

NC 310: ESL: GRAMMAR - BEGINNING 1

Citrus College Course Outline of Record

Heading	Value
Effective Term:	Fall 2020
Credits:	0
Total Contact Hours:	72
Lecture Hours :	72
Lab Hours:	0
Hours Arranged:	0
Outside of Class Hours:	144
Transferable to CSU:	No
Transferable to UC:	No
Grading Method:	Non-Credit Course

Catalog Course Description

ESL: Grammar - Beginning 1 teaches low-beginning English language learners introductory English grammar used for essential life functions. This course can be used to review or prepare for NC 305 - ESL Multiskills - Beginning 1. Open entry/exit. 72 lecture hours.

Course Objectives

- Recognize and use foundational grammatical structures to construct simple and compound (basic) sentences including: a. the simple present, present continuous, and simple past (introductory) verb tenses; b. basic modals: can, could, should, have to, must; c. expletive construction; d. basic adjective order and placement; e. count and noncount nouns and pronouns and their correlating modifiers (some/any, much, a lot of, a little, many, a few, a lot of); f. possessive nouns, pronouns, and adjectives; g. subject and object nouns and pronouns; h. singular and plural nouns and irregulars; i. time expressions, time order words, and adverbs of frequency; j. prepositions of relation and location; k. basic article use (a, an, the).
- Identify and use learned grammatical structures in written and oral American English to perform essential life functions including a. exchanging personal information, greetings, and farewells politely; b. asking for and giving directions; c. following short emergency warnings, directions (locational and operative), instructions, and other basic commands; d. buying goods; e. completing simple forms; f. making appointments; g. completing errands; h. making plans; i. obtaining employment; j. engaging in simple social exchanges on limited and familiar topics using learned material; k. requesting, giving, and confirming basic information politely; l. making plans; m. following and creating a schedule, giving times and dates; n. asking about and showing ownership; o. expressing likes, dislikes, basic needs, and basic desires; p. expressing surprise, basic sympathy, basic satisfaction/dissatisfaction, and agreement/disagreement; q. stating simple ideas and opinions; r. describing sense-based experience, physical characteristics, and emotional characteristics; s. explaining daily routine, future plans, and past experience; t. using language in correct sociolinguistic contexts.
- Demonstrate comprehension of how various learned grammatical structures can alter meaning and effect of communication including a. imperative, declarative, interrogative, and negative functions (yes/no questions, informational questions, exclamations); b. modals; c.

differentiating between and using different verb tenses to convey intended sense of time; d. possessives; e. quantifiers and intensifiers.

- Analyze and correct learned grammatical structures in simple and compound (basic) sentences.
- Use reduced and complete forms in appropriate written and oral context (i.e. short answers, tag questions, and contractions in informal speech and writing).

Major Course Content

Grammar

Verbs

- Select correct forms of the simple present, present continuous, simple past (introductory), and simple future with *"be going to"* verb tenses in all forms: imperative, declarative, interrogative (*"Wh-"* and *"Yes/No"*), and negative.
- Select and place auxiliary verbs with appropriate verb tenses and forms.
- Use and discriminate between common and exceptional verb forms including
 - "To be"* verb
 - Basic modals: *"can," "could,"* (polite questions) *"have to," "should," "must"*
 - Irregular verb conjugation
 - Expletive construction: *"There is/are," "There isn't/aren't," "It is," "They are"*
 - "Let's"*
- Select appropriate verbs for designated subjects and vice versa (subject/verb agreement).
- Maintain subject/verb agreement across simple and compound sentences.
- Use common contractions: *"He's," "She's," "I'm," "They're," "Isn't," "Aren't"*.
- Use infinitives after very common verbs (*"want," "need"*).

Nouns

- Use correct forms in context of
 - Singular and plural nouns
 - Irregular plural nouns
 - Count and non-count nouns (introduction) with *"some/any," "much/a lot of"*
 - Possessive nouns
 - Subject and object pronouns
 - Proper nouns
 - Collective nouns
- Maintain noun, pronoun, and possessive noun agreement across simple and compound sentences.

Adjectives and Adverbs

- Place adjectives, adverbs, adjectival phrases and adverbial phrases in correct sequence and order including
 - Time expressions
 - Adverbs of frequency
 - Possessive adjectives
 - Time order and sequence signals

2. Use correct forms of comparative and superlative adjectives (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. Definite versus indefinite articles (introduction)
 - d. Prepositions especially of time and location
 - e. Demonstratives ("*this*," "*that*," "*these*," "*those*")
 - f. Conjunctions ("*and*," "*but*," "*because*," "*or*")

Clauses

1. Use independent clauses in simple and compound (introduction) sentences.

Analysis and Sentence Structure

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

Functional skills

1. Demonstrate ability to perform essential life tasks such as shopping, going to the doctor or hospital, finding places in a city, finding housing, finding a job, and performing work and school responsibilities.
2. Engage in simple social exchanges on limited and familiar topics using learned material.
3. Exchange personal information.
4. Request, give, and confirm basic information politely.
5. Follow short emergency warnings, directions (locational and operative), instructions, and other basic commands.
6. Complete simple forms (e.g., personal information/identity, class registration, library card).
7. Use greetings, introductions, farewells, and other polite conventions.
8. Ask about and show ownership.
9. Express likes, dislikes, basic needs, and basic desires.
10. Express surprise, basic sympathy, basic satisfaction/dissatisfaction, and agreement/disagreement.
11. State simple ideas and opinions.
12. Describe sense-based experience, physical characteristics, and emotional characteristics.
13. Explain daily routine, future plans, and past experience.
14. Demonstrate ability to use a map and directions.
15. Follow and give instructions.
16. Follow and create a schedule; give time and dates.
17. Describe health problems and write an excuse note for a sick child or self.
18. Ask about and give quantity and prices.

19. Describe basic work and life skills and complete an employment application.
20. Explain and make plans.

Semantic Topics

1. Greetings and introductions
2. Description of self and others:
 - a. Identification (name, address, phone number, marital status, relationships)
 - b. Familial relations
 - c. Physical characteristics including clothing
 - d. Personality traits
 - e. Moods, emotions, likes and dislikes
 - f. Parts of the body
3. School
4. Friends and family
5. Health
6. Neighborhoods, community, and transportation
7. Daily activities and time – routines
8. Shopping – grocery, food items, and money
9. Work, occupations, and job skills
10. Household chores, responsibilities and household features (e.g., furniture, appliances)
11. Free time – leisure activities, vacations, sports

Suggested Reading Other Than Required Textbook

ESL dictionary, picture dictionary, and beginning ESL materials or children's literature

Examples of Required Writing Assignments

Written assignments taken from essential life functions such as personal narratives, completing basic forms, describing items and people, completing and creating written dialogues, following and giving directions, buying goods, etc.

Examples of Outside Assignments

Written assignments taken from essential life functions such as personal narratives, completing basic forms, describing items and people, completing and creating written dialogues, following and giving directions, buying goods, etc.

Grammar exercises

Preparation for oral assignments and exchanges

Reading assignments

Instruction Type(s)

Lecture, Online Education Lecture