

## Course Outline for ESL 130B

### HIGH-BEGINNING GRAMMAR FOR READING AND WRITING

Effective: Fall 2019

#### I. CATALOG DESCRIPTION:

ESL 130B — HIGH-BEGINNING GRAMMAR FOR READING AND WRITING — 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. Students are advised to enroll concurrently in ESL 130B and 131B, and 133 or 136.

3.00 Units Lecture

#### Prerequisite

NESL 230A - Beginning Grammar for Reading and Writing  
with a minimum grade of P  
or

ESL 130A - Beginning Grammar for Reading and Writing  
with a minimum grade of P  
or placement through the ESL assessment process

#### Grading Methods:

Pass/No Pass

#### Discipline:

- ESL

	<u>MIN</u>
<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. NESL230A

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. Comprehend and use verbs in the "0-500 Most Frequent Words" list in the simple present, simple past, and present progressive verb tense
5. Comprehend and use non-action/stative verbs
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 on the "0-500 Most Frequent Words" list
8. Comprehend and use basic modals and verbal expressions to express ability in the present and past
9. Comprehend and use the correct form of irregular nouns, adjectives, and adverbs on the "0-500 Most Frequently Used Words" list
10. Comprehend and use high frequency prepositions
11. 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

##### B. 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. Comprehend and use verbs in the "0-500 Most Frequent Words" list in the simple present, simple past, and present progressive verb tense
5. Comprehend and use non-action/stative verbs
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 on the "0-500 Most Frequent Words" list
8. Comprehend and use basic modals and verbal expressions to express ability in the present and past
9. Comprehend and use the correct form of irregular nouns, adjectives, and adverbs on the "0-500 Most Frequently Used Words" list

10. Comprehend and use high frequency prepositions
11. 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

#### IV. MEASURABLE OBJECTIVES:

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

- A. Discuss English grammar using standard grammar terminology
- B. Distinguish subject, verb, objects, and phrases (noun, prepositional, gerund, and infinitive) in simple and compound sentences
- C. Apply basic grammar rules to produce correct word order in simple, compound, and complex sentences (adverb clauses)
- D. Identify and correctly use coordinating conjunctions (and, but, or, so) to create meaningful compound sentences
- E. Identify and correctly use learned subordinating conjunctions ( after, as soon as, because, before, until, when) to create meaningful dependent clauses
- F. Recognize and correctly use present, past, and future simple, and present and past progressive verb tenses with verbs in the most "500-1000 Most Frequent Words" list
- G. Identify verbs in sentences as transitive, intransitive, or linking
- H. Recognize, spell, and use the base, past, past participle, and present participle forms of verbs from the "500-1000 Most Frequent Words" list
- I. Identify and use verbs from the "500-1000 Most Frequent Words" list that are followed by gerunds or infinitives
- J. Identify and correctly use modals/modal expressions for present/past ability, permission, request, present guess/possibility, present necessity, and present advice
- K. Identify and correctly use the irregular forms of nouns, verbs, adjectives, and adverbs from the "500-1000 Most Frequent Words" list
- L. Identify and correctly use high frequency prepositions of time, place, and movement
- M. Identify the referent and correctly use subject and object pronouns
- N. Use an English language learner dictionary effectively to find information about a word, including the pronunciation, part of speech, definition/s, and grammar restrictions
- O. Analyze and use grammar effectively to enhance reading comprehension and write short passages effectively
- P. Use technology (Canvas, etc.) effectively to enhance and monitor learning

#### V. CONTENT:

- A. Parts of Speech
- B. Basic parts of a sentence (subject, verb, direct object, indirect object, noun phrase, prepositional phrase, gerund phrase, infinitive phrase, clause, sentence)
- C. Independent clauses and compound sentences with "and," "but," "or," and "so"
- D. Dependent adverb clauses with subordinating conjunctions of time (after, as soon as, because, before, until, when)
- E. Word order
  1. Simple, compound, and complex sentences, adverbs, prepositional phrases
- F. Verbs
  1. Verb Types
    - a. Review transitive, intransitive, linking, action, non-action
  2. Verb Tense
    - a. Review simple present, simple past, present progressive/continuous
    - b. Form, meaning, and use of past progressive and simple future
  3. Verb Forms
    - a. Base, simple past, past participle and present participle forms of verbs on the "500-1000 Most Frequent Words" list
    - b. Form, meaning, and use of gerunds and infinitives, including infinitives of purpose
    - c. Verbs on the "500-1000 Most Frequent Words" list that are followed by gerunds or infinitives
- G. Modals
  1. Modals/modal expressions for present/past ability, permission, request, present guess/possibility, present necessity, and present advice
- H. Word Forms
  1. Forms of nouns, adjectives, and adverbs on the "500-1000 Most Frequent Words" list
- I. Pronouns
  1. Subject, object, and possessive
- J. Prepositions
  1. High frequency prepositions and prepositional phrases (time, place, movement)
- K. Dictionary
  1. 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
- L. Technology
  1. Use of course website (such as Canvas) to find homework assignments, class syllabus, posted activities and links, instructor information, etc.

#### VI. METHODS OF INSTRUCTION:

- A. **Lecture** - for example, explaining the formation and use of simple future tense
- B. **Classroom Activity** - for example, analysis of grammar in an authentic text
- C. **Discussion** - for example, small group discussion of the similarities between past progressive and future progressive tenses
- D. **Individualized Instruction** - for example, one-on-one instruction to assist with a student's formation of the future progressive tense
- E. **Projects** - for example, individual or small group projects covering a specific grammar topic

#### VII. TYPICAL ASSIGNMENTS:

- A. Writing tasks
  1. Write five sentences. Each sentence should include a coordinating conjunction
  2. Write five sentences. Each sentence should include an adverb of frequency.
  3. Write five sentences. Each sentence should include an adverb of manner.
  4. Write five sentences. Each sentence should include a verb in the future progressive tense.
- B. Reading/Analysis Tasks
  1. Identify prepositional phrases, subjects, tensed verbs, direct objects, gerund phrases, infinitive phrases, infinitive of purpose phrases, or other structures in reading passages.
  2. Complete cloze exercises with either random or specific deletions.
  3. Find and copy five sentences with target grammar from one section/essay of an extensive reading book.
  4. Changing verbs from simple past/past progressive into simple future/future progressive in a paragraph.
  5. Identify specific grammar in the reading passage.
  6. Edit this passage to correct errors in verb tense and verb form.

#### VIII. EVALUATION:

##### **Methods/Frequency**

- A. Exams/Tests

- Minimum of two, including a department-created comprehensive final
- B. Quizzes
  - Minimum of every other week
- C. Class Work
  - Weekly
- D. Home Work
  - Approximately 6 hours per week

IX. TYPICAL TEXTS:

1. Fuchs, M., & Bonner, M. (2004). *Grammar Express Basic With Answer Key* (1 ed.). White Plains, New York: Pearson Education, Inc.
2. Elbaum, S. (2016). *Grammar in Context 1* (6 ed.). Boston, Massachusetts: Cengage.
3. Marquis, M., & Nielsen, S. (2010). *One World Many Voices: World Holidays* (1 ed.). Livermore, CA: Wingspan Press.
4. Fuchs, M., & Bonner, M. (2004). *Grammar Express Basic Workbook* (1 ed.). White Plains, New York: Pearson Education, Inc.
5. Murphy, R. (2017). *Basic Grammar in Use Student's Book with Answers and Interactive eBook* (4 ed.). New York, New York: Cambridge University Press.
6. Longman Dictionary of American English, 5th Edition, Pearson Education, Inc., 2014

X. OTHER MATERIALS REQUIRED OF STUDENTS: