

NC 314: ESL: GRAMMAR - ADVANCED

Citrus College Course Outline of Record

Heading	Value
Effective Term:	Fall 2025
Credits:	0
Total Contact Hours:	72
Lecture Hours :	72
Lab Hours:	0
Hours Arranged:	0
Outside of Class Hours:	144
Total Student Learning Hours:	216
Strongly Recommended:	NC 308 or demonstrate an advanced level of English fluency.
Transferable to CSU:	No
Transferable to UC:	No
Grading Method:	Non-Credit Course

Catalog Course Description

ESL: Grammar – Advanced course teaches low-level, advanced English language learners English grammar skills used in complex life situations. This course focuses on grammar development for effective communication skills. This course can be used to review or prepare for NC 309 - ESL Multiskills - Advanced. Open entry/exit. 72 lecture hours.

Course Objectives

- Use intermediate and advanced grammatical structures to construct simple, compound, and complex sentences and basic paragraphs/ essays using: a. a variety of adjective clauses (who, whom, that, which, whose, where, when); b. descriptive phrases (with past and present participles); c. infinitives and gerunds; d. adverbial clauses and phrases (reason, purpose, time, contrast, condition); e. sentence connectors and transitions; f. noun clauses; g. quoted and reported speech (learning the sequence of tenses, reporting imperatives and questions, paraphrasing); h. unreal conditionals (present and past, real vs. unreal); and i. wishes.
- Identify and use learned grammatical structures in written and oral American English to perform complex life functions such as: a. using the Internet; b. interacting online; c. describing people, places, objects, and situations in detail; d. helping others; e. expressing complex states, feelings, opinions, ideas, wishes, preferences, abilities, agreement, disagreement, complaint, accusation, and defense; f. discussing unreal/hypothetical situations, achievements, controversial issues, moral obligations, problems, and solutions; g. explaining reasons, cause, effect, purpose, contrast, condition, advantages, and disadvantages; h. giving examples; i. narrating events and personal experiences in a connected discourse; j. justifying, defending and explaining actions, choices, preferences, expectations, and assumptions with reasons; k. paraphrasing; l. writing basic paragraphs/essays to express feelings, opinions, and ideas; m. using language in correct sociolinguistic contexts (i.e., polite language, language of request and refusal, imperative action, suggestion, clarification, etc.).

- Demonstrate comprehension of how various learned grammatical structures can alter meaning and effect of communication, including the use of: a. adjective clauses and descriptive phrases; b. infinitives and gerunds; c. adverbial clauses and phrases; d. sentence connectors; e. noun clauses; f. quoted and reported speech; g. unreal conditionals and wishes.
- 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

1. Adjective Clauses, Descriptive Phrases

- Adjective Clauses
- Relative Pronoun as Subject
- Relative Pronoun as Object
- Relative Pronoun as Object of Preposition
- Place and Time in Adjective Clauses
- Whose in Adjective Clauses
- Adjective Clauses after Indefinite Pronouns
- Nonessential Adjective Clauses
- Essential vs. Nonessential Adjective Clauses
- Descriptive Phrases

2. Infinitives and Gerunds

- Verbs Followed by an Infinitive
- Verb + Object + Infinitive
- Causative Verbs
- Adjective + Infinitive
- Infinitives as Subjects
- Infinitives to Show Purpose
- Infinitives with Too and Enough
- Gerunds as Subjects
- Gerunds after Prepositions and Nouns
- Prepositions after Verbs, Nouns, and Adjectives
- Verbs followed by Gerunds or Infinitives
- Gerund or Infinitive as a Subject
- Gerund or Infinitive after a Verb: Differences in Meaning
- Used to/ Be used to/ Get used to
- Sense-Perception Verbs

3. Adverbial Clauses and Phrases, Sentence Connectors, So...That/Such...That

- Adverbial Clauses and Phrases
- Reason and Purpose
- Time Clauses and Phrases
- Using the -ing Form after Time Words
- Contrast
- Condition
- Sentence Connectors
- So...That/Such...That

4. Noun Clauses

- Noun Clauses as Included Questions
- Question Words Followed by an Infinitive
- Exact Quotes
- Exact Quotes vs. Reported Speech
- Reported Speech and the Sequence of Tenses
- Say vs. Tell
- Exceptions to the Rule of Sequence of Tenses
- Reporting an Imperative
- Using Reported Speech to Paraphrase
- Noun Clauses after Past-Tense Verbs
- Noun Clauses as Reported Questions

5. Unreal Conditionals, Wishes

- Unreal Conditionals – Present
- Implied Conditionals
- Real Conditionals vs. Unreal Conditionals
- Unreal Conditionals – Past
- Wishes

Analysis and Sentence Structure

- Construct simple, compound, and complex sentences and basic paragraphs/essays.
- Identify parts of speech, clauses, and correct versus incorrect sentence 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.

Functional Skills (including but not limited to)

- Demonstrate ability to function in life tasks, such as using the Internet, interacting online, and helping others.
- Describe people, places, objects, and situations in detail.
- Effectively express complex states, feelings, opinions, ideas, wishes, preferences, abilities, agreement, disagreement, complaint, accusation, and defense.
- Discuss imaginary/hypothetical situations, achievements, controversial issues, moral obligations, problems, and solutions.
- Explain reasons, cause, effect, purpose, contrast, condition, advantages, and disadvantages.
- Narrate events and personal experiences in a connected discourse.
- Justify, defend and explain actions, choices, preferences, expectations, and assumptions with reasons.
- Engage in extended social exchanges and conversations.
- Give examples to support an argument and paraphrase to achieve greater clarity.
- Write basic paragraphs/essays to express feelings, opinions, and ideas.
- Demonstrate the ability to effectively use sentence connectors and transitions to produce cohesive, well-structured written compositions and speech.
- Analyze information and situations with hypothetical outcomes to find solutions, make informed decisions, and reduce risk.
- Use language in correct sociolinguistic contexts.

- Make assumptions based on experience, analysis, and knowledge.
- Relate expectations, intentions, hopes, wishes, and regrets in different contexts.

Semantic Topics (Possible topics to be covered)

- Daily Routines and Personal Experiences
- Online Interactions
- Altruism and Philanthropy
- Work, Career, Occupations, and Job Skills
- Hobbies and Interests
- History
- Immigration
- Cultural Differences
- Children, Family and Relationships
- Science
- Science Fiction
- Technology and Media
- Environmental Awareness
- Health and Wellness
- Education and Learning
- Travel and Adventure
- Current Events and News

Suggested Reading Other Than Required Textbook

ESL dictionary, picture dictionary, and advanced ESL materials or adult literature

Examples of Required Writing Assignments

Written assignments can include functional life topics such as producing personal narratives; completing and creating written dialogues; writing personal and professional 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.

Assignments utilizing course grammar may include but are not limited to:

- Writing 3-4 paragraph essay
- Summarizing assigned reading passages, texts and presentations
- Writing letters or email messages for business or personal purpose
- Reflective journal writing

Examples of Outside Assignments

Outside assignments focused on specific grammar structures may include but are not limited to:

- Completing grammar exercises
- Preparing for oral assignments and exchanges
- Reading assignments
- Contacting community agencies to access information/services
- Attending a community event and reporting learned information to the class
- Writing a letter to a newspaper editor or a government official
- Researching a topic using multiple sources and reporting findings orally and in written form

Instruction Type(s)

Lecture, Online Education Lecture