

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