

## Course Outline for ESL 120B

### HIGH-INTERMEDIATE GRAMMAR FOR READING & WRITING\*

Effective: Fall 2014

#### I. CATALOG DESCRIPTION:

ESL 120B — HIGH-INTERMEDIATE GRAMMAR FOR READING & WRITING\* — 3.00 units

ESL 120B — HIGH-INTERMEDIATE GRAMMAR FOR WRITING AND READING II — 3 units This is the second semester of a one-year course in intermediate grammar for academic writing and reading designed to enable students to use linguistic forms accurately, meaningfully and appropriately in written expression. The course focuses on types of sentences, clauses, phrases, word order, verb forms, verb tenses, and on the connection between vocabulary and grammar. This course also emphasizes analyzing grammar and meaning and detecting and correcting grammatical errors. Prerequisite: ESL 120A or appropriate skill level demonstrated through the ESL assessment process. Students are advised to enroll concurrently in ESL 120B, 121B and 123/126. 3 hours lecture.

3.00 Units Lecture

#### Prerequisite

ESL 120A - Intermediate Grammar for Writing and Reading I  
with a minimum grade of pass

#### Grading Methods:

Pass/No Pass

#### Discipline:

	<b>MIN</b>
<b>Lecture Hours:</b>	54.00
<b>Total Hours:</b>	54.00

#### II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 1

#### III. PREREQUISITE AND/OR ADVISORY SKILLS:

**Before entering the course a student should be able to:**

##### A. ESL120A

1. name, use, and spell grammar terms and use standard grammar terminology to analyze and discuss English in written discourse
2. distinguish subjects, verbs, direct objects, indirect objects, prepositional phrases, gerund phrases, infinitive phrases, and infinitives of purpose in sentences with three or four clauses.
3. apply grammar rules to produce the correct word order, especially following verbs that have restrictions (verbs followed by a gerund, an infinitive, an indirect object) in independent and dependent clauses (adverb clauses and adjective/relative clauses)
4. identify and control the form for verb tenses: present, past, and future of the simple, progressive/continuous, perfect, verb tenses in both active and passive voice with 90% accuracy
5. control meaning and use of the simple, progressive, and perfect tenses with 80% accuracy
6. identify verbs in written discourse as linking, intransitive, or intransitive and in active or passive voice with 80% accuracy
7. recall, spell, and use with mastery the correct base form, simple past form, past participle form, and present participle form of all irregular verbs in the 0-1000 most frequent words in English with 90% accuracy.
8. identify correctly use verbs from the list of 0-1000 most frequent words in English that can be followed by a gerund and verbs that can be followed by an infinitive with 80% accuracy
9. demonstrate control of modals and verbal expressions to express present and past ability, logical possibility, advice, obligation, predictions, and logical necessity in non-past-time and with modals that can refer to past time.
10. identify, analyze, and correctly use subject, object, possessive, and reflexive pronouns with accuracy in written expression
11. demonstrate mastery of the form of learned irregular nouns, adjectives, and adverbs from the list of the most frequently used 0-1000 most frequently used words in English with 90% accuracy
12. use adverbs, adverb clauses, adjectives, adjective phrases and clauses, and prepositional phrases to develop details in written discourse
13. construct factual conditional sentences
14. use high frequency prepositions of time, place, and position with 80% accuracy
15. use learned grammar to increase reading comprehension and writing
16. effectively use an English language learner dictionary as learn both the grammar and the definition of new words

#### IV. MEASURABLE OBJECTIVES:

**Upon completion of this course, the student should be able to:**

- A. Use standard grammar terminology to analyze and discuss English in written discourse
- B. Distinguish subjects, verbs, direct objects, indirect objects, prepositional phrases, gerund phrases, infinitive phrases, and infinitives

- of purpose in simple, compound, and complex sentences in written discourse
- C. Apply basic grammatical rules to produce the correct word order in simple, compound, and complex sentences, in both independent and dependent clauses: adverb clauses, real and unreal (hypothetical) conditionals, adjective/relative clauses, and noun clauses
- D. Demonstrate mastery in form, meaning, and use all verb tenses: present, past, and future of the simple, progressive, perfect, and perfect-progressive
- E. Identify verbs in written discourse as linking, intransitive, transitive or di-transitive with 80% accuracy
- F. Interpret and use the passive voice in all verb tenses (present, past, and future simple, progressive, perfect, and perfect-progressive) with 80% accuracy
- G. Recall, spell, and use with mastery the correct base form, simple past form, present participle form, and past participle forms of verbs from the list of most frequently used 0-2000 words in English and some words on the academic word list with 90% accuracy
- H. Control the use of verbs from the list of most frequently used 0-2000 words that require either a gerund or an infinitive (deny receiving, volunteer to attend) and many of the verbs from the academic word list with 80% accuracy
- I. Demonstrate control of modals and verbal expressions to express present and past ability, logical possibility, advice/obligation (should have studied), predictions, speculation (could have been there), and logical necessity in non-past time & modals that can refer to past time
- J. Demonstrate mastery of the form of nouns, adjectives, and adverbs from the list of the most frequently used 0-2000 words in English and some words from the academic word list with 80% accuracy
- K. Use an Advanced English language learner dictionary efficiently to find information about a word, including the pronunciation, part of speech, type of noun, type of verb, word forms, and definition/s
- L. Use technology to assist and monitor learning

#### V. CONTENT:

- A. Review of grammar terminology, for example, parts of speech, noun phrase, verb phrase, prepositional phrase, gerund phrase, infinitive phrase, infinitive of purpose, verb forms (base, past, present participle, past participle), independent clause, dependent clause, types of dependent clauses.
- B. Review of the parts of a sentence, for example, subject, tensed verb, direct object, indirect object
- C. review of word order in simple, compound, and complex sentences, especially the word order of sentences with verbs that take two objects (di-transitive verbs: afford, assure, grant, write, etc.)
- D. review of coordinating and subordinating conjunctions in compound and complex sentences
- E. noun clauses
- F. direct and indirect speech
- G. hypothetical conditional
- H. Verb tense form: present, past, and future of the simple, progressive/continuous, perfect, and perfect progressive/continuous
- I. meaning and use of all verb tenses
- J. review the grammar associated with verbs, for example, linking, intransitive, transitive, and di-transitive verbs, verbs that take gerunds, verbs that take infinitives
- K. Verb forms: base, past, present participle, and past participle and the uses of these forms
- L. modals and verbal expressions, in both active and passive voice, that express present and past ability, logical possibilities, advice, obligation, predictions, speculations, and logical necessity
- M. prepositional phrases of time, location, direction, and position
- N. grammar analysis as a strategy for reading comprehension and grammar mastery
- O. Use of a English language learner dictionary to contribute to knowledge of the form, meaning, use, and grammatical restrictions of words
- P. Use of technology such as Blackboard to monitor and enhance learning

#### VI. METHODS OF INSTRUCTION:

- A. **Lecture** - Instructors may choose from a variety of recognized ESL teaching approaches appropriate for specific objectives of a lesson, such as the Discourse Analysis Approach, Thematic Approach, Acculturation Approach, Contrastive Analysis Approach, Corpus Linguistics Approach, Lexical Approach, and Interactive Approaches. The emphasis, however, will be on grammar as it applies to writing and reading. Methods should enable students to question, clarify, and take responsibility for their learning especially with test taking strategies, learning strategies, and critical thinking skills through appropriate activities.
- C. Reading and writing activities to promote acquisition of learned grammar,
- D. Reading tasks which require identification of learned grammar in extended texts
- E. Problem solving tasks and activities where students are expected to reach consensus or make decisions;
- F. Tasks which enable students to develop a variety of learning strategies: repetition, categorization, restatement, comparison and contrast, identification of patterns, memorization, critical thinking, and collaboration;
- G. Writing assignments which require the use of complex grammatical structures
- H. Discourse analysis tasks where students identify target grammar in extensive reading material.

#### VII. TYPICAL ASSIGNMENTS:

- A. Writing Tasks:
- B. Write five true complex sentences about someone you know well. Do not use a pronoun as the subject of the independent clause. Each sentence should have a dependent adverb clause and one clause with the past perfect.
- C. Write five true sentences about someone you know well. Each sentence should have in infinitive of purpose to show a reason for doing or not doing something. Use at least one modal.
- D. Write five sentences about someone or something that you know well. Do not use a pronoun as the subject of the sentence. Each sentence should have at least one adjective/relative clause;
- E. Write five true sentences about something that you wish you had done, but didn't.
- F. Reading Tasks:
- G. Recognition tasks: for example, identifying prepositional phrases, subjects, verbs, direct objects, indirect objects, gerund phrases, infinitive phrases, and participial phrases in sentences and dependent clauses. For example, "Read the following paragraph aloud to your partner. After each partner reads the paragraph aloud, underline the subject once and the verb twice in each clause. Pay particular attention to the commas and the relative pronouns: who, which, and that."
- H. Cloze exercises with either random or specific deletions
- I. Weekly extensive reading
- J. Find and copy five sentences with target grammar from one paragraph in the extensive reading book.
- K. Analytical Tasks:
- L. Analyze a text to identify particular learned grammatical features. For example, "Underline the subjects once, underline the tensed verbs twice, circle the direct objects, put parentheses around the prepositional phrases in each clause in the following paragraph."
- M. Editing tasks for error detection and correction, especially for verb tense, verb form, clause formation, word order, gerund and infinitive use, and modals auxiliaries;

#### VIII. EVALUATION:

##### A. **Methods**

1. Exams/Tests
2. Quizzes
3. Papers
4. Class Work

5. Home Work

B. **Frequency**

1. Frequency: Instructors may choose how often to evaluate students with quizzes and tests. However, language learners at all levels need frequent feedback to let them know if they need to change their study techniques or develop alternative strategies for learning.
2. weekly verb tense and form quizzes
3. 6-8 quizzes of word order and sentence structure
4. 6-8 writing assignments where students create meaningful discourse using the target grammar
5. Final exam valued at 40% of the final grade.

IX. TYPICAL TEXTS:

1. Fuchs, Marjorie, Bonner, Margaret (2002). *Grammar Express Intermediate* (1st ed.). : Longman.
2. Bland, S. K; Savage, A; Mayer, P (2012). *Grammar Sense 4* (2nd edition ed.). : Oxford University Press.
3. Bunting, J; Diniz, L; Reppen, R (2013). *Grammar and Beyond 4*. : Cambridge.
4. Marquis, M, Nielsen, S, editors (2010). *One World Many Voices Living in the USA* (1st ed.). : Wingspan Press.
5. Oxford Advanced American Dictionary for learners of English. 1st edition Oxford, England; Oxford University Press. 2011

X. OTHER MATERIALS REQUIRED OF STUDENTS: