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## Course Outline for ESL 120A

### INTERMEDIATE GRAMMAR FOR WRITING AND READING I

Effective: Spring 2006

#### I. CATALOG DESCRIPTION:

ESL 120A — INTERMEDIATE GRAMMAR FOR WRITING AND READING I — 2.00 units

This is the first semester of a one-year course in intermediate grammar for academic writing and reading designed to enable students to use linguistic forms accurately, meaningfully and appropriately in written expression. This course focuses on compound and complex sentences, verb tense and form, and modals. This course also emphasizes grammar analysis, detecting and correcting grammatical errors, and self-editing skills. Prerequisite: ESL 130B or appropriate skill level demonstrated through the ESL assessment process. Students are advised to enroll concurrently in ESL 120A and 121A. 2 hours lecture, 0-1 hours laboratory.

2.00 Units Lecture

#### Prerequisite

ESL 130B - High-Beginning Grammar for Writing and Reading\*  
or

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#### 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. ESL130B

#### IV. MEASURABLE OBJECTIVES:

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

1. discuss English using standard grammar terminology
2. analyze and make generalizations about learned grammar
3. identify and discuss the grammar of simple, compound, and complex sentences
4. apply learned grammar to create simple, compound, and complex sentences with correct word order
5. construct affirmative and negative statements, questions and short answers using a variety of verb tenses
6. analyze and select the correct verb tense, aspect and form appropriate to this level of proficiency, including learned irregular verbs
7. maintain subject-verb agreement most of the time with increasing accuracy
8. use gerunds and infinitives correctly in a variety of grammatical expressions
9. use modals and verbal expressions to express ability, possibility, necessity, and prohibition in a variety of verb tenses
10. identify, analyze, and correctly use subject, object, possessive, and reflexive pronouns with accuracy in written expression
11. ask and answer "WH" questions using correct word order with a variety of verb tenses
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 active and passive voice with increasing accuracy
15. use learned grammar to increase reading comprehension and writing
16. use learned grammar for self editing of written discourse

#### V. CONTENT:

- A. Grammar terminology
- B. Grammar analysis: word order, phrase structure, independent clause, dependent clause

- C. Dependent clauses: adverb clause, adjective clause, noun clause, conditional clause
- D. Verb tense: present, past, and future of the simple and progressive, present perfect
- E. Irregular verb forms: simple past, present participle and past participle
- F. Modals and verbal expressions
- G. Expressing similarities, differences, likes and dislikes
- H. Affirmative and negative statements and questions with a variety of verb tenses
- I. Articles
- J. Adverbs
- K. Pronouns in discourse
- L. Phrasal verbs
- M. "wh" questions
- N. Prepositions
- O. Factual conditionals
- P. Passive voice
- Q. Analysis of grammar structures for use, form, and meaning
- R. Detecting and correcting grammatical errors
- S. Self-editing practice
- T. Full length work appropriate to this level: fiction or non-fiction

#### 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 reading and writing assignments
- G. Tasks which allow for differences in learning styles, for example, collaboration, oral and written tasks, problem solving tasks and repetition

#### VII. TYPICAL ASSIGNMENTS:

A. Recognition tasks: matching, identifying correct forms, etc. B. Practical writing, reading, speaking and listening tasks which demonstrate or elicit certain grammatical structures. "Write 10 questions that you could ask your parents about their daily life when they were 15 years old. Use WH-question words in complex sentences." C. Cloze exercises with either random or specific deletions. "Read the following paragraph. Complete the sentences with an appropriate word." American society is only beginning to be concerned about the special physical and needs of its senior citizens. The is taking steps to ease the problem limited income. It is building new, offering discounts in stores and museums on buses, and providing other services, as free classes, food service, and with housework. D. Text conversion tasks, for example changing verb from one tense to another or changing nouns to pronouns. E. Dictation as a means of addressing grammatical structures F. Editing tasks for error detection or correction "Identify and correct the subject-verb errors in the following sentences." 1. Americans spends most of their lives working, being productive. 2. Many retiree do not know how to use their time, or they feels lost without their jobs. 3. Of course, many senior citizen are happy with retirement because they has time to spend with their families. G. Analysis of text for recognizing particular learned grammatical features 1. "Underline the subject once and the verb twice in the following paragraph." Work is a very important part of life in the United States. When the early Protestant immigrants came to this country, they brought the idea that work was the way to God and heaven. This attitude, the Protestant work ethic, still influences America today. Work is not only important for economic benefits, the salary, but also for social and psychological needs. The feeling of doing something productive. For most Americans, their work defines them: They are what they do. What happens, then, when a person can no longer work?

#### VIII. EVALUATION:

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

- 1. Quizzes
- 2. Home Work
- 3. Other:
  - a. Reading, writing, and editing tasks
    - 1. "Write a paragraph about someone's accomplishments. It can be someone famous or someone you know. Use the present perfect with since or for."
    - 2. "Imagine you and a friend are giving a party tonight. Leave a note for your friend to explain what you've already done and what you haven't done."
  - b. Completed homework assignments
  - c. Quizzes
    - 1. "Write the simple present, the simple past and the present perfect of the following irregular verbs: bring, burn, choose, feel, forgive, have, leave, prove, speak, write."
    - 2. "Find and correct the mistakes in the following sentences."
    - 3. Has Jeff decide to change jobs?
    - 4. Don't forget buying subway tickets.
    - 5. Have your father always been a banker?
    - 6. How long you have been studying English?"
  - d. Mid-term
  - e. Final exam
    - 1. "Complete the following sentences. Use the present perfect of the present perfect progressive."
    - 2. I (clean) the house all day, and it is still a mess.
    - 3. Ali (live) in Livermore for five years.
    - 4. Sandra (come, not) to class for several days. I wonder if she is sick."

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

- 1. Instructors may choose how often to evaluate students with quizzes and tests. However, at the 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 helps students monitor their own learning

#### IX. TYPICAL TEXTS:

1. Cain, Joyce, S. *Eye on Editing 1.*, Pearson Education, 2002.
2. Elbaum, S. *Grammar in Context Book 2.*, Heinle & Heinle, 1996.
3. Riggernbach, Samuda *Grammar Dimension 2*. 2nd ed., Heinle & Heinle, 1997.
4. - *Longman Dictionary of American English.*, Addison Wesley Longman, 2000.

X. OTHER MATERIALS REQUIRED OF STUDENTS:

- A. English Language Learners Dictionary