

Course Outline

REVISED: September/2008



Program: English as a Second Language (ESL & Citizenship)

Course of Study: English as a Second Language (ESL)

Course: 2:1030 ESL Intermediate (Low-High)

50-04-53

ESL Intermediate/English Vocabulary and Idioms

Course Description:

This competency-based course is designed to develop language proficiency in the four skills of listening, speaking, reading, and writing with special emphasis on vocabulary development. The course introduces high frequency English idioms, fixed expressions and phrasal verbs in context using the book *Can You Believe It? Stories and Idioms from Real Life, Book 2*. Each 3-hour class should cover one unit of the book. The fifth and final class should include a cumulative review. This course can be repeated up to four times with new content.

Credits: 0*

Hours: 15

Prerequisites:

ESL Beginning High (50-01-52) or equivalent skills

Note:

The number **50-06-57** is used for reporting hours students generate through GED Preparation.

* This is a non-credit course and may be repeated to learn specific competencies.

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Thanks to TOM CALDERON for editing and formatting this course outline.

KIT BELL
Supervisor
Adult ESL/CBET and Citizenship

APPROVED:

ED MORRIS
Assistant Superintendent
Division of Adult and Career Education

ESL Intermediate/English Vocabulary and Idioms (50-04-53) September/2008, LAUSD Division of Adult and Career Education

CBE
COMPETENCY-BASED EDUCATION

Course Outline Competency-Based Components

A course outline reflects the essential intent and content of the course described. Acceptable course outlines have six components. (*Education Code* Section 52506). Course outlines for all apportionment classes, including those in jails, state hospitals, and convalescent hospitals, contain the six required elements:

(EC 52504; 5CCR 10508 [b]; Adult Education Handbook for California [1977], Section 100)

Course Outline Components

Location

GOALS AND PURPOSES

Cover

The educational goals or purposes of every course are clearly stated and the class periods are devoted to instruction. The course should be broad enough in scope and should have sufficient educational worth to justify the expenditure of public funds.

The goals and purpose of a course are stated in the COURSE DESCRIPTION. Course descriptions state the major emphasis and content of a course, and are written to be understandable by a prospective student.

PERFORMANCE OBJECTIVES OR COMPETENCIES

p. 7

Objectives should be delineated and described in terms of measurable results for the student and include the possible ways in which the objectives contribute to the student's acquisition of skills and competencies.

Competency Areas are units of instruction based on related competencies. Competency Statements are competency area goals that together define the framework and purpose of a course. Competencies fall on a continuum between goals and performance objectives and denote the outcome of instruction.

Competency-based instruction tells a student before instruction what skills or knowledge they will demonstrate after instruction. Competency-based education provides instruction which enables each student to attain individual goals as measured against pre-stated standards.

Competency-based instruction provides immediate and continual repetition and in competency-based education the curriculum, instruction, and assessment share common characteristics based on clearly stated competencies. Curriculum, instruction and assessment in competency-based education are: explicit, known, agreed upon, integrated, performance oriented, and adaptive.

CBE
COMPETENCY-BASED EDUCATION (continued)

Course Outline Components	Location
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INSTRUCTIONAL STRATEGIES	p. 9
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Instructional techniques or methods could include laboratory techniques, lecture method, small-group discussion, grouping plans, and other strategies used in the classroom.

Instructional strategies and activities for a course should be selected so that the overall teaching approach takes into account the instructional standards of a particular program, i.e., English as a Second Language, Programs for Older Adults, Programs for Adults with Disabilities.

UNITS OF STUDY, WITH APPROXIMATE HOURS ALLOTTED FOR EACH UNIT	Cover
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<i>The approximate time devoted to each instructional unit within the course, as well as the total hours for the course, is indicated. The time in class is consistent with the needs of the student, and the length of the class should be that it ensures the student will learn at an optimum level.</i>	p. 7
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The total hours of the course, including work-based learning hours (community classroom and cooperative vocational education) is listed on the cover of every CBE course outline. Each Competency Area listed within a CBE outline is assigned hours of instruction per unit.

EVALUATION PROCEDURES	p. 11
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The evaluation describes measurable evaluation criteria clearly within the reach of the student. The evaluation indicates anticipated improvement in performances as well as anticipated skills and competencies to be achieved.

Instructor's monitor students' progress on a continuing basis, assessing students on attainment of objectives identified in the course outline through a variety of formal and informal tests (applied performance procedures, observations, simulations), paper and pencil exams, and standardized tests.

REPETITION POLICY THAT PREVENTS PERPETUATION OF STUDENT ENROLLMENT	Cover
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After a student has completed all the objectives of the course, he or she should not be allowed to reenroll in the course. There is, therefore, a need for a statement about the conditions for possible repetition of a course to prevent perpetuation of students in a particular program for an indefinite period of time.

GUIDELINES for IMPLEMENTATION

- The purpose of this class is to teach high frequency idioms, phrasal verbs, and fixed expressions in the context of true stories.
- To ensure healthy class numbers, advertise this class with plenty of lead time and compile a list of interested students, including contact information.
- A class set of the textbook *Can You Believe It? Stories and Idioms from Real Life, Book 2* by Jann Huizenga, Oxford University Press, 2000 is required for this course. It is recommended, but not required, that the instructor use the accompanying audiocassette.
- It is suggested that this course be offered in five three-hour sessions. Each session should cover one chapter of the book *Can You Believe It? Stories and Idioms from Real Life, Book 2*. Every fifth chapter contains a cumulative review which serves as an evaluation of the course.
- There are twenty chapters in the book; therefore, it is possible to offer this course up to four times with different content (e.g. chapters 1-5 can be one mini-course, chapters 6-10 can be another mini-course, etc.) In order to use the cumulative review, and to preserve the option of offering the course again, it is recommended that the course follow the book's sequence.
- The first session should include an introduction to idioms, phrasal verbs, and fixed expressions (see "To the Student" page iv in the textbook).
- The instructor may invite the students to take note of idioms and expressions they encounter in their daily lives, and bring them to share and discuss at the beginning of each class.
- Each session should include a teacher-created activity to review the idioms taught in the previous class before beginning the new lesson.
- The final session should include a cumulative review of the idioms and expressions learned in the course. The book includes several review activities which can be used for this purpose.

EXIT LANGUAGE SKILL PROFICIENCIES
for the ESL Intermediate/English Vocabulary and Idioms Course

Upon exiting the ESL Intermediate/English Vocabulary and Idioms course, students will demonstrate the following proficiencies:

Listening

- Demonstrate understanding of simple questions and answers, statements, and face to face conversations using some unfamiliar vocabulary.
- Listen and identify specific information in contexts containing some unfamiliar language and vocabulary.
- Identify main ideas and most supporting detail in factual material.
- Demonstrate understanding of stories and other passages.

Speaking

- Participate in conversations in which some unfamiliar vocabulary is used in context of familiar topics.
- Summarize short oral and written accounts using visual prompts.
- Respond to written and visual information by answering questions orally, summarizing a paragraph, describing a scene, or retelling a short story.

Reading

- Interpret simplified short narrative and descriptive passages.
- Interpret simple narrative passages on unfamiliar topics if material includes visuals or other aids that orient students to the passage.
- Identify the main idea of a paragraph.
- Scan a passage for details and skim a passage for main ideas.

Writing

- Use appropriate capitalization, end punctuation, and commas in simple and compound sentences.
- Write related sentences to form paragraphs on a topic based on familiar material or personal experiences.

CBE
Competency-Based Education

COMPETENCY-BASED COMPONENTS
for the ESL Intermediate/English Vocabulary and Idioms Course

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCIES
<p>I. Personal Information</p> <p>(1 hour)</p>	<p>1. Give information about self, family, job history.</p>
<p>II. Social/Cultural Interaction</p> <p>(4 hours)</p>	<p>2. Express preferences, opinions, agreement, and disagreement.</p> <p>3. Use clarification strategies.</p> <p style="margin-left: 20px;">a. Ask clarification questions to check for understanding.</p> <p style="margin-left: 20px;">b. Ask for a definition.</p>
<p>III. Learning Skills</p> <p>(10 hours)</p>	<p>4. Compare and contrast information in order to express an opinion.</p> <p>5. Make simple inferences from short reading passages.</p> <p>6. Work cooperatively with peers to share information, get feedback, solve problems, and accomplish group tasks.</p> <p>7. Scan for main idea and specific information in reading passages.</p> <p>8. Guess the meaning of new vocabulary in context.</p> <p>9. Predict the content of a reading passage.</p> <p>10. Paraphrase a story using new vocabulary.</p> <p>11. Identify strategies for acquiring phrasal verbs, idioms, and fixed expressions and other lexical phrases.</p>

CBE
Competency-Based Education

STRUCTURE CHECKLIST
for the ESL Intermediate/English Vocabulary and Idioms Course

COMPETENCY AREA AND TOPIC	MINIMAL COMPETENCIES
I. IDIOMS Demonstrate understanding and use of idiomatic expressions in meaningful communication.	<ol style="list-style-type: none">1. Identify grammatical structure of idioms, phrasal verbs, and fixed expressions2. Use <i>get, have, take, make, go, give, put, turn,</i> and <i>look</i> in common idiomatic expressions.3. Use appropriate word order in sentences with separable phrasal verbs.4. Use appropriate word order in sentences with inseparable phrasal verbs.

INSTRUCTIONAL STRATEGIES

Instructional strategies for the ESL Intermediate/English Vocabulary and Idioms course should be selected so that the overall teaching approach takes into account the following standards for adult ESL instruction.

California Model Standards for ESL Instruction

1. Instructional activities integrate the four language skills (listening, speaking, reading, and writing) to emphasize the holistic nature of language.
2. Language tasks in the classroom consist of meaningful interchanges that enhance students' communicative competence.
3. Instructional activities focus on the acquisition of communication skills necessary for students to function in real-life situations.
4. Instruction focuses on the development of the receptive skills (listening and reading) before the development of the productive skills (speaking and writing).
5. A variety of grouping strategies are used in the classroom to facilitate student-centered instruction.
6. Instructional activities are varied in order to address the different learning styles (aural, oral, visual, kinesthetic) of students.
7. Instructional activities integrate language and culture so that students learn about the U.S. culture in terms of significant and subtle characteristics that compare and contrast with those of their own cultures.
8. Learning activities develop the language necessary for students to access higher level thought processes (analysis, synthesis, and evaluation).
9. Instructional activities require students to take active roles in the learning process, transferring critical thinking to real problem solving in their everyday lives.

SUGGESTED INSTRUCTIONAL RESOURCES

INSTRUCTIONAL RESOURCE MATERIALS

Huizenga, Jann. *Can You Believe It? Stories and Idioms from Real Life, Book 2*. Oxford University Press, 2000. ISBN-13: 978-0-19-437275-6

Huizenga, Jann. *Can You Believe It? Stories and Idioms from Real Life, Book 2*. Audio cassette. Oxford University Press, 2000. ISBN-13: 978-0-52-163736-7

WEBSITES

ESLFlow.com

The Internet TESL Journal: teslj.org

RESOURCE PERSONS

Subject area supervisor

PLACEMENT and EVALUATION PROCEDURES

Placement

The prerequisite for this course is ESL Beginning High or equivalent skills. It is recommended that students have been promoted or placed in ESL Intermediate Low or above.

Ongoing Evaluation

Successful completion of each chapter in the book, *Can You Believe It? Stories and Idioms from Real Life, Book 2* is used to monitor student progress.

Final Evaluation

Successful completion of one or more of the cumulative review exercises in the book *Can You Believe It? Stories and Idioms from Real Life, Book 2* is used for the final evaluation in the course.

TEACHER FEEDBACK FORM

The Division of Adult and Career Education would appreciate your feedback on this course outline. Please use a copy of this form to submit any comments or corrections. Include a copy of the course outline page if necessary. You may choose to respond to any and/or all of these questions. All personal information is optional.

Personal Information (Optional)

Name _____ Date _____

School _____ Contact Number _____

Feedback

Course Number and/or Title of Course _____

Directions: Please respond to these statements. If you choose a “No” or “Sometimes” response, please comment.

Statement	Yes	No	Sometimes
1. This outline is easy to use.			
2. This outline contains appropriate content for the course.			
3. This outline reflects the needs of my students.			
4. This outline reflects the current educational standards.			
5. I use this outline to plan my lessons.			
6. I use the materials/textbook suggested for use with this course.			
7. The materials/textbooks suggested for use with this course correlate with the competencies.			

Comments for above statements:

Directions: Please answer these questions.

1. If you were revising this course outline, what would you do differently? Why?
2. What is the most helpful section or feature of this course outline? Why?
3. What section or feature of this course outline do you use the least? Why?
4. What do you like the most about this course outline? Why?

Directions: Please list any errors you have found in this outline and the needed corrections. Be sure to list the page numbers involved.

Error	Correction	Page Number

Additional Comments:

Thank you for your feedback.

Please fax this form to Office of Curriculum Development, Tom Calderon, Adviser (213) 241-8998 or send via school mail to DACE/Office of Curriculum Development, Beaudry Bulding, 18th Floor, Room 185.

ESL Intermediate/English Vocabulary and Idioms (50-04-53) September/2008, LAUSD Division of Adult and Career Education

Statement for Civil Rights

All educational and vocational opportunities are offered without regard to race, color, national origin, gender, or physical disability.
