

# NC 312: ESL: GRAMMAR - INTERMEDIATE 1

## Citrus College Course Outline of Record

Heading	Value
Effective Term:	Summer 2021
Credits:	0
Total Contact Hours:	72
Lecture Hours :	72
Lab Hours:	0
Hours Arranged:	0
Outside of Class Hours:	144
Strongly Recommended:	NC 306 or demonstrate a low-intermediate (Intermediate 1) level of English fluency.
Transferable to CSU:	No
Transferable to UC:	No
Grading Method:	Non-Credit Course

## Catalog Course Description

ESL: Grammar - Intermediate 1 teaches low-intermediate English learners English grammar used in routine life functions. This course can be used to review or prepare for NC 307 - ESL Multiskills - Intermediate 1. Open entry/exit. 72 lecture hours.

## Course Objectives

- Use basic grammatical structures to construct simple, compound, and complex (basic) sentences including a. the simple present, present continuous, simple future, and simple past tenses (review); b. the present perfect, present perfect continuous, and past continuous tenses with time expressions and adverbs (ever, never, always, how long, for/since); c. infinitives and gerunds (introduction) after specific verbs as objects, after prepositions and adjectives (especially with too and enough), as subject of sentence; d. modals: should, could, can, would (polite request), must, have to, might/may, be supposed to, be used to (vs used to); e. basic phrasal verbs with and without indirect objects; f. expletive construction; g. comparative and superlative adjectives (review); h. count and noncount nouns and pronouns and their correlating modifiers (some/any, much, a lot of, a little, many, a few, a lot of); i. possessive nouns, object nouns and pronouns, and indefinite pronouns; j. participial adjectives (basic); k. indefinite vs. definite article use (a, an, the); l. present, past, and future real conditions; m. basic independent and dependent clauses, time clauses with if, before, after, when.
- Identify and use learned grammatical structures in written and oral American English to perform basic life functions such as a. performing in a job interview; b. writing personal and professional letters and texts; c. performing work and school responsibilities; d. expressing states, feelings, advice, opinions, ideas, desires, preferences, and abilities; e. describing people, places, and experiences; f. describing experiences, activities, and ideas such as routines; future plans, conditions, and possibilities; abilities; ongoing actions; and expectations; g. describing and comparing aspects of people, places and things such as personality, physical features, cost and relationships; h. discussing various future possibilities dependent upon specific conditions; i. asking for and giving advice,

suggestions, and/or commands; j. defending and explaining choices, preferences, advice, and actions with reasons; k. expressing problems and finding solutions; l. using language in correct sociolinguistic contexts (i.e. polite language, language of request and refusal, imperative action, suggestion, clarification, complaints, etc.).

- Demonstrate comprehension of how various learned grammatical structures can alter meaning and effect of communication including a. basic dependent clauses and complex sentences; b. gerunds and infinitives; c. imperative, declarative, interrogative, and negative functions (yes/no questions, informational questions, exclamations); d. modals; e. 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; f. modifiers; g. comparative and superlative forms; h. participial adjectives; i. definite and indefinite articles; j. real conditionals.
- Analyze and correct learned grammatical structures in simple, compound, and basic 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 present continuous and simple present, past, and future verb tenses (review).
- Select correct forms of the present perfect, present perfect continuous, and past continuous verb tenses in all forms: 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
  - modals: "should," "could," "can," "would (polite requests)," "must," "might," "be supposed to"
  - phrasal modals: "used to" vs "am used to"
  - irregular verb conjugation – special focus on memorization and use of past participles
  - reflexives
  - expletive construction
  - tag questions
  - phrasal verbs (separable vs. inseparable)
  - stative vs. dynamic verbs
- Maintain subject/verb agreement across simple, compound and complex (basic) sentences.
- Use common contractions (*I've, you've, haven't, hasn't*).
- Distinguish between correct and incorrect uses of the present perfect and simple verb tenses, especially in simple past.
- Distinguish between correct and incorrect uses of the past continuous and simple past verb tenses.

#### Passive Voice

Use and switch between the active and passive voice in the present, present-continuous, past, and future tenses (introduction).

### Nouns

- Use correct forms in context of
  - count and non-count nouns (continuation) and their correlating qualifiers
  - indefinite pronouns (*someone, anyone, something, anything*)
  - direct and indirect objects and pronouns
  - reflexive pronouns
- Maintain noun and pronoun agreement across sentences (review).

### Adjectives and Adverbs

- Place adjectives, adverbs, adjectival phrases and adverbial phrases in correct sequence and order including
  - Signal words - Time expressions
  - Present perfect time expressions (*For, since, already, yet, before, ever, never, recently, lately,*) versus simple tense time expressions (*next, in, ago, last, every*)
- Use and differentiate between participial adjectives (basic).
- Use comparative and superlative adjectives (review) and adverbs.
- Use “*enough,*” “*not enough,*” and “*too.*”
  - Differentiate between use of intensifiers (*very, so, really, super*).

### Function Words

Use appropriate function words in correct sequence and order including

- articles
- definite versus indefinite articles (continuation)
- conjunctions (*and, but, so, or, because, when, before, after, while*)
- because* vs. *because of*

### Gerunds and Infinitives

Use gerunds and infinitives (introduction)

- after specific correlating verbs as objects
- with verbs that can take both without changing meaning
- after prepositions
- after adjectives (especially with “*too*” and “*enough*”)
- as subject of sentence

### Conditionals

Use present, past, and future real conditionals with

- If, before, after, when*

### Clauses

Identify and use clauses

- Independent vs. dependent clauses
- Adjectival/Relative clauses
- Time clauses with *if, before, after, when*
- Where, whose*

### Analysis and Sentence Structure

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

### Functional Skills (including but not limited to)

- 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.
- Discuss the past, the recent past, ongoing activities, current conditions and future plans in a single, connected narrative.
- Engage in simple and extended social exchanges and conversations.
- Express states, feelings, opinions, ideas, desires, preferences, and abilities.
- Ask for and give advice, possibilities, suggestions, or commands dependent upon appropriate context.
- Express agreement or disagreement, complaint, accusation, defense, and polite request.
- Discuss various future possibilities dependent upon specific conditions.
- Relate expectations, intentions, hopes, and wishes.
- Defend and explain choices, preferences, advice, and actions with reasons.
- Compare and contrast people, places, outcomes, future possibilities, and other functional life topics.
- Contrast positive versus negative habits and outcomes.
- Resolve problematic situations.
- Relay more detailed messages and announcements.
- Differentiate between polite and impolite language and behavior in requests, offers, acceptance, and refusal.

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

- Narrate a connected series of events with multiple, united time frames.
- Description of self and others – personality traits
  - Identification
  - Familial relations
  - Physical characteristics
  - Personality types – comparing and contrasting
  - Preferences and abilities
  - Work skills
- School – study skills
- Friends and family – neighbors
- Health and Illness – healthy habits
- Neighborhoods, community, and transportation – community resources and events
- Daily activities and time – time management
- Shopping – saving and spending
- Work, occupations, and job skills – finding a job

10. Daily living – community action
11. Leisure – vacation plans
12. Current events
13. History and historical figures
14. Geography

## **Suggested Reading Other Than Required Textbook**

ESL dictionary, picture dictionary, and intermediate ESL materials or young adult literature

## **Examples of Required Writing Assignments**

Written assignments taken from functional life topics such as personal narratives; completing and creating written dialogues; personal and professional letters and texts; discussing various future possibilities dependent upon specific conditions; defending and explaining choices, preferences, advice, and actions with reasons; expressing problems and finding solutions; etc.

## **Examples of Outside Assignments**

Written assignments taken from functional life topics such as personal narratives; completing and creating written dialogues; personal and professional letters and texts; discussing various future possibilities dependent upon specific conditions; defending and explaining choices, preferences, advice, and actions with reasons; expressing problems and finding solutions; etc.

Grammar exercises

Preparation for oral assignments and exchanges

Reading assignments

## **Instruction Type(s)**

Lecture, Online Education Lecture