

# NC 305: ESL MULTISKILLS - BEGINNING 1

## Citrus College Course Outline of Record

Heading	Value
Effective Term:	Fall 2021
Credits:	0
Total Contact Hours:	192
Lecture Hours :	192
Lab Hours:	0
Hours Arranged:	0
Outside of Class Hours:	384
Transferable to CSU:	No
Transferable to UC:	No
Grading Method:	Non-Credit Course

## Catalog Course Description

ESL Multiskills - Beginning 1 introduces low-beginning English language learners to basic language skills that are needed to live in American society. This course teaches the performance of essential life skills through reading, writing, speaking, and listening in American English. Open entry/exit. 192 lecture hours.

## Course Objectives

- Demonstrate ability to successfully perform in functional life tasks such as asking for and giving directions, ordering food, buying goods, completing simple forms, making appointments, talking on the phone, and describing common health problems.
- Use very high-frequency words, phrases, phrasal verbs and idioms in everyday and functional life skill contexts.
- Demonstrate comprehension of essential and requested information of very short (30 seconds – 1 minute) listening passages.
- Demonstrate comprehension of simple sentences and questions in social and functional contexts.
- Demonstrate comprehension of information in very short (1 paragraph), level-appropriate readings such as short notes, emails / letters, instructions, descriptions, advertisements, schedules, and forms.
- Read short texts aloud using correct pronunciation of learned and modified vocabulary, final “s” sounds, and basic inflections and intonation patterns.
- Approximate pronunciations of unlearned, 1-2 syllable words.
- Use basic reading strategies (scanning and prediction) and reference materials (picture dictionary, bilingual dictionary) to improve comprehension.
- Locate the main idea of a short paragraph and restate with basic words or non-verbal language.
- Use written American English to complete basic life tasks such as completing simple forms, writing notes, and writing simple emails and letters.
- Write a paragraph (4-8 sentences) using grammatically correct simple sentences.
- Express basic preferences, needs, emotions, and complaints.
- Spell learned vocabulary.

- Use end-punctuation (periods, question and exclamation marks), capitalization, and commas in introductory phrases and lists.
- Recognize and utilize critical reading, writing, speaking, listening and learning strategies.
- Identify and utilize basic courtesies and polite language and behavior used in American society.
- Describe basic experiences and activities such as routines, environment, sense-based experience, and narratives.
- Describe basic aspects of people and places such as personality, physical features, and relationships.
- Follow and give instructions and commands.
- Identify and utilize basic grammatical structures in simple sentences and compound (basic) including the simple present and present continuous verb tenses; basic adjectives, nouns and pronouns, possessive nouns and adjectives; time expressions; and prepositions.
- Ask and answer simple questions to complete basic survival tasks.
- Articulate and use level appropriate words including 1-2 syllable vocabulary, final “s” endings, modifications from conjugation and pluralizing, reduced forms in high-frequency expressions (contractions, “gonna,” “wanna”), sight-words, action verbs, and function words.
- Use simple sentences and questions with basic stress and intonation patterns.

## Major Course Content

### GRAMMAR

#### Verbs

1. Select and use correct forms of the simple present and present continuous verb tenses
  - a. Imperative, declarative, interrogative (“Wh-” and “Yes/No”), and negative
    - i. Select and place auxiliary verbs with appropriate verb tenses and forms
    - ii. Use and discriminate between common and exceptional verb forms including
      1. “To be” verb
      2. Basic modals: “can/can’t,” “could”/“would like” (politeness) “have to,” “should/shouldn’t”
      3. Expletive construction: “There is,” “There are,” “There isn’t,” “There aren’t,” “It is” “They are”
2. Select and use correct forms of the simple past (very basic introduction), and future tense with “be going to” (very basic introduction) in declarative form
  - a. Irregular verb conjugation (very basic verbs such as “be,” “have,” “go”)
3. Maintain subject/verb agreement across simple sentences
4. Use common contractions (He’s, She’s, I’m, They’re, Isn’t, Aren’t)

#### Nouns

1. Use correct forms of
  - a. Possessive nouns
  - b. Singular and plural nouns
    - i. Common irregular plural nouns
  - c. Subject pronouns
  - d. Proper nouns

2. Maintain noun, pronoun, and possessive noun agreement across a sentence

### Adjectives and Adverbs

1. Use and place very basic adjectives and adverbs (time expressions) in correct sequence and order including
  - a. Time expressions
  - b. Adverbs of frequency (basic introduction)
  - c. Possessive adjectives
  - d. Very basic time order and sequence signals (introduction)

### Function Words

1. Select appropriate function words in correct sequence and order including
  - a. Quantifiers (*many, a few, a lot of*)
  - b. Intensifiers (*very, so, really*)
  - c. Articles
    - i. "a," "an," "the" as a basic need before most singular nouns
  - d. Prepositions especially of
    - i. Time
    - ii. Location
  - e. Demonstratives (*this, that, these, those*)
  - f. Conjunctions – *and* and *but* (basic introduction)

### Gerunds and Infinitives

1. Use infinitives after very basic verbs (*need, want*)
2. Use infinitives or gerunds after very basic verbs (*like*)

### Clauses

1. Use independent clauses in simple and very basic compound sentences

### Analysis and Sentence Structure

1. Construct simple and very basic compound sentences
2. Identify parts of speech and correct versus incorrect sentence structures (introduction)
3. Place parts of speech in appropriate sequences
4. Correct errors on learned and prerequisite grammar points
5. Identify when to change present and present continuous verbs based on time reference
6. Differentiate between correct use of common homonyms ("They're," "There," and "Their")

### VOCABULARY

1. Demonstrate comprehension and use of vocabulary including but not limited to
  - a. High frequency words and phrases in everyday and functional life skill contexts (small talk, simple descriptions, directions, routines, shopping, community, housing, health, transportation, employment, emergency)
  - b. Basic physical and personality characteristics
  - c. Body parts and clothes
  - d. Basic emotions
  - e. Common symbols (restroom signs, traffic signs; #, #)
  - f. Cardinal numbers (1-100,000)

- g. Ordinal numbers (1-31)
- h. Occupations and related language
  - i. Clock times, dates, and money amounts
  - j. Familial and personal relationships
- k. Greetings and basic courtesies
  - l. Sight words and basic action and non-action verbs
- m. Basic abbreviations
- n. Common food and grocery items, common clothing, common items, places at home and in the community
- o. Weather
- p. Locational directions and prepositions of location
- q. Descriptive adjectives (color, size, quality, price, etc.)
- r. Short emergency warnings and commands
- s. Very basic directions and instructions
- t. Very common prefixes and suffixes to add meaning to words (un-happy, work-er)

### FUNCTIONAL SKILLS

1. Demonstrate ability to function in essential life tasks such as shopping, going to the doctor or hospital, finding places in a city, finding housing, finding a job, and performing very basic work and school responsibilities
2. Describe family relations
3. Engage in simple social exchanges on limited and familiar topics using learned material
4. Exchange personal information
5. Request, give, and confirm basic information politely
6. Follow short emergency warnings, directions (locational and operative), instructions, and other basic commands
7. Identify common signs and symbols
8. Give basic reasons
9. Make an appointment
10. Report and explain a basic problem, emergency, good news and bad news
11. Complete simple forms (personal information / identity, class registration, library card)
12. Use greetings, introductions, farewells, and other polite conventions
13. Ask about and show ownership
14. Express likes, dislikes, basic needs, and basic desires
15. Express surprise, basic sympathy, basic satisfaction/dissatisfaction, and agreement/ disagreement
16. State simple ideas and opinions
17. Describe sense based experience, physical characteristics, and emotional characteristics
18. Explain daily routine, very basic future plans, and very basic past experience
19. Follow and basic give instructions
20. Follow and create a schedule; give time and dates
21. Describe basic health problems and write an excuse note for a sick child or self
22. Follow and give very basic advice
23. Describe basic work and life skills and complete an basic employment application

**READING****Literacy and Phonics**

1. Identify and pronounce the letters of the English alphabet (upper and lower case)
2. Relate letters to a range of possible pronunciations, including recognizing common homonyms
3. Interpret basic abbreviations
4. Use common phonological patterns to sound out unfamiliar words
  - a. Long vs. short vowel sounds
  - b. Common consonant blends
  - c. Multiple vowel sounds
  - d. Final "s" sounds
5. Use capitalization as a clue to interpret word meaning and use (names of people, place names)

**Reading and Speaking Skills**

1. Apply appropriate inflections for punctuation and tone
  - a. Comma and period pauses, basic question intonation, exclamations, affirmative and negative short answers

**Comprehension**

1. Read simple handwriting
2. Restate simple and very basic compound sentence meaning
3. Read and understand short texts that contain familiar vocabulary
4. Answer basic informational comprehension questions
5. Determine the sequence of events in a very simple narrative
6. Follow pronoun references within a text
7. Follow basic instructions/directions
8. Use supporting illustrations to interpret text
9. Explain information in charts, tables, maps, diagrams, and graphs (schedules, pie charts, country and city maps, line graph, bar graph)
10. Interpret the use of formatting clues (headings, captions, bullets, numbering)
11. Interpret simple questions in questionnaires on familiar topics
12. Find specific, predictable information in everyday materials (e.g. menus, timetables)
13. Demonstrate understanding of short, simple messages on postcards, emails and social networks

**Reference Materials**

1. Use a picture dictionary to aid in comprehension and memorization
2. Locate basic information in an alphabetical, numeric, or other ordered listing (telephone directory, class schedule)

**Reading Strategies**

1. Predict the content of a text from title, pictures, captions, and emphasized information
2. Scan a simple text (web pages, articles, short stories, documents, forms, schedules) to find specific information
3. Identify the beginning and ending of a paragraph

**WRITING****Literacy**

1. Use letters to represent sounds
2. Spell common sound blends (diphthongs, consonant blends)

**Spelling and Mechanics**

1. Demonstrate legible handwriting
2. Use capitalization and end punctuation to mark the beginning and end of sentences (periods for sentences; question marks for questions)
3. Use capitalization to write proper nouns (names, place names, other proper nouns)
4. Use spacing or indentation to show paragraph beginning
5. Use apostrophes for possessive nouns and omit for non-possessive plural nouns
6. Use commas with "and" in a series or list
7. Spell regular morphemes including plural -s, third person singular -s, past -ed, possessive, and present participle -ing

**Grammar**

1. Use prerequisite and learned grammar points in writing
2. Demonstrate basic competency of correct syntax versus incorrect syntax
  - a. Write in complete simple and very basic compound sentences
    - i. Avoid fragments
  - b. Maintain pronoun agreement
  - c. Maintain subject-verb agreement
  - d. Use correct adjective placement

**Organization**

1. Present and support information with representative multiple media formats (pictures, graphic organizers, symbols)
2. Use time-order words to organize information in a sequence
3. Write related sentences to form a short, basic cohesive paragraph

**Writing Functions**

1. Recount basic personal experience
2. Give instructions in correct order
3. Give very basic advice
4. Write a very basic narrative
5. Give very basic opinions
6. Relate sense based experience
7. Describe level appropriate material (clothes, basic physical characteristics, etc.)
8. Complete simple forms (basic job application, class registration, sign-in sheets, basic personal information)
9. Write personal texts (journal entries, reminders, personal interests, family descriptions)
10. Write short functional texts (letters, postcards, e-mail, notes, lists)
11. Write information for charts and tables

**Writing Skills and Strategies**

1. Write notes for peer-editing
2. Revise a text after feedback
3. Pre-write and prepare with brainstorming, notes, and graphic organizers

**SPEAKING****Phonology and Pronunciation**

1. Demonstrate accurate pronunciation of the various sounds of English
  - a. Vowels (long versus short, multiple sounds of a single vowel, diphthongs)
  - b. Consonants (multiple sounds of single consonants, blends)
  - c. Minimal pairs and rhymes
  - d. Stressed versus unstressed syllables
  - e. Voice versus voiceless sounds (basic introduction)
2. Identify and annunciate syllables in words
3. Demonstrate accurate pronunciation of words and sounds when they are modified
  - a. Three types of final "s" sound (/s/, /z/, /ɪz/)
  - b. Simple inflections (plural, possessive, third-person singular present tense, present participle)
4. Use reduced forms in high-frequency expressions (gonna, wanna, water vs wader, do you, 'n etc.)
5. Demonstrate accurate pronunciation and use of common contractions (isn't, I'm, He's, aren't)
6. Use basic stress and intonation patterns in English words and sentences
  - a. Rising intonation for yes/no questions
  - b. Lowered intonation for "Wh-" questions
  - c. Pause according to punctuation
7. Use pronunciation, stress, intonation and rhythm patterns to convey moods, emotions, and attitudes

**Speaking Functions**

1. Use short emergency warnings and commands (Stop!, Wait!, Help!)
2. Engage in simple social exchanges and conversation
3. Use simple requests for repetition or clarification
4. Restate brief non face-to-face messages or announcements (The plane is leaving at 5:25)
5. Convey simple single and multi-step instructions
6. Ask and answer simple informational requests
7. Carry out basic tasks orally such as ask for the spelling of a word or for a word to be written down; ask for and give a date of birth; say a range of basic numbers, quantities and prices; ask about the price of something; ask someone what their job is; ask and answer simple questions about things they have in a limited way; ask where other people are in a limited way; ask very simply for repetition when they don't understand, ask and answer basic questions about family and friends in a limited way; greet people, ask how they are and react to news; describe the position of something in a very basic way; etc.

**Speaking Strategies and Critical Thinking**

1. Use gestures, symbols, pictures, and other non-verbal language to convey meaning and communicate
2. Use time-order words to organize information in a sequence

**LISTENING****Phonology and Pronunciation**

1. Recognize and distinguish between the various sounds of English
  - a. Vowels (long versus short, multiple sounds of a single vowel, diphthongs)
  - b. Consonants (multiple sounds of single consonants, blends)
  - c. Minimal pairs and rhymes
  - d. Stressed versus unstressed syllables
  - e. Voice versus voiceless sounds
2. Recognize words and sounds when they are modified and how their meaning changes
  - a. Three types of final "s" sound (/s/, /z/, /ɪz/)
  - b. Simple inflections (plural, possessive, third-person singular present tense, present participle)
3. Recognize common contractions (isn't, I'm, He's, aren't)
4. Identify basic stress and intonation patterns in English words and sentences
  - a. Rising intonation for yes/no questions
  - b. Lowered intonation for "Wh-" questions
  - c. Pause according to punctuation
5. Identify pronunciation, stress, intonation and rhythm patterns used to convey moods, emotions, and attitudes
  - a. Expression of surprise, polite tone, need, confusion or lack of understanding, frustration, apology, pleased/displeased tone, polite request, ability, excitement, complaint, like, dislike, and urgency, authority, or necessity

**Listening Functions**

1. Demonstrate comprehension of
  - a. Polite language, commands, short answers, long answers, and tag questions based on appropriate context
  - b. Simple social exchanges and conversation
  - c. Simple requests for repetition or clarification
  - d. Brief non face-to-face messages or announcements (The plane is leaving at 5:25)
  - e. Simple single and multi-step instructions and directions
  - f. Simple informational requests

**Listening Strategies and Critical Thinking**

1. Demonstrate recognition of gestures, symbols, pictures, and other non-verbal language to convey meaning and communicate
2. Use non-verbal clues to guess meaning (gestures, situations, relationships)
3. Demonstrate recognition of time-order words to organize information in a sequence
4. Locate and identify essential contextual clues to get information (time references, key vocabulary)

**American Conventions**

1. Distinguish between polite and impolite language and behavior
2. Demonstrate comprehension of American holidays and traditions
3. Demonstrate comprehension of basic American body language and gestures

**Suggested Reading Other Than Required Textbook**

Instructor supplied materials

## Examples of Required Writing Assignments

1. Using a picture of a room in your own house or one from a magazine or internet, write 4-8 sentences with adjectives to describe its features and prepositions to identify objects and their locations relative to other objects. 2. Write a short, 4-8 sentence letter of excuse for school or work that describes your health problems and reasons for needing time away. 3. Complete a simplified personal information form such as medical history, school application, or work application.

## Examples of Outside Assignments

1. Complete a dialogue on a familiar topic by placing and using the correct forms of the simple present and present continuous verb tenses, adjectives, and possessives. 2. Use spoken English to politely greet, take leave, and give comprehensible oral responses to questions in a student-to-student or teacher-to-student interview. 3. Listen to spoken driving directions and correctly annotate a printed map to demonstrate comprehension. 4. Sit somewhere with a good amount of action happening such as a park and describe what you see in 4-8 sentences in writing with the present continuous, simple present, and descriptive adjectives.

## Instruction Type(s)

Lecture, Online Education Lecture