

# NC 311: ESL: GRAMMAR - BEGINNING 2

## 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
Strongly Recommended:	NC 305 or demonstrate a high beginning (Beginning 2) level of English fluency.
Transferable to CSU:	No
Transferable to UC:	No
Grading Method:	Non-Credit Course

## Catalog Course Description

ESL: Grammar - Beginning 2 teaches high-beginning English language learners rudimentary English grammar used in basic life functions. This course can be used to review or prepare for NC 306 - ESL Multiskills - Beginning 2. Open entry/exit. 72 lecture hours.

## Course Objectives

- Use basic grammatical structures to construct simple, compound, and complex (introduction) sentences including a. the simple present and present continuous verb tenses (review); b. the simple past and simple future verb tenses; c. modals: "should," "could," "can," "would" (polite request), "must," "have to," "might/may;" d. expletive construction; e. comparative and superlative adjectives; f. infinitives after specific verbs and adjectives; g. count and noncount nouns and pronouns and their correlating modifiers (some/any, much, a lot of, a little, many, a few, a lot of); h. possessive nouns and subject and object pronouns; i. adverbs, especially "too," "enough," and "very/so/ really;" j. basic article use (a, an, the).
- Identify and use learned grammatical structures in written and oral American English to perform basic life functions such as a. narrating past events including biographical information, relating events of interest, explaining problematic situations, and retelling a sequence of events; b. engaging in simple social exchanges on limited and familiar topics using learned material; c. reporting an incident; d. describing work history and abilities; e. performing work and school responsibilities; f. describing people, places, and experiences; g. comparing and contrasting people, places, and experiences; h. making plans; i. asking for and giving advice, suggestions, and/or commands; j. expressing opinions, ideas, desires, preferences, needs, obligations, and basic abilities; k. expressing agreement or disagreement, complaint, and accusation; l. expressing basic problems and finding solutions; m. describing routines, habitual actions, and general truths; n. using language in correct sociolinguistic contexts (i.e. polite language, language of request, refusal, imperative action, suggestion, clarification, complaints).
- 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 (comparing and using various verb tenses with specific time references and expressions); d. possessives; e. modifiers; f. comparative and superlative forms.

- Analyze and correct learned grammatical structures in simple, compound, and rudimentary complex 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 and present continuous (review) in all forms including exception forms such as "be" and stative versus dynamic verbs.
- Select correct forms of the simple past and simple future verb tenses in all functions: imperative, declarative, interrogative ("Wh-" and "Yes/No"), and negative.
- Select use and placement of auxiliary verbs with appropriate verb tenses and forms.
- Use and discriminate between common and exceptional verb forms including
  - "To be" verb
  - Modals: "should," "could," "can," "would" (polite request), "must," "have to," "might/may"
  - Irregular verb conjugation – special focus on memorization and use of the simple past
  - Reflexives
  - Tag questions
  - Phrasal verbs (introduction)
- Maintain subject/verb agreement across simple, compound and complex (introduction) sentences.
- Use common contractions ("He's," "She's," "I'm," "You're," "didn't").
- Use infinitives after high-frequency verbs ("want," "need," "like," "love") and adjectives.

#### Nouns

- Use correct forms in context of
  - Singular and plural nouns
  - Irregular plural nouns
  - Count and non-count nouns (continuation)
  - Possessive nouns (review) and pronouns
  - Subject (review) and object pronouns
  - Collective nouns
- Maintain noun, pronoun and possessive noun agreement across sentences.

#### Adjectives and Adverbs

- Place adjectives, adverbs, adjectival phrases and adverbial phrases in correct sequence and order including

- a. Time expressions
  - b. Adverbs of frequency
  - c. Possessive adjectives
  - d. Time order and sequence signals
2. Use comparative and superlative adjectives.
  3. Place multiple adjectives in correct hierarchy.
  4. Differentiate between use of *"too," "enough,"* and *"very/so/really."*

### Function Words

Select appropriate function words in correct sequence and order including

1. Quantifiers ("*many," "a few," "a lot of"*)
2. Intensifiers ("*very," "so," "really"*")
3. Partitives ("*some"*")
4. Definite versus indefinite articles (very basic)
5. Prepositions
6. Demonstratives (review)
7. Conjunctions ("*and," "but," "so," "or," "because"*")

### Conditionals

Use present and past real conditionals.

### Clauses

Use independent and dependent (introduction) clauses in simple, compound, and complex (introduction) sentences.

1. Use dependent clauses (introduction) with *"if," "when," "before," "after"* *"because."*

### Analysis and Sentence Structure

1. Construct simple, compound, and complex (introduction) 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 simple verb tenses based on time reference.
6. Combine multiple simple verb sentences in a single narrative.

### 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, 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.
5. Compare and contrast.
6. Describe a person, place, and experience.
7. Express opinions, ideas, desires, preferences, needs, obligations, and basic abilities.

8. Express agreement or disagreement, complaint, and accusation.
9. Express basic problems and find solutions.
10. Use polite language and behavior in requests, offers, acceptance, and refusal.
11. Describe routines, habitual actions, and general truths.
12. Relate and discuss future plans.
13. Set short-term and long-term goals.
14. Complete important forms (accident reports, library application).
15. Begin and end conversations politely.
16. Relay messages and announcements.
17. Obtain requested and needed information.

### Semantic Topics (possible topics to be covered)

1. Greetings and introductions
2. Description of self and others:
  - a. Identification
  - b. Familial relations
  - c. Physical characteristics
  - d. Personality traits
  - e. Moods, emotions, likes and dislikes
  - f. Work skills
3. School
4. Friends and family
5. Health and illness
6. Neighborhoods, community, and transportation
7. Daily activities and time – routines and past experiences
8. Shopping
9. Work, occupations, and job skills
10. Free time – leisure activities, vacations, sports
11. Current events
12. History and historical figures

## 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 basic functional life topics such as personal narratives; completing basic forms; describing work history and abilities; completing and creating written dialogues; expressing opinions, ideas, desires, preferences, needs, and obligations; etc.

## Examples of Outside Assignments

Written assignments taken from basic functional life topics such as personal narratives; completing basic forms; describing work history and abilities; completing and creating written dialogues; expressing opinions, ideas, desires, preferences, needs, and obligations; etc.

Grammar exercises

Preparation for oral assignments and exchanges

Reading assignments

## **Instruction Type(s)**

Lecture, Online Education Lecture