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## Course Outline for ESL 120B

### INTERMEDIATE GRAMMAR FOR WRITING AND READING II

Effective: Spring 2006

#### I. CATALOG DESCRIPTION:

ESL 120B — INTERMEDIATE GRAMMAR FOR WRITING AND READING II — 2.00 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 compound and complex sentences and short paragraphs, overview of the verb tense system in English, verb forms with gerunds and infinitives, verb forms in modifying phrases, and modals. This course also emphasizes analyzing grammar and meaning, detecting and correcting grammatical errors, and self-editing skills. Prerequisite: ESL 120A or appropriate skill level demonstrated through the ESL assessment process. Students are advised to enroll concurrently in ESL 120B and 121B. 2 hours lecture, 0-1 hours laboratory.

2.00 Units Lecture

#### Prerequisite

ESL 120A - Intermediate Grammar for Reading & Writing\*  
or

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#### Corequisite

ESL 121B - Intermediate Reading and Writing II

#### Grading Methods:

Pass/No Pass

#### Discipline:

	<u>MIN</u>
<b>Lecture Hours:</b>	36.00
<b>No Unit Value Lab</b>	18.00
<b>Total Hours:</b>	54.00

#### II. NUMBER OF TIMES COURSE MAY BE TAKEN FOR CREDIT: 2

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

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

A. ESL120A

#### IV. MEASURABLE OBJECTIVES:

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

1. analyze and select the correct verb tense, aspect and form appropriate to this level of proficiency
2. maintain subject-verb agreement
3. use gerunds and infinitives with correct form and word order
4. create a variety of sentence structures, including dependent clauses, with correct word order
5. use cohesive devices, signal words, adjectives, adverbs, and pronouns accurately
6. use modals, phrasal modals and verbal expressions in present and past tense for a variety of purposes
7. use passive voice appropriately
8. write and ask "wh" questions using correct word order with a variety of verb tenses
9. use select prepositions correctly
10. use sensory, causative verbs and verbs that take the subjunctive
11. write and interpret hypothetical questions and statements in present and past time
12. analyze and make generalizations about learned grammar
13. use learned grammar to increase reading comprehension and writing

#### V. CONTENT:

- A. Grammar terminology
- B. Overview of verb tense and aspect

- C. Analysis of verb tense meaning in discourse
- D. Clauses: adverb, adjective, noun
- E. Sentence structure
- F. Gerunds
- G. Infinitives
- H. Passive voice
  - I. Modals and verbal expressions
- J. Sensory verbs
- K. Subjunctive verbs
- L. Hypothetical Statements
- M. Articles in Discourse
- N. Analysis of grammar structures for use, form, and meaning
- O. Full length work appropriate to this level: fiction or biography

#### VI. METHODS OF INSTRUCTION:

- A. Instructors may choose from a variety of recognized ESL teaching approaches appropriate for specific objectives of a lesson, such as the Discourse Analysis Approach, the Communicative 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 the following.
- B. Communicative activities to promote acquisition of learned grammar
- C. Problem solving tasks and activities where students are expected to reach consensus or make decisions and report their findings
- D. Tasks which require computer technology for language learning: Plato, Blackboard, and/or selected web-sites
- E. 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
- F. Tasks which require identification of learned grammar in long reading and writing assignments
- G. **Written exercises and case studies** - Writing assignments which require the use of complex grammatical structures
- H. Tasks which allow for differences in learning styles, for example, collaboration, oral and written tasks, problem solving tasks and repetition

#### VII. TYPICAL ASSIGNMENTS:

- A. Analytical tasks, for example, identifying correct forms and explaining the meaning "Read the following sentences and explain how the verb tense contributes to the meaning. I lived in Los Angeles for 25 years. I have lived in Los Angeles for 25 years. I was living in Los Angeles when the Lakers won the NBA championship. If I had been living in Los Angeles then, I would have gone to some of the Laker games. Los Angeles football fans have been waiting for a new football team for over a decade. If I were living in Los Angeles now, I would probably go to art museums more often." B. Practical writing, reading, speaking and listening tasks which demonstrate or elicit certain grammatical structures C. Cloze exercises with either random or specific deletions D. Text conversion tasks, for example changing verb from one tense to another or combining sentences to create more complex sentences structure E. Dictation as a means of addressing grammatical structures F. Editing tasks for error detection or correction "Examine each verb in the following sentences to decide whether a sentence is correct or incorrect. Cross out each incorrect verb form and write the correct form above it. I have live in the United States for two years. My instructor does not please with my lack of participation in class. I did not expected you to call me so soon. Skip breakfast is not good for one's health." G. Analysis of text for recognizing particular learned grammatical features "Explain the difference in these pairs of sentences. We decided to go to the movies. We have decided to go the movies. It rained yesterday. It was raining yesterday. We had eaten when you came over to visit. We ate when you came over to visit.

#### VIII. EVALUATION:

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

1. Exams/Tests
2. Quizzes
3. Home Work
4. Other:
  - a. Reading, writing, editing tasks
    1. "Write a short paragraph about what you would have done yesterday if you had not had a test today."
  - b. Completed homework assignments
  - c. Quizzes
    1. "Write the past form, the past participle form and the present participle form of the following verbs: break, buy, come, drive, find, give, grow, hold, pay, speak."
  - d. Mid-term
  - e. Final exam
    1. "Read the statements. Then based on the information in the statement decide if sentences a and b are True or False.
      - a. If I had time, I would read the newspaper every day.
        1. I have time.
        2. I am going to read the newspaper.
      - b. If it were not so cold, I would go fishing.
        1. It is cold.
        2. I am going fishing."
    2. "Read the following paragraph, find the verb tense mistakes, and correct them. What would happen if you had never been born? George Bailey learns the answer in Frank Capra's great movie classic It's a Wonderful Life. When the movie opened, George stands on a bridge contemplating suicide. Throughout his life, he sacrificed his dreams in order to help other people. He could go to college if the family business did not need him. He would travel around the world instead of remaining in his hometown. Now, facing bankruptcy George decides to end his life by jumping into the river."

##### B. **Frequency**

1. Instructors may choose how often to evaluate students with quizzes and tests. However, the high intermediate level of developing academic language skills, students need frequent feedback to let them know if they need to change their study techniques and develop alternative strategies for learning. Frequent quizzes to evaluate newly learned grammar help students monitor their own learning

#### IX. TYPICAL TEXTS:

1. Ascher, A. *Thing About Editing: A Grammar Editing Guide for ESL Writers.*, Heinle & Heinle Publishers, 1993.
2. Byrd, Patricia *Problem/Solution: A reference for ESL Writers.*, Heinle & Heinle Publishers, 1994.
3. Cain, Joyce *Eye on Editing 2.*, Pearson Education, 2003.
4. Elbaum, S. *Grammar in Context Book 3.*, Heinle & Heinle, 1996.

5. Thewlis, Stephen *Grammar Dimensions 3*. 2nd ed., Heinle & Heinle, 1997.
6. - *Longman Dictionary of American English*., Addison Wesley Longman Limited, 2000.

X. OTHER MATERIALS REQUIRED OF STUDENTS: