

## Course Outline for ESL 120A

### INTERMEDIATE GRAMMAR FOR WRITING AND READING I

Effective: Fall 2014

#### I. CATALOG DESCRIPTION:

ESL 120A — INTERMEDIATE GRAMMAR FOR WRITING AND READING I — 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 for reading and writing. This course focuses on types of sentences, clauses, and phrases, word order, verb tenses, verb forms, 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 and 121A. 3 hours lecture.

3.00 Units Lecture

#### Prerequisite

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

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#### 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. ESL130B

#### IV. MEASURABLE OBJECTIVES:

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

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

## 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, especially sentences with di-transitive verbs (assign, award, deny, render, etc.);
- 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 and verbs with grammatical restrictions: linking, intransitive, transitive,
- 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 and use: 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 used to add meaning and modify nouns and verbs in a sentence;
- 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. 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: A. Reading and writing activities to promote acquisition of learned grammar, especially in laboratory assignments; B. Discourse analysis tasks where students identify target grammar in extensive reading material. C. Problem solving tasks and activities where students are expected to reach consensus or make decisions; D. Tasks which allow for differences in learning styles, for example, collaboration, oral and written tasks, problem solving tasks and repetition; 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. Computer assisted language learning such as Blackboard to find homework assignments, class syllabus, instructor information and monitor progress as well as websites for English language learners to practice learned grammar.

## VII. TYPICAL ASSIGNMENTS:

### Writing Tasks:

- A. 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.**
- B. Write five sentences about someone you know well. Each sentence should have in infinitive of purpose to show a reason for doing something.**
- C. 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**

### Reading Tasks:

- A. 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."**
- B. Cloze exercises with either random or specific deletions**
- C. Weekly extensive reading**
- D. Find and copy five sentences with target grammar from one paragraph in the extensive reading book.**

### Analytical Tasks:

- A. 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."**
- B. 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

### 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