

Course Outline for ESL 130B

HIGH-BEGINNING GRAMMAR FOR WRITING AND READING*

Effective: Fall 2014

I. CATALOG DESCRIPTION:

ESL 130B — HIGH-BEGINNING GRAMMAR FOR WRITING AND READING* — 3.00 units

This is the second semester of a one-year course in beginning grammar for academic purposes designed to enable students to identify and use linguistic forms accurately, meaningfully and appropriately in written expression. The course focuses on simple and compound sentences, word order, verb tenses: simple present, past, and future as well as present and past progressive, verb forms, modals, phrases, and vocabulary development. Prerequisite: ESL 130A or appropriate skill level demonstrated through the ESL assessment process. Students are advised to enroll concurrently in ESL 130B, 131B, and 133 or 136. 3 hours lecture.

3.00 Units Lecture

Prerequisite

ESL 130A - Beginning Grammar for Writing and Reading*
with a minimum grade of pass

Grading Methods:

Pass/No Pass

Discipline:

| | <u>MIN</u> |
|-----------------------|------------|
| 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. ESL130A

1. name, use, and spell basic grammar terminology
2. distinguish subject, verb, and object in simple and compound sentences
3. apply basic grammatical rules to produce the correct word order in simple and compound sentences
4. Choose the correct verb tense and use of the simple present, simple past, and present progressive verb tense with 80% mastery of the verbs in the 0-500 most frequent words in English
5. recognize and use non-action/stative verbs with the correct verb tense with 80% mastery
6. identify verbs in a sentence as linking, intransitive, or transitive
7. recall and use the correct simple past and past participle forms of verbs from the list of most frequently used 0-500 words in English, especially the irregular verbs, with 80% mastery
8. use the correct form of learned irregular nouns, adjectives, and adverbs from the list of the most frequently used 0-500 words in English
9. select and correctly use high frequency prepositions
10. use an English language learner dictionary effectively to find information about a word, including the pronunciation, the part of speech, the type of noun, the type of verb, multiple word forms, and definition/s
11. analyze and make generalizations about learned grammar
12. Use technology effectively to enhance, assist, and monitor learning

IV. MEASURABLE OBJECTIVES:

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

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 referent 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
- 16. use technology effectively to enhance and monitor learning

V. CONTENT:

- A. basic grammar terminology, for example noun phrase, prepositional phrase, gerund phrase, infinitive phrase, clause, sentence, subject, verb, direct object, parts of speech, etc
- B. basic parts of a sentence/clause: subject, tensed verb, direct object, indirect object, infinitive of purpose
- C. independent clauses and compound sentences with and, but, or, and so
- D. dependent adverb clauses with subordinating conjunctions: after, as soon as, because, before, if, until, when
- E. word order of simple, compound, and complex sentences, especially with verbs that have grammar restrictions (bring, hand, tell, write), and noun and prepositional phrases
- F. verb tense: simple present and past, present and past progressive/continuous, and present perfect
- G. types of verbs: linking, intransitive, transitive
- H. verb form and use for all the verbs from the list of most frequent 0-1000 words in English: base, past, past participle, present participle
- I. verbs from the list of the most frequent 0-1000 words in English with unique grammar restrictions: non-action verbs, di-transitive verbs, verbs followed by gerunds, verbs followed by infinitives;
- J. modals and verbal expressions: present and past ability, permission, possibility, advice, and necessity
- K. word forms of irregular nouns, verbs, adjectives, and adverbs
- L. pronouns: subject, object, and possessive
- M. high frequency prepositions and prepositional phrases (time, place, movement)
- N. extensive reading as a method of mastering vocabulary and grammar
- O. use of an English language learner dictionary to find information about a word, including pronunciation, part of speech, type of noun, type of verb, word forms, and definition/s

VI. METHODS OF INSTRUCTION:

- A. Discourse analysis tasks where students identify target grammar in extensive reading material.
- B. Tasks which enable students to develop a variety of learning strategies, particularly tasks which develop memorization, critical thinking, and collaboration
- C. **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
- D. Tasks which enable students to develop a variety of learning strategies, particularly tasks which develop memorization, critical thinking, and collaboration
- E. Reading and writing activities to promote acquisition of learned grammar
- F. Problem solving tasks and activities where students are expected to reach consensus or make decisions

VII. TYPICAL ASSIGNMENTS:

Writing tasks

- a. write five true sentences about someone you know well. Tell about what the person likes to do during his/her free time. Do not use a pronoun as the subject of the sentence. Use appropriate adverbs of frequency
- b. write five true sentences about someone you know well. Tell about things the person does very well. Do not use a pronoun as the subject of the sentence. Use appropriate adverbs of manner.
- c. write five true sentences using an infinitive of purpose to give the reason for the action. Do not write about yourself and do not use a pronoun as the subject of the sentence.

Reading Tasks

- a. recognition tasks: for example, identifying prepositional phrases, subjects, tensed verbs, direct objects, gerund phrases, infinitive phrases, infinitive of purpose phrases, or other structures in reading passages.
- b. cloze exercises with either random or specific deletions.
- c. weekly extensive reading assignments
- d. find and copy five sentences with target grammar from one section/essay of an extensive reading book.

Analytical tasks

- a. Conversion tasks: for example, changing verbs from one tense to another and adding the appropriate adverbs, changing nouns to pronouns, and/or sentence combining
 - b. text analysis tasks: identify specific grammar in the reading passage
- editing tasks: for example, identifying and correcting verb tense, verb form, pronouns, preposition errors.

VIII. EVALUATION:

A. **Methods**

- 1. Exams/Tests
- 2. Quizzes
- 3. Class Work
- 4. Home Work

B. **Frequency**

At the high beginning 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.

- a. Weekly verb tense and form quizzes
- b. three or four tests to measure mastery of learned grammar through reading and identifying correct forms
- c. five writing evaluations where students create meaningful discourse using the target grammar
- d. A program created final exam valued at 40% of the final grade

IX. TYPICAL TEXTS:

1. Badalamenti, V. & Henner-Stanchina, C. (2008). *Grammar Dimensions 2* (4th ed.). Boston, MA: cengage.
2. Elbaum, S. (2010). *Grammar in Context 2* (5th ed.). Boston, MA: cengage.
3. Marquis, M. & Nielsen, S. (2010). *One World Many Voices World Holidays*. Livermore, CA: Wingspan Press.
4. Fuchs, Marjorie, Bonner, Margaret (2004). *Grammar Express Basic*. : Longman.
5. Fuchs, Marjorie, Bonner, Margaret (2004). *Grammar Express Basic Workbook*. : Longman.
6. Pavlik, Cheryl (2012). *Grammar Sense 2* (2nd edition ed.). : Oxford University Press.
7. Oxford American Dictionary for Learners of English. Oxford University Press. 2011

X. OTHER MATERIALS REQUIRED OF STUDENTS: