

NC 313: ESL: GRAMMAR - INTERMEDIATE 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 307 or demonstrate a high intermediate (Intermediate 2) level of English fluency.
Transferable to CSU:	No
Transferable to UC:	No
Grading Method:	Non-Credit Course

Catalog Course Description

ESL: Grammar - Intermediate 2 teaches high-intermediate English language learners English grammar used in more complex life functions. This course can be used to review or prepare for NC 308 - ESL Multiskills - Intermediate 2. Open entry/exit. 72 lecture hours.

Course Objectives

- Use basic grammatical structures to construct simple, compound, and complex sentences including a. all simple verb tenses and the present continuous, present perfect, present perfect continuous, and past continuous verb tenses (review); b. the past perfect and past perfect continuous verb tenses; c. infinitives and gerunds after specific verbs as objects (review), after prepositions and adjectives, as subject of sentence, to express purpose, with verbs that can take both with a change in meaning; d. modals: should, could, can, would (polite request, past habitual, and unreal conditional), be supposed to, be used to (vs used to); e. past modals: should've, could've, must have, might have; f. separable and inseparable phrasal verbs; g. the passive and active voice; h. count and noncount nouns; i. indefinite and reflexive pronouns; j. comparative and superlative adverbs; k. participial adjectives; l. indefinite vs. definite article use (a, an, the); m. real and unreal future conditionals; n. indirect questions; o. independent and dependent clauses (adjectival/relative, noun, and adverbial clauses).
- Identify and use learned grammatical structures in written and oral American English to perform basic life functions such as a. writing personal and professional letters and texts; b. performing in a job interview; c. improving and maintaining health; d. discussing problems and solutions with teachers; e. expressing complex states, feelings, opinions, ideas, desires, preferences, abilities, agreement or disagreement, complaint, accusation, defense, and justification; f. describing and comparing aspects of quality, expectations, customs, and ability; g. narrating and describing events that have already taken place and relating facts in a connected discourse; h. reflecting on past events by offering alternatives and multiple outcomes based on altering past decisions; i. expressing imaginary and hypothetical situations; j. justifying choices, preferences, opinions, expectations,

and assumptions; k. defending and explaining choices, preferences, advice, and actions with reasons; 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. various clauses and complex sentences; b. imperative, declarative, interrogative, and negative functions (yes/no questions, informational questions, exclamations); c. modals (especially would in different uses) and past modals; d. 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; e. modifiers; f. comparative and superlative forms; g. participial adjectives; h. definite and indefinite articles; i. real and unreal conditionals; j. various clauses of complex sentences; k. indirect questions.
- Analyze and correct learned grammatical structures in simple, compound, and 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 simple, past, continuous, future, and present perfect verb tenses in all forms (review).
- Select correct forms of the past perfect and past perfect continuous verb tenses (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
 - Past modals: "should've," "could've," "must have," "might have"
 - Modals: "should," "could," "can," "would" (polite request, past habitual, and unreal conditional), "be supposed to," "be used to" (vs "used to")
 - Reflexives
 - Tag questions
 - Phrasal verbs
 - Separable vs. inseparable (continued)
 - Three word phrasal verbs ("get along with," "get together with")
 - Causatives
- Distinguish between correct uses of the simple past, present perfect, present perfect continuous and past perfect verb tenses.

Passive Voice

Use and switch between the active and passive voice in the present, present continuous, past, and future tenses with and without performers

- Direct and indirect objects
- Modals (basic)
- Participial adjectives (basic)

4. Past modals (basic) (*"It should've been done."*)
5. Causatives (basic)

Nouns

Use correct forms in context of

1. Indefinite pronouns (*"someone," "anyone," "something," "anything"*)
2. Direct and indirect objects and pronouns (review)
3. Reflexive pronouns (review)

Adjectives and Adverbs

1. Utilize and place adjectives, adverbs, adjectival, and adverbial phrases in correct sequence and order including
 - a. Time order and signal words
 - b. Conjunctive adverbs (*"consequently," "however," "as a result," "otherwise"*)
 - c. Comparative and superlative forms including adverbs (review)
2. Use and differentiate between participial adjectives.
3. Use adverbs of time with correct verb tenses and time frames.

Function Words

Use appropriate function words in correct sequence and order including

1. Articles
2. Definite versus indefinite articles (continuation)

Gerunds and Infinitives (introduction)

Use gerunds and infinitives

- After specific correlating verbs as objects (review)
- With verbs that can take both without changing meaning
- With verbs that can take both with a change of meaning
- After prepositions
- After adjectives
- As subject of sentence
- After specific nouns (*"It seems like the thing to do"*)
- After *"it"* (*"I did it to get more money"*)

Conditionals

Use real and unreal future conditionals.

Clauses

1. Identify and use various clauses (basic) to make complex sentences including
 - a. Independent and dependent
 - b. Adjectival/relative clauses (basic)
 - c. Introduce adjectival/relative clauses with relative pronouns (*"Who," "Which," "That"*) and relative adverbs (*"When," "Where," "Why"*)
 - d. Restrictive vs. non-restrictive (basic)
 - e. Noun clauses as subject and object with (basic) *"that," "what," "whoever," "which"*
 - f. Adverbial clauses (basic - *"until," "as soon as"*)
 - g. Concessive clauses (*"though," "although," "even though," "while"*)
 - h. Cause and effect (*"since," "due to"*)

Analysis and Sentence Structure

1. Construct simple, compound, and complex sentences.
2. Identify parts of speech, clauses, and correct versus incorrect sentence structures.
3. Correct errors on learned and prerequisite grammar points.
4. Construct simple, compound, and complex sentences.
5. Identify when to change tense based on time reference.
6. Combine multiple verb sentences in a single narrative.
7. Avoid use of double negatives.
8. Use indirect questions (*"Where is Jack?" -> "I was wondering if you know where Jack is?"*).

Functional Skills

1. Demonstrate ability to function in life tasks such as performing in a job interview, improving and maintaining health, discussing problems and solutions with teachers, and justifying choices.
2. Discuss the past, the recent past, repeated activities in the past, ongoing activities, current conditions, and future plans in a single, connected narrative using the passive voice.
3. Reflect on past events by offering alternatives and multiple outcomes based on altering past decisions.
4. Engage in extended social exchanges and conversations.
5. Give suggestions, disagreement, or requests tentatively or indirectly.
6. Make polite requests, refusals, acceptance, and suggestions using indirect language.
7. Express complex states, feelings, opinions, ideas, desires, preferences, and abilities.
8. Express agreement or disagreement, complaint, accusation, defense, and justification.
9. Differentiate between polite and impolite language and behavior in requests, offers, acceptance, and refusal.
10. Defend and explain choices, preferences, advice, and actions with reasons.
11. Compare and contrast people, places, outcomes, future possibilities, and other functional life topics.
12. Analyze information and situations with hypothetical outcomes to find solutions, make informed decisions, and reduce risk.
13. Describe actions based on expectations.
14. Ask for and give advice, possibilities, suggestions, or commands dependent upon appropriate context.
15. Make assumptions based on experience, analysis, and knowledge.
16. Express imaginary and hypothetical situations.
17. Relate expectations, intentions, hopes, and wishes.

Semantic Topics (possible topics to be covered)

1. Narration
2. Description of self and others
 - a. Identification and personal history
 - b. Familial relations
 - c. Physical characteristics
 - d. Personality types
 - e. Preferences and abilities
 - f. Work skills
3. Education
4. Friends and family

5. Health and illness
6. Neighborhoods, community, and transportation
7. Daily activities and time
8. Shopping
9. Work, occupations, and job skills
10. Daily living
11. Leisure
12. Current events
13. History and historical figures
14. Geography
15. Arts and media

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; expressing complex states, feelings, opinions, ideas, desires, preferences, abilities, agreement or disagreement, complaint, accusation, defense, and justification; describing and comparing aspects of quality, expectations, customs, and ability; expressing imaginary and hypothetical situations; 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; expressing complex states, feelings, opinions, ideas, desires, preferences, abilities, agreement or disagreement, complaint, accusation, defense, and justification; describing and comparing aspects of quality, expectations, customs, and ability; expressing imaginary and hypothetical situations; etc.

Grammar exercises

Preparation for oral assignments and exchanges

Reading assignments

Instruction Type(s)

Lecture, Online Education Lecture