

# NC 307: ESL MULTISKILLS - INTERMEDIATE 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 - Intermediate 1 expands on life and language skills learned in ESL Multiskills - Beginning 2 and is designed for low-intermediate English language learners. This course teaches basic skills needed to succeed in American society 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 performing in a job interview; writing personal and professional letters and texts; getting involved in one's community; improving and maintaining health; and reporting an emergency.
- Combine learned verbs tenses into a single narrative.
- Ask and answer questions to converse in a variety of topics and time frames and to complete functional life skills.
- Articulate and utilize level appropriate words including 3-4 syllable words; "ed" endings in past tense verbs, adjectives, and nouns; modifications from conjugation, comparative forms, pluralizing, and prefixes / suffixes; and reduced forms in high-frequency expressions (contractions, "gonna," "What've," When'd).
- Use simple sentences, compound and complex (basic) with common stress and intonation patterns.
- Use words, phrases, phrasal verbs, collocations, idioms, and reduced forms in everyday and functional life skill contexts.
- Demonstrate comprehension of essential and requested information of medium-length (1 and a half – 2 and a half minutes) listening passages including those with unfamiliar words.
- Demonstrate comprehension of simple, compound, and complex (basic) sentences.
- Demonstrate comprehension of information in medium-length (3-5 paragraphs), level-appropriate readings.
- Read texts aloud using correct pronunciation of learned vocabulary, unlearned words (3-5 syllables), modified known vocabulary, and inflection / intonation patterns.
- Use context clues to determine if unlearned words have positive or negative meaning and approximate meaning.

- Express states, feelings, advice, opinions, ideas, desires, preferences, and abilities.
- Use reading strategies (scanning, prediction, annotation, skimming) and reference materials (ESL dictionary, web pages) to improve comprehension.
- Locate and restate the main idea and supporting details of a text or paragraph.
- Write three cohesive, connected paragraphs (5-8 sentences each) using grammatically correct simple, compound, and complex (basic) sentences with a clear beginning, middle, and end; topic sentences; claims; and details to support main ideas such as examples, facts, and/or description.
- Use common modifications – prefixes / suffixes, conjugation, comparatives – to alter meaning of known words.
- Write a cohesive narrative that combines all learned verb tenses using appropriate signal words.
- Use end-punctuation (periods, question and exclamation marks), apostrophes, 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.
- Compare and contrast one's country of origin to the United States.
- Describe experiences, activities, and ideas such as routines; future plans, conditions, and possibilities; abilities; ongoing actions; and expectations.
- Describe and compare aspects of people, places, and things such as personality, physical features, cost, and relationships.
- Follow and give multi-step instructions and commands.
- Defend and explain choices, preference, advice, and actions with reasons.
- Support statements, opinions, and ideas with examples, descriptions, and facts.
- Deliver a short presentation (1-3 minutes).
- Identify and utilize grammatical structures in simple, compound, and complex sentences including the present perfect and past continuous verb tenses; comparative and superlative forms; basic gerunds and infinitives; basic phrasal verbs; future real conditionals; and combining the simple present, simple past, simple future, and simple present perfect in a single, connected text.

## Major Course Content

### GRAMMAR

#### Verbs

1. Use and switch between correct forms of simple present, simple future, simple past, past continuous, and present-continuous (for actions happening now and for future meaning) verb tenses in a single, connected text
2. Select correct forms of the present perfect and present perfect continuous (introduction)
  - 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" verbs
  - 2. Irregular verb conjugation – special focus on memorization and use of past participles
  - 3. Use common contractions (I've, you've, haven't, hasn't)
- 3. Distinguish between correct and incorrect uses of the present perfect and previously learned verb tenses, especially the simple past and simple present (introduction)
  - a. Identify when to switch between verb tenses for various time senses
    - i. Use time expressions appropriate to each verb tense
- 4. Use verb related devices such as
  - a. Modals – *should* vs. *could*, "can," "would" (past habitual and requests), "must," "might"
  - b. Phrasal modals: "used to" vs "am used to," "be supposed to"
  - c. Reflexives
  - d. Tag questions
  - e. Phrasal verbs
  - f. Stative vs. dynamic verbs
- 5. Maintain subject/verb agreement across simple, compound and basic complex sentences

#### Nouns

- 1. Use correct forms in context of
  - a. Count and non-count nouns (continuation)
  - b. Possessive pronouns
  - c. Indefinite pronouns (someone, anyone, something, anything)
  - d. Direct and indirect objects and pronouns
  - e. Collective nouns

#### Adjectives and Adverbs

- 1. Place adjectives, adverbs, adjectival phrases and adverbial phrases in correct sequence and order including
  - a. Signal words
    - i. Present perfect time expressions versus simple tense time expressions
      - 1. *For, since, already, yet, before, ever, never, recently, lately*
- 2. Use and differentiate between participial adjectives (very basic introduction)
- 3. Use comparative and superlative adjectives
- 4. Use "enough," "not enough," and "too" to modify adjectives
  - a. Nouns (count and noncount) and verbs (introduction)
  - b. Differentiate between use of intensifiers (*very, so, really, super*)

#### Function Words

- 1. Use appropriate function words in correct sequence and order including
  - a. Articles
    - i. Definite versus indefinite articles (specificity vs. generic use of nouns)
      - 1. General nouns as plurals without articles
  - b. Conjunctions (*and, but, so, or, because, when, before, after*)
  - c. Quantifiers (*many, a few, a lot of, all, most, some, none, any*)
    - i. *Some* vs. *any*

#### Gerunds and Infinitives

- 1. Use gerunds and infinitives
  - a. After specific correlating verbs as objects
  - b. With verbs that can take both without changing meaning
  - c. After prepositions (introduction)
  - d. As subjects of sentences
  - e. After adjectives (especially with "too" and "enough")

#### Conditionals

- 1. Use present and future real conditionals

#### Clauses

- 1. Identify and use clauses
  - a. Independent vs.
  - b. Dependent
    - i. Time clauses with "if," "before," "after," and "when"

#### Analysis and Sentence Structure

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

#### VOCABULARY

- 1. Demonstrate comprehension and use of vocabulary including but not limited to
  - a. High frequency words, phrases, phrasal verbs, collocations, and idioms in everyday and functional life skills contexts
  - b. Words and phrases that are appropriate for informal vs. formal contexts
  - c. Standard and non-standard forms appropriately ("going to" vs "gonna," "water" vs "wader")
  - d. Precise and appropriate vocabulary to convey intended meaning
  - e. Words changed by prefixes and suffixes
  - f. Comparative and superlative forms of adjectives and adverbs
  - g. Unfamiliar vocabulary using contextual clues
  - h. Familiar words used in a new context (enter a room / enter information on a computer)
    - i. Description of personal interests and personality types
    - j. Study problems and learning strategies
    - k. Entertainment and community events
      - l. Banking, finances, and credit
  - m. Effective strategies and practices for job interviews
  - n. Crimes, emergency situations, and natural disasters
  - o. Travel and vacations
  - p. Important life events
  - q. Technology
  - r. Current events
  - s. Values and attitudes

**FUNCTIONAL SKILLS**

1. Demonstrate ability to function in life tasks such as performing in a job interview; writing personal and professional letters and texts; getting involved in one's community; improving and maintaining health; and reporting an emergency
2. Discuss the past, the recent past, ongoing activities, current conditions and future plans in a single, connected narrative
3. Engage in simple and extended social exchanges and conversation
4. Express states, feelings, opinions, ideas, desires, preferences, and abilities
5. Ask for and give advice, possibilities, suggestions, or commands dependent upon appropriate context
6. Express agreement or disagreement, complaint, accusation, defense, and polite request
7. Discuss various future possibilities dependent upon specific conditions
8. Relate expectations, intentions, hopes, and wishes
9. Set short-term and long-term goals with plans and a schedule for achievement
10. Defend and explain choices, preference, advice, and actions with reasons
11. Support statements, opinions, and ideas with examples, descriptions, and facts
12. Deliver a short presentation (1-3 minutes)
13. Complete more complex forms (rental application, government forms, accident reports)
14. Compare and contrast people, places, outcomes, future possibility, and other functional life topics
15. Create a resume, create a job application, and perform in a job interview
16. Differentiate between polite and impolite language and behavior in requests, offers, acceptance and refusal
17. Resolve problematic situations
18. Relay more detailed messages and announcements
19. Prioritize responsibilities
20. Contrast positive versus negative habits and outcome

**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 (e.g., man/van)
  - a. Blends
  - b. Multiple vowel sounds
  - c. Consonant clusters
  - d. Final "ed" sound (review)
  - e. Common prefixes and suffixes

**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

**Comprehension**

1. Restate simple, compound, and basic complex sentence meaning
2. Demonstrate comprehension of moderately complex (introduction) texts (course descriptions, community newspapers, common workplace materials)
3. Determine the sequence of events in a narrative with multiple verb tenses
4. Use supporting illustrations and emphasized text to interpret readings
5. Interpret and explain information in charts, tables, maps, diagrams, and graphs (schedules, pie charts, country and city maps, line graphs, bar graphs)
6. Interpret the use of formatting clues (headings, captions, bullets, numbering, bold, italics)
7. Use contextual clues to determine meaning of words and phrases (continuation)
8. Use signal words and time phrases as clues to the sequence, organization, and content of a text
9. Restate the main idea of a short text (3-5 paragraphs) and paragraph
10. Restate the supporting details of a medium length text (3-5 paragraphs) and paragraph

**Reference materials**

1. Use an ESL dictionary to aid in comprehension
2. Locate a word or number in an alphabetical, numeric, or other ordered listing (telephone directory, class schedule)
3. Locate 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 medium-length text (3-5 paragraphs)
4. Scan signal words to quickly find a sequence
5. Surmise the meaning of news words from context
  - a. Determine if new words have positive or negative meanings
  - b. Use common prefixes and suffixes to interpret words
  - c. Use familiar words to understand new word augmentation (work / worker, place / placement, interest / interested / interesting)
  - d. Use situational context, punctuation, grammatical analysis, and contrast to approximate meaning of unfamiliar words and phrases
6. Identify the main idea of a medium-length text (3-5 paragraphs) and individual paragraphs
7. Identify supporting details (facts and examples)
8. Identify topic sentences
9. Increase reading speed, accuracy, and fluency
10. Make inferences and draw conclusions from a simple text
11. 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 (diphthongs, triphthongs, consonant blends, consonant clusters)

**Spelling and Mechanics**

1. Use apostrophes for possessives and plural possessives
2. Use spacing or indentation to show paragraph divisions
3. Use commas in a series, in introductory phrases, between compound sentences, and with basic dependent (continuation) clauses
4. Spell modifications past –ed, comparative forms, past participles, and prefixes and suffixes
5. Spell homonyms in context
6. 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 syntax versus incorrect syntax
  - a. Write complete simple, compound, and basic complex sentences
    - i. Avoid fragments, run-ons, and comma splices
  - b. Maintain noun and pronoun agreement
  - c. Use correct order of parts of speech
3. Use a variety of sentence structures to add variety (very basic)

**Organization**

1. Present and support information with representative multiple media formats (pictures, graphic organizers, symbols)
2. Use signal words to signify contrast, example, sequence, continuation, choice, and cause
3. Write related sentences and content to form three cohesive, connected paragraphs unified by a main idea
  - a. Organize text in paragraphs with a clear beginning, middle, and end
  - b. Begin paragraphs with topic sentences
  - c. Use details to support main ideas such as examples, facts, and/or description
4. Organize and summarize information using a variety of organization patterns: sequence, comparison, contrast, classification, cause and effect, problem and resolution

**Writing Functions**

1. Complete simple and more complex forms (rental application, taxes filings, job application, police report)
2. Write multi-step instructions
3. Write explanations and detailed descriptions (reference information)
4. Write moderately complex texts (common workplace materials, letters of complaint and request)
5. Set long and short term goals with time frames, criteria, and strategies
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 the sequence of events in a narrative
10. Write expository texts
11. Write information for charts and tables

**Writing Skills and Strategies**

1. Write notes for peer-editing
2. Proofread and edit for accuracy and meaning
3. Draft, review, and revise a text after feedback
4. Pre-write and prepare with brainstorming, notes, and graphic organizers
5. Use details to elaborate on main ideas and opinions (examples, descriptions, personal experiences, facts)
6. Demonstrate awareness of writing for varying contexts, audiences, and purposes
7. Paraphrase and summarize information
8. Present information logically using topic sentences, supporting details, and conclusions
9. Use transition words to connect content and show relationships

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

1. Demonstrate accurate pronunciation of the various sounds of English
  - a. Stressed versus unstressed syllables in poly-syllabic words
  - b. Voice versus voiceless sounds
2. Demonstrate accurate pronunciation of words and sounds when they are modified
  - a. Three types of final “ed” sound (/d/, /t/, /eD/)
  - b. Comparative and superlative adjectives and adverbs
  - c. Prefixes and suffixes
3. Demonstrate accurate pronunciation and use of reduced forms in high-frequency expressions and contractions (Haven’t, I’ve, He’s, Di-ju, Wanna, Gonna, Where’d, Where’ve)
4. Use 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. Use pronunciation, stress, and intonation and rhythm patterns to convey moods, emotions, and attitudes
  - a. Express intensity
  - b. Express emphasis of intensifiers, qualifiers, and stressed words

**Speaking Functions**

1. Give a short (1-3 minute) presentation
2. Engage in social exchanges and conversation (personal information, family, community features and description)
3. Use speech to persuade, argue, emphasize and express moods (sympathy, irritation, excitement)
4. Use format and structure suitable for purpose and audience
5. Use abbreviated forms of speech (Want some?)
6. Restate brief non face-to-face messages or announcements (The plane is leaving at 5:25)
7. Convey multi-step instructions and directions
8. Ask and answer informational requests

9. Relate past personal history, narratives, experience, and conditions that continue until the present
10. Make suggestions and give advice
11. Participate in an interview
12. Give and take surveys
13. Present simple arguments in a debate format

- i. Past personal history, narratives, experience, and conditions that continue until the present
- j. Interviews
- k. Surveys
- l. Simple arguments in a debate format

### Speaking Strategies and Critical Thinking

1. Paraphrase information for clarification
2. Communicate the topic or main idea
3. Emphasize key points to guide listeners in following important ideas
4. Give examples, experiences, descriptions and facts to support ideas
5. Switch between standard and non-standard dialects as situation warrants
6. Use signal words to signify contrast, example, sequence, continuation, choice, and cause
7. Use appropriate nonverbal cues to convey meaning

### LISTENING

#### Phonology and Pronunciation

1. Recognize and distinguish between the various sounds of English
  - a. Stressed versus unstressed syllables
  - b. Voice versus voiceless sounds
2. Recognize words and sounds when they are modified and how their meaning changes
  - a. Three types of final "ed" sound (/d/, /t/, /eD/)
  - b. Inflections (plural, possessive, third-person singular present tense, present participle)
  - c. Comparative and superlative adjectives
  - d. Prefixes and suffixes
3. Demonstrate comprehension of reduced forms in high-frequency expressions and contractions (Haven't, I've, He's, "Di-ju," "Wanna," "Gonna," "Where'd" "Where've")
4. Identify 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, and intonation and rhythm patterns used to convey moods, emotions, and attitudes
  - a. Express intensity
  - b. Express emphasis of intensifiers, qualifiers, and stressed words

#### Listening Functions

1. Demonstrate comprehension of
  - a. Short (1-3 minute) presentations
  - b. Social exchanges and conversations
  - c. Speech used to persuade, argue, emphasize and express moods
  - d. Format and structure suitable for purpose and audience
  - e. Abbreviated forms of speech (Want some?)
  - f. Non face-to-face messages or announcements (The plane is leaving at 5:25)
  - g. Multi-step instructions and directions
  - h. Informational requests

### Listening Strategies and Critical Thinking

1. Use non-verbal clues to guess meaning (gestures, situations, relationships)
2. Identify the topic, main idea and summary of brief discourse or information
3. Identify simple specific details of a brief discourse
4. Predict content of discourse types that follow common patterns (doctor and patient exchange, narratives, instructions)
5. Approximate meanings of new words using contextual clues
6. Recognize how signal words give clues to organization, emphasis, and content of a message
7. Recognize fillers and place holders in speech ("Um," "Like," "You know")
8. Locate and identify essential contextual clues to get information (time references, key vocabulary)

### CULTURE

#### 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. Identify local and nation places of interest
5. Demonstrate familiarity with important contemporary individuals

## Suggested Reading Other Than Required Textbook

Instructor supplied materials

## Examples of Required Writing Assignments

1. Compose three paragraphs (5-8 sentences each) about a current issue in your community using correct mechanics and punctuation in simple, compound, and basic complex sentences. Each paragraph should include a topic sentence and supporting details for all of your claims.
2. Compose a cover letter for a job. Your writing should be at least two basic paragraphs (5-8 sentences each) and use correct mechanics and punctuation in simple, compound, and basic complex sentences.

## Examples of Outside Assignments

1. Complete a dialogue on a familiar topic by placing and using the correct forms of the present perfect simple, the simple present, present continuous, simple past, past continuous, and simple future verb tenses.
2. Give an oral presentation at least two minutes in length on the differences between your native culture and that in the United States.
3. Listen to a conversation between a student and counselor and answer questions demonstrating comprehension of main ideas and important details.

4. Prepare for a mock job interview by writing about your characteristics, goals, education, and work experience in response to common job interview questions.

## **Instruction Type(s)**

Lecture, Online Education Lecture