	<b>Communication</b>	<b>Listening &amp; Pronunciation</b>
<b>5</b>	<b>Making comparisons Advice Expressing opinions Agreement &amp; disagreement Teenager &amp; parent relationships Community features &amp; problems</b>	<b>Comparatives Should Possessive pronouns</b>	<b>Asking for &amp; giving advice Agreeing &amp; disagreeing Comparing things, places, &amp; people Exchanging opinions</b>	<b>Listening to determine the subject matter of a conversation Pronouncing yes/no questions with or</b>

Week 8

<b>Chapter</b>	<b>Topics</b>	<b>Grammar</b>	<b>Communication</b>	<b>Listening &amp; Pronunciation</b>
<b>6</b>	<b>Describing people, places, &amp; things Expressing opinions Shopping in a department store Identifying different types of stores and comparing prices, quality of products, convenience, &amp; service</b>	<b>Superlatives</b>	<b>Expressing an opinion Offering assistance</b>	<b>Listening to determine a speaker's attitude or opinion Pronouncing linking words with duplicated consonants</b>

Week 9

<b>Chapter</b>	<b>Topics</b>	<b>Grammar</b>	<b>Communication</b>	<b>Listening &amp; Pronunciation</b>
<b>7</b>	<b>Getting around town</b> <b>Places in the community</b> <b>Public transportation</b> <b>Following a map or diagram indicating directions to a destination</b> <b>Traffic signs</b>	<b>Imperatives</b> <b>Directions</b>	<b>Giving &amp; following instructions</b> <b>Asking for repetition</b> <b>Asking for &amp; giving recommendations</b>	<b>Listening for specific information in directions</b> <b>Listening to make deductions about the location of conversations</b> <b>Pronouncing could you &amp; would you</b>

Week 10

<b>Chapter</b>	<b>Topics</b>	<b>Grammar</b>	<b>Communication</b>	<b>Listening &amp; Pronunciation</b>
<b>8</b>	<b>Describing people's actions</b> <b>Occupations</b> <b>Asking for &amp; giving feedback about job performance</b> <b>Identifying ways to improve performance at work &amp; at school</b> <b>Describing plans &amp; intentions</b> <b>Consequences of actions</b> <b>Superstitions</b>	<b>Adverbs</b> <b>Comparative of adverbs</b> <b>Agent nouns</b> <b>If-clauses</b>	<b>Expressing an opinion</b> <b>Expressing agreement</b> <b>Asking for &amp; giving feedback about job performance</b> <b>Asking about &amp; giving information about future plans</b> <b>Giving &amp; receiving advice</b>	<b>Listening to determine the correct consequences of actions</b> <b>Pronouncing contrastive stress</b>

Week 11

<b>Chapter</b>	<b>Topics</b>	<b>Grammar</b>	<b>Communication</b>	<b>Listening &amp; Pronunciation</b>
<b>9</b>	<b>Describing ongoing past activities</b> <b>Giving information about a robbery</b> <b>Describing a mishap</b> <b>Describing an accident</b>	<b>Past continuous tense</b> <b>Reflexive pronouns</b> <b>While-clauses</b>	<b>Asking about &amp; giving information about past events</b> <b>Expressing concern about someone</b> <b>Expressing sympathy</b> <b>Reacting to bad news</b> <b>Describing a sequence of events</b>	<b>Listening to make deductions about the context of conversations</b> <b>Pronouncing did &amp; was</b>

Week 12

<b>Chapter</b>	<b>Topics</b>	<b>Grammar</b>	<b>Communication</b>	<b>Listening &amp; Pronunciation</b>
<b>10</b>	<b>Describing physical states &amp; emotions</b> <b>Expressing past &amp; future ability</b> <b>Expressing past &amp; future obligation</b> <b>Giving an excuse</b> <b>Household problems</b>	<b>Could</b> <b>Be able to</b> <b>Have got to</b> <b>Too + adjective</b>	<b>Asking and telling about ability to do things</b> <b>Expressing obligation</b>	<b>Listening for correct situation or context</b> <b>Pronouncing have to &amp; have got to</b>

Week 13

<b>Chapter</b>	<b>Topics</b>	<b>Grammar</b>	<b>Communication</b>	<b>Listening &amp; Pronunciation</b>
<b>11</b>	<b>Medical examinations</b> <b>Medical advice</b> <b>Health</b> <b>Foods</b> <b>Nutrition</b> <b>Home remedies</b>	<b>Past tense review</b> <b>Count/Non- count noun review</b> <b>Must</b> <b>Mustn't vs. Don't have to</b> <b>Must vs. Should</b>	<b>Asking for &amp; giving advice</b> <b>Describing a future sequence of events</b> <b>Describing a past sequence of events</b> <b>Expressing concern</b>	<b>Listening for key words to determine subject matter of conversations</b> <b>Pronouncing must &amp; mustn't</b>

Week 14

<b>Chapter</b>	<b>Topics</b>	<b>Grammar</b>	<b>Communication</b>	<b>Listening &amp; Pronunciation</b>
<b>12</b>	<b>Describing future activities</b> <b>Expressing time &amp; duration</b> <b>Making plans by telephone</b> <b>Handling wrong-number calls</b> <b>Leaving &amp; taking phone messages</b>	<b>Future:</b> <b>Be + Going to</b> <b>Time Expressions</b>	<b>Asking and telling about future plans &amp; activities</b> <b>Calling people on the telephone</b> <b>Borrowing &amp; returning items</b>	<b>Listening to messages on a telephone answering machine</b> <b>Pronouncing contractions with "will"</b>

Week 15

<b>Chapter</b>	<b>Topics</b>	<b>Grammar</b>	<b>Communication</b>	<b>Listening &amp; Pronunciation</b>
<b>13</b>	<b>Offering help</b> <b>Indicating Ownership</b> <b>Household problems</b> <b>Using the telephone to request household maintenance and repairs</b> <b>Car trouble</b>	<b>Some / Any</b> <b>Pronoun Review</b> <b>Past Tense Review</b>	<b>Offering help</b> <b>Asking &amp; Telling about past events</b> <b>Asking for advice &amp; giving advice</b> <b>Describing problems</b>	<b>Listening for correct pronouns in conversation</b> <b>Listening to make deductions about the subject of conversations</b> <b>Pronouncing the deleted /h/</b>

Week 16

<b>Chapter</b>	<b>Topics</b>	<b>Grammar</b>	<b>Communication</b>	<b>Listening &amp; Pronunciation</b>
<b>Final Exam</b>				