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Course Outline for ESL 120A

INTERMEDIATE GRAMMAR FOR READING & WRITING*

Effective: Fall 2014

I. CATALOG DESCRIPTION:

ESL 120A — INTERMEDIATE GRAMMAR FOR READING & WRITING* — 3.00 units

This is the first semester of a one-year course in intermediate grammar for academic writing and reading designed to enable students to identify, comprehend, and use linguistic forms accurately, meaningfully and appropriately in reading and writing. The course focuses on types of sentences, clauses, and phrases, word order, verb forms, verb tenses, and on the connection between vocabulary and grammar. Prerequisite: ESL 130B or appropriate skill level demonstrated through the ESL assessment process. Students are advised to enroll concurrently in ESL 120A, 121A and 123 or 126. 3 hours lecture.

3.00 Units Lecture

Prerequisite

ESL 130B - High-Beginning Grammar for Writing and Reading*
with a minimum grade of Pass

Grading Methods:

Pass/No Pass

Discipline:

- ESL

	MIN
Lecture Hours:	54.00
Total Hours:	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. ESL130B

1. discuss English grammar using standard grammar terminology
2. distinguish subject, verb, objects, and phrases (noun, prepositional, gerund, and infinitive) in simple and compound sentences
3. apply basic grammar rules to produce correct word order in simple, compound, and complex sentences (adverb clauses), including those with verbs that have grammatical restrictions
4. identify and correctly use coordinating conjunctions (and, but, or, so) to create meaningful compound sentences.
5. identify and correctly use learned subordinating conjunctions (after, as soon as, because, before, until, when) to create meaningful dependent clauses.
6. recognize and correctly use present and past simple and progressive/continuous verb tenses with verbs in the most frequently used 0-1000 English words, including verbs with grammar restrictions, with 80% accuracy
7. identify the verbs in independent and dependent clauses as linking, intransitive or transitive with 80% accuracy
8. recognize, spell, control the use of the verb forms (base, past, past participle, and present participle) from the list of most frequently used 0-1000 words in English with 80% accuracy
9. recall, spell, and control the use of the verbs from the list of most frequently used 0-1000 words in English that can be followed by a gerund or an infinitive (enjoy learning/hope to learn) with 80% accuracy
10. demonstrate the ability to understand and use some basic modals and verbal expressions to express present and past ability, permission, possibility, advice, and necessity
11. use the correct irregular forms of learned irregular nouns, verbs, adjectives, and adverbs with 80% accuracy
12. select and use the correct high frequency prepositions of time, place, and movement with 80% accuracy
13. identify the referant and correctly use subject and object pronouns with 80% accuracy
14. use an English language learner dictionary effectively to find information about a word, including the pronunciation, part of speech, definition/s, and grammar restrictions
15. analyze and use grammar effectively to enhance reading comprehension and write short passages effectively

IV. MEASURABLE OBJECTIVES:

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

- A. Name, use, and spell grammar terms and 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 with three or four clauses;
- 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 and adjective/relative clauses), especially with verbs that have grammar restrictions;

- D. Identify and control the correct verb forms of all verb tenses: present, past, and future of the simple, progressive, perfect and perfect-progressive verb tenses with 80% accuracy;
- E. Control form, meaning, and use of simple, progressive, and perfect verb tenses;
- F. Identify verbs in written discourse as linking, intransitive, transitive with 80% accuracy;
- G. Interpret and use the passive voice in the simple, progressive, and perfect tenses;
- H. 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 0-1000 words in English with 90% accuracy and the irregular forms of verbs from the most frequently used 0-2000 words;
- I. Control the use of verbs from the list of most frequently used 0-1000 words that require either a gerund or an infinitive (enjoy learning, hope to learn) with 80% accuracy and many of the verbs from the 0-2000;
- J. 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 & modals that can refer to past time;
- K. Demonstrate mastery of the form of learned irregular nouns, adjectives, and adverbs from the list of the most frequently used 0-1000 words in English with 80% accuracy; use the correct forms of the most frequently used 0-2000 words;
- L. Interpret and use pronouns accurately in written discourse;
- M. Identify and use the correct preposition and use prepositional phrases correctly in written discourse;
- N. Use adjectives and adverbs correctly in simple, compound, and complex sentences with appropriate verb tense;
- O. Use an 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;
- P. Use technology to assist and monitor learning.

V. CONTENT:

- A. Review of basic grammar terminology, for example: parts of speech (adjective, adverb, article, conjunction, noun, preposition, verb), noun phrase, prepositional phrase, gerund phrase, infinitive phrase, infinitive of purpose, independent clause, dependent clause, relative clause/adjective clause, sentence;
- B. Review of basic parts of a sentence/clause: subject, verb, direct object, indirect object, prepositional phrase, gerund phrase, infinitive phrase, infinitive of purpose;
- C. Review of word order of simple, compound, and complex sentences, with focus on those with verbs that have grammar restrictions
- D. Review of independent clauses in compound sentences with coordinating conjunctions (and, but, or, so)
- E. Review of dependent clauses and subordinating conjunctions: adverb clauses (after, before, even, even if, when, while, etc.)
- F. Adjective/relative clauses: word order and punctuation;
- G. Verb forms of all verb tenses: present, past, and future of the simple, progressive, perfect and perfect-progressive verb tenses;
- H. Verb tense form, meaning, and use: simple, progressive, and present and past perfect
 - I. Introduction of passive voice in multiple learned tenses;
- J. Review of types of verbs: linking, intransitive, transitive, and verbs that have grammar restrictions;
- K. Verb Forms: review base form, simple past form, present participle form, and past participle forms of verbs from the list of most frequently used 0-1000 words in English and introduce the irregular verbs in the 0-2000 words in English and verbs that take gerunds or infinitives;
- L. Verb Forms: gerunds and infinitives after certain verbs, gerunds as subjects and after prepositions, and infinitives after specific adjectives and nouns, infinitives of purpose;
- M. Modals and verbal expressions to express present and past ability, logical possibility, advice/obligation, predictions, and logical necessity in non-past time & modals that can refer to past time;
- N. word forms: irregular forms of the most frequently used nouns, adjectives, and adverbs from the list of most frequently used 0-2000 words in English;
- O. Pronouns: subject, object, possessive;
- P. Prepositional phrases of place, time, and position;
- Q. Adjective and adverb use, focus on present and past participles as adjectives
- R. Extensive reading as a method of mastering vocabulary and grammar
- S. Use an English language learner dictionary to find information about a word, including the pronunciation, part of speech, type of noun, type of verb, word forms, and definition/s.
- T. Technology such as Blackboard to find homework assignments, class syllabus, instructor information and monitor progress and websites for English language learners.

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, 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. Reading and writing activities to promote acquisition of learned grammar
- C. 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;
- D. Problem solving tasks and activities where students are expected to reach consensus or make decisions;
- E. Discourse analysis tasks where students identify target grammar in extensive reading material

VII. TYPICAL ASSIGNMENTS:

- A. Writing Assignments:
 1. Write five true sentences about someone you know well. Each sentence should have a dependent adverb clause. Do not use a pronoun as the subject of the independent clause.
 2. Write five sentences about someone you know well. Each sentence should have an infinitive of purpose to show a reason for doing something.
 3. 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
- B. Reading Assignments:
 1. Recognition tasks: for example, identifying prepositional phrases, subjects, verbs, direct objects, indirect objects, gerund phrases, and infinitive 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."*
 2. Close exercises with either random or specific deletions
 3. Weekly extensive reading
 4. Find and copy five sentences with target grammar from one paragraph in the extensive reading book.
- C. Analytical Tasks:
 1. 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."*
 2. 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**

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.

1. weekly verb tense and form quizzes
2. 6-8 quizzes of word order and sentence structure
3. 6-7 writing evaluations where students create meaningful written discourse using the target grammar.
4. A program created final exam valued at 40% of the final grade.

IX. TYPICAL TEXTS:

1. Fuchs, Marjorie, Bonner, Margaret (2002). *Grammar Express Intermediate* (1st ed.). : Pearson Longman.
2. Pavlik, Cheryl (2012). *Grammar Sense 3*. : Oxford University Press.
3. Reppen, Randi (2012). *Grammar and Beyond 2*. : Cambridge.
4. Carlisi, Karen (2008). *Grammar Connection* (1st ed.). : Heinle Cengage.
5. Marquis, M, Nielsen, S, editors (2010). *One World Many Voices The Book of Firsts*. : Wingspan Press.
6. Oxford American Dictionary for learners of English. 1st edition. Oxford, England: Oxford University Press, 2011

X. OTHER MATERIALS REQUIRED OF STUDENTS: