NC 306: ESL MULTISKILLS - BEGINNING 2

Citrus College Course Outline of Record

Heading	Value
Effective Term:	Spring 2026
Credits:	0
Total Contact Hours:	192
Lecture Hours :	192
Lab Hours:	0
Hours Arranged:	0
Outside of Class Hours:	384
Total Student Learning Hours:	576
Transferable to CSU:	No
Transferable to UC:	No
Grading Method:	Non-Credit Course

Catalog Course Description

ESL Multiskills - Beginning 2 expands on life and language skills learned in ESL Multiskills - Beginning 1 and is intended for high-beginning English language learners. This course teaches performing routine life skills and basic personal expression 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 shopping, going to the doctor or hospital, reporting an accident, describing work history, choosing schooling, following transportation schedules, finding housing, finding a job, and performing work and school responsibilities.
- Use simple sentences, compound, and complex (introductory) with basic stress and intonation patterns.
- Use high frequency words, phrases, basic phrasal verbs, simple idioms, and reduced forms in everyday and functional life skill contexts.
- Demonstrate comprehension of essential and requested information of short (45 seconds – 1 and a half minutes) listening passages including those with unfamiliar words.
- Demonstrate comprehension of simple, compound, and complex (introductory) sentences.
- Demonstrate comprehension of information in short (2-3 paragraphs), level-appropriate readings.
- Read short texts aloud using correct pronunciation of learned vocabulary, unlearned words (1-3 syllables), words with “-ed” endings, and basic inflection and intonation patterns.
- Use reading strategies (scanning and prediction) and reference materials (picture dictionary, ESL dictionary, web pages) to improve comprehension.
- Use context clues to determine if unlearned words have positive or negative meaning.
- Locate and restate the main idea and supporting examples of a short text or paragraph.
- Write two paragraphs (5-8 sentences) using grammatically correct simple, compound, and complex (introductory) sentences.
- Express opinions, ideas, desires, preferences, needs, obligations, and basic abilities.
- Use written American English to complete simple life tasks.
- Use high-frequency prefixes and suffixes to modify meaning of known words.
- Write a cohesive narrative using appropriate signal words (time-order words).
- Use end-punctuation (periods, question and exclamation marks), capitalization, and commas in introductory phrases, lists, compound sentences, and basic complex sentences.
- Recognize and utilize critical reading, writing, speaking, listening, and learning strategies.
- Identify and utilize socially acceptable language and behavior in American society.
- Describe basic experiences and activities such as routines, future plans, environment, past narratives, and responsibilities.
- Describe and compare aspects of people, places, and things such as personality, physical features, cost, and relationships.
- Follow and give instructions and commands.
- Identify and utilize grammatical structures in simple, compound, and complex (introductory) sentences including the present continuous, simple present, and future verb tenses in all forms; the simple past verb tense in all forms; comparative and superlative adjectives; and present real conditionals.
- Combine learned verbs tenses into a single narrative.
- Ask and answer simple questions to converse in a variety of topics and time frames and to complete functional life skills.
- Articulate and use level appropriate words including 1-3 syllable vocabulary; “ed” endings in past tense verbs; adjectives and nouns; modifications from comparative forms, conjugation, pluralizing, and basic prefixes / suffixes; reduced forms in high-frequency expressions (contractions, “gonna,” “When’d,” “Did-ju”); and action and non-action verbs.

Major Course Content

GRAMMAR

Verbs

1. Select and use correct forms of the simple present, simple future (with “will” and “be going to”), and present continuous in all forms
2. Select and use correct forms of the simple past verb tenses in all forms:
   a. Imperative, declarative, interrogative (“Wh-” and “Yes/No”), and negative
      i. Select and place auxiliary verbs with appropriate verb tenses and forms
   b. Use and discriminate between common and exceptional verb forms including
      i. “To be” verbs
      ii. Modals: “should,” “can,” “could/would” (politeness), “must,” “might”
      iii. Irregular verb conjugation – special focus on memorization and use of the simple past
      iv. Expletive construction: “There was, “There were,” and so forth
      v. Very basic and common phrasal verbs
      vi. Stative vs. dynamic verbs
3. Identify when to switch between verb tenses for various time senses

   a. Use time expressions appropriate to each verb tense
4. Maintain subject/verb agreement across simple and basic compound sentences
5. Use common contractions (He's, She's, I'm, You're, didn't)

Nouns

1. Use correct forms in context of
   a. singular and plural nouns
      i. Irregular plural nouns
   b. Count and non-count nouns (introduction)
   c. Possessive nouns (review)
   d. Subject (review) and object pronouns
   e. Collective nouns
2. Maintain noun, pronoun and possessive noun agreement across sentences

Adjectives and Adverbs

1. Use and place basic adjectives and adverbs in correct sequence and order including
   a. Time expressions
   b. Adverbs of frequency
   c. Possessive adjectives
   d. Basic time order and sequence signals
2. Use basic comparative and superlative adjectives
3. Place multiple adjectives in correct hierarchy

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*)
      i. "Too" vs. "very" – basic understanding that "too" doesn't mean the same as "very"
   c. Partitives (*some*)
   d. Articles
      i. Definite versus indefinite articles (very basic)
   e. Prepositions
   f. Conjunctions (*and, but, so, or, because*)

Gerunds and Infinitives

1. Use infinitives after basic verbs (*need, want, would like, decide, ask, plan*)
2. Use infinitives or gerunds after basic verbs (*like, go, try, love, hate, mind, finish*)
3. Use gerunds as subjects (basic introduction)

Clauses

1. Use independent and dependent (introduction) clauses in simple, basic compound, and very basic complex sentences
   a. Use dependent clauses (introduction) with "because," "when," "after, "before," "if"

Analysis and Sentence Structure

1. Construct simple, compound, and very basic complex sentences
2. Identify parts of speech and correct versus incorrect sentence structures
3. Place parts of speech in appropriate sequences
4. Correct errors on learned and prerequisite grammar points
5. Identify when to change simple verb tenses based on time reference
6. Combine multiple simple verb sentences in a single narrative

VOCABULARY

1. Demonstrate comprehension and use of vocabulary including but not limited to
   a. High-frequency words, compound words, phrases, basic phrasal verbs, and basic idioms in basic communication in familiar contexts (basic courtesies, personal information, survival, emergency, medical, family, school, community)
   b. Standard and non-standard forms appropriately ("going to" vs "gonna," "water" vs "wa-der")
   c. Words changed by prefixes and suffixes
   d. Homonyms in context
   e. Familiar words used in a new context (enter a room / enter information on a computer)
   f. Cardinal numbers (1-1,000,000)
   g. Ordinal numbers (1-100)
   h. Dates, times, seasons, durations, and time expressions
   i. Special events, holidays, vacationing locations, weather, and important geographical locations
   j. Common contractions, basic abbreviations, and abbreviations in specialized contexts (tsp., apt., lbs., ASAP)
   k. Directions and commands
   l. Common symbols (restroom signs, traffic signs, #, #)
   m. Clock times, dates, and money amounts
   n. Physical and personality characteristics
   o. Illnesses, ailments, accidents and remedies
   p. Important life events
   q. Descriptive adjectives
   r. Occupations
   s. Sight words and action and non-action verbs
   t. Grocery items
   u. Clothing and clothing descriptions
   v. Transportation terminology
   w. Common technology

FUNCTIONAL SKILLS

1. Demonstrate ability to function in essential life tasks such as shopping, going to the doctor or hospital, reporting an accident, describing work history, choosing schooling, following transportation schedules, finding housing, talking on the telephone, finding a job, and performing work and school responsibilities
2. Narrate past events including biographical information, relating events of interest, explaining problematic situations, and retelling a sequence of events
3. Engage in simple social exchanges on limited and familiar topics using learned material
4. Ask for and give advice; express possibility and necessity (Why don't you, could, should, need to)

5. Compare and contrast prices and people
6. Describe a person, place, and experience
7. Express basic opinions, ideas, desires, preferences, needs, obligations, and abilities
8. Express agreement or disagreement, complaint, and accusation
9. Express basic problems and find solutions
10. Express gratitude and excitement
11. Use polite language and behavior in requests, offers, acceptance, and refusal
12. Describe routines, habitual actions, and general truths
13. Relate and discuss future plans
14. Set short-term and long-term goals
15. Complete important forms (accident reports, library application)
16. Write a personal letter about experience and current conditions
17. Begin and end conversations politely
18. Relay messages and announcements
19. Obtain requested and needed information
20. Relate abilities, experience, and qualifications at a basic in job interviews

READING

Literacy and Phonics

1. Relate letters to a range of possible pronunciations, including recognizing common homonyms
2. Use common phonological patterns to sound out unfamiliar words (man/van)
   a. Long vs. short vowel sounds
   b. Consonant blends
   c. Multiple vowel sounds
   d. Consonant clusters (basic)
   e. Final “s” sounds (review)
   f. Final “ed” sounds
   g. Common prefixes and suffixes
3. Use capitalization 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, question stress (Yes/No vs. “Wh” questions), quotation marks, exclamations, intensifiers, tag questions, affirmative and negative short answers

Comprehension

1. Restate simple and compound sentence meaning
2. Read and understand short texts that contain familiar vocabulary
3. Answer basic informational comprehension questions
4. Follow simple written instructions
5. Determine the sequence of events in a simple narrative
6. Follow pronoun references within a text
7. Use supporting illustrations and emphasized text to interpret readings
8. Explain information in charts, tables, maps, diagrams, and graphs (schedules, pie charts, country and city maps, line graphs, bar graphs)
9. Interpret the use of formatting clues (headings, captions, bullets, numbering, bold, italics)
10. Use signal words and time phrases as clues to the sequence, organization, and content of a text

Reference materials

1. Use a picture dictionary and an ESL dictionary to aid in comprehension and memorization
2. Locate basic information in an alphabetical, numeric, or other ordered listing (telephone directory, class schedule)
3. Locate basic information organized in groups or categories (catalog, web page, directory)

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. Skim to find the main idea of a very short text (1-3 paragraphs)
4. Relay the main idea of a simple paragraph
5. Scan signal words to quickly find a sequence
6. Surmise the meaning of news words from context
   a. Determine if new words have positive or negative meanings
   b. Use very common prefixes to interpret words
      i. Use familiar words to understand new words augmentation (work / worker, place / placement)
   c. Recognize and interpret how word formation effects word meaning (verb endings and tenses, plurals, possessives, common prefixes and suffixes, comparatives and superlatives)

WRITING

Literacy

1. Spell common sound blends spell (diphthongs, triphthongs, consonant blends)

Spelling and Mechanics

1. Use capitalization and end punctuation to mark the beginning and end of sentences
2. Use capitalization to write proper nouns (names, place names, other proper nouns)
3. Use spacing or indentation to show paragraph divisions
4. Use apostrophes for possessive nouns and omit for non-possessive plural nouns
5. Use commas in a series, in introductory phrases, between compound sentences, and with dependent clauses
6. Use common prefixes and suffixes
7. Spell regular morphemes including plural –s, third person singular –s, past –ed, possessive, present participle –ing, and comparative forms
8. Spell homonyms in context
9. Write using appropriate format and structure for different purposes (outline, letter, notes)
   a. Format written material (headings, captions, bullets)
   b. Write information for charts, tables, and graphs

Grammar

1. Use prerequisite and learned grammar points in writing
2. Demonstrate basic competency of correct versus incorrect syntax
    a. Write in complete simple, compound, and very basic complex sentences
    b. Avoid fragments and run-ons
    c. Maintain pronoun agreement
    d. Maintain subject-verb agreement
    e. Use correct adjective order and 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. Use signal words to signify contrast, sequence, example, and continuation
4. Write related sentences to form 2 cohesive paragraphs

Writing Functions

1. Write the sequence of events in a simple narrative using time order and sequence signals
2. Complete simple and some more complex forms (rental application, job application, police report)
3. Write simple instructions
4. Recount personal experience
5. Write explanations
6. Write informational materials (brochures, advertisements)
7. Write personal texts (journal entries, reminders)
8. Write short functional texts (letters, postcards, e-mail, notes, lists)
9. 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
4. Use basic details to elaborate on main ideas (examples, descriptions, personal experiences)

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, triphthongs)
    b. Consonants (multiple sounds of single consonants, blends, consonant clusters)
    c. Stressed versus unstressed syllables
    d. Voice versus voiceless sounds
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/, /iZ/)
    b. Three types of final “ed” sound (/d/, /t/, /eD/)
    c. Simple inflections (plural, possessive, third-person singular present tense, present participle)
    d. Very basic comparative and superlative adjectives
    e. Common prefixes and suffixes
4. Demonstrate accurate pronunciation and use of common contractions (isn’t, didn’t)
5. Use reduced forms in high-frequency expressions (gonna, wanna, water vs wa-der, did-ju)
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, and intonation and rhythm patterns to convey moods, emotions, and attitudes

Speaking Functions

1. Use format and structure suitable for purpose and audience
2. Engage in simple social exchanges and conversation (personal information, family, community features and description)
3. Use simple requests for repetition or clarification
4. Use speech to persuade, emphasize, express sympathy, irritation, excitement, etc.
5. Use abbreviated forms of speech (Want some?)
6. Use short emergency warnings and commands (Stop!, Wait!, Help!)
7. Restate brief non face-to-face messages or announcements (The plane is leaving at 5:25)
8. Convey simple single and multi-step instructions and directions
9. Ask and answer simple informational requests
10. Relate past experiences and narratives

Speaking Strategies and Critical Thinking

1. Use gestures, symbols, pictures, and other non-verbal language to convey meaning and communicate
2. Communicate topics and main ideas
3. Relay examples, descriptions, and experiences to support ideas
4. Use signal words to signify contrast, sequence, example, and continuation

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, triphthongs)
    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/, /iZ/)
    b. Three types of final “ed” sound (/d/, /t/, /eD/)
    c. Simple inflections (plural, possessive, third-person singular present tense, present participle)
3. Demonstrate accurate pronunciation and use of common contractions (isn’t, didn’t)

4. Use reduced forms in high-frequency expressions (gonna, wanna, water vs wa-der, did-ju)
5. Distinguish basic stress and intonation patterns in English words and sentences
    a. Rising intonation for yes/no questions
    b. Lowered intonation for “Wh-“ questions
    c. Pausing according to punctuation
    d. Expression of intensity with exclamations
    e. Expression of urgency or authority with imperatives

Listening Functions

1. Demonstrate comprehension of
    a. Format and structure suitable for purpose and audience
    b. Simple social exchanges and conversation
    c. Simple requests for repetition or clarification
    d. Speech used to persuade, emphasize, express sympathy, irritation, excitement, etc.
    e. Abbreviated forms of speech (Want some?)
    f. Short emergency warnings and commands (Stop!, Wait!, Help!)
    g. Brief non face-to-face messages or announcements (The plane is leaving at 5:25)
    h. Simple single and multi-step instructions and directions
    i. Simple informational requests
    j. Past experiences and narratives

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. Identify the topic and main idea of a brief discourse or information
5. Identify simple specific details of a brief discourse
6. Predict content of discourse types that follow common patterns (doctor and patient exchange, narratives, instructions)
7. 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
4. Discuss local and nation places of interest
5. Name important contemporary individuals

Suggested Reading Other Than Required Textbook

Instructor supplied materials

Examples of Required Writing Assignments

1. Compose two basic paragraphs (5-8 sentences each) using correct mechanics and punctuation in simple, compound, and very basic complex sentences that reports the main events and important details of an accident.
2. Compose two basic paragraphs (5-8 sentences each) using correct mechanics and punctuation in simple, compound, and very basic complex sentences that describe the events leading up to, during, and after your immigration to the United States.

Examples of Outside Assignments

1. Complete a dialogue on a familiar topic by placing and using the correct forms of the simple present, present continuous, simple past, and simple future verb tenses; basic modals; and comparative and superlative adjectives.
2. Give an oral presentation at least one minute in length using the past tense to narrate biographical information about your life.
3. Listen to a conversation between a patient and doctor and answer questions demonstrating comprehension of main ideas and important details.
4. Write about your educational and career goals, any obstacles you might face in reaching them, and a plan to achieve them.

Instruction Type(s)

Lecture, Online Education Lecture