

ESL-1110: ENGLISH AS A SECOND LANGUAGE: GRAMMAR FOR COMMUNICATION I

Cuyahoga Community College

Viewing: ESL-1110 : English as a Second Language: Grammar for Communication I

Board of Trustees:

March 2023

Academic Term:

Fall 2023

Subject Code

ESL - English As A Second Language

Course Number:

1110

Title:

English as a Second Language: Grammar for Communication I

Catalog Description:

English for non-native speakers. Understanding of basic grammar structures of American English and practice in producing them. Focus on form, meaning and use in oral and written communication.

Credit Hour(s):

4

Lecture Hour(s):

3

Lab Hour(s):

2

Other Hour(s):

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Requisites

Prerequisite and Corequisite

ESL-1030 Basic Grammar for Communication and ESL-1020 Basic Reading and Writing; or placement by ESL assessment exam.

Outcomes

Course Outcome(s):

Recognize and distinguish among the forms, meanings, and functions of high-beginning structures in grammar, listening, and speaking in aural, oral and written exercises.

Objective(s):

1. Distinguish between verbs, pronouns, nouns, subjects, articles, adjectives, adverbs, and prepositional phrases in sentences.
2. Distinguish between and demonstrate the ability to use present modals of ability, permission, request, possibility, advice, necessity, and suggestion.
3. Distinguish between and demonstrate the ability to use adverbs of frequency, manner and degree.

Course Outcome(s):

Employ high-beginning structures to produce effective aural, oral and written communication.

Objective(s):

1. Create syntactically correct sentences with appropriate adverbs of frequency.
2. Use high beginning level adverbs of frequency, manner, and degree.
3. Select correct high frequency prepositions of time and place.

4. Create affirmative and negative statements with correct word order.
 5. Compose and respond to yes/no and information questions in simple present, present progressive, simple past, and future (with both *will* and *be going to*).
 6. Use verb tenses appropriately to create sentences in simple present, present progressive, simple past, and future (with both *will* and *be going to*).
 7. Apply the rules of subject/verb agreement.
 8. Use modals of ability, permission, request, possibility, advice, necessity, and suggestion appropriately.
 9. Apply the rules for subject, object, and demonstrative pronouns, as well as for possessive adjectives.
 10. Combine singular and plural nouns with adjectives and determiners (articles, quantifiers, and measures).
 11. Compare nouns using appropriate forms of comparative and superlative adjectives.
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Methods of Evaluation:

1. Individual, pair, group, and class assignments from
 - a. textbooks
 - b. online sources
 - c. supplemental web sites
 - d. activities designed by the instructor
2. Oral, aural, and written quizzes and examinations
3. Oral and written dialogues
4. Controlled compositions
5. Dictations

Course Content Outline:

- a. Verbs
 - i. Simple Present
 - ii. Present Progressive
 - iii. Imperatives
 - iv. Past (regular and irregular)
 - v. Simple Future (be going to, will)
 1. Inflected endings *-s* and *-d*: spelling & pronunciation
 - vi. *Go* + gerunds
 - vii. *Need, want, would like, plan* + infinitive
 - viii. *Can, Could, Would, May, Might Should, Must, Have to, Let's*
 1. *can* for
 - a. ability (also: *know how to/be able to*)
 - b. informal permission
 - c. informal request
 2. *could* for
 - a. past ability
 - b. possibility
 - c. polite request
 - d. permission
 3. *should* for advice
 4. *would* for request
 5. *may* for
 - a. permission
 - b. possibility
 6. *might* for possibility
 7. *must/ have to* for necessity
 8. *let's* for suggestion
- b. Pronouns
 - i. Subject versus object pronouns
 - ii. Possessive pronouns (*mine, yours, his, hers, its, ours, theirs*)
 - iii. Demonstratives (*this, that, these, those*: for example, *This is his book.*)
- c. Nouns
 - i. Proper versus common nouns
 - ii. Possessive nouns (e.g. *John's*)

- iii. Count versus non-count nouns
- iv. Singular and plural nouns (including high frequency irregulars)
- v. Nouns as subjects and objects
- d. Articles
 - i. *a* versus *an*
 - ii. *a/an* versus *the*
 - iii. *a/an/the* versus \emptyset (no article)
 - iv. 1st mention versus 2nd mention
 - v. uniqueness
- e. Quantifiers & measures
 - i. *how much / how many*
 - ii. *some, any, a few, a little, many, much, a lot, several, all, no*
 - iii. *a piece of, a slice of, a cup of, a glass of, etc.*
- f. Adjectives
 - i. Descriptive adjectives
 - ii. Demonstrative adjectives (for example: *This book is good.*)
 - iii. Possessive adjectives (*my, your, his, her, its, our, their*)
 - iv. Comparatives & superlatives (*-er, more; -est, the most; good, better, best*)
- g. Adverbs
 - i. Adverbs of frequency (*always, almost always, usually, frequently, often, sometimes, almost never, rarely, seldom, never*)
 - ii. adverbs of manner (*-ly, fast, hard, well, early, late*)
 - iii. adverbs of degree (*too, very*)
- h. Prepositional Phrases of Time and Place
- i. Sentences
 - i. Patterns in affirmative and negative statements
 1. Subject + Intransitive Verb (+ adverb)
 2. Subject + Transitive Verb + Object (+ adverb)
 3. Subject + *be/become* + noun
 4. Subject + *be/* linking verb + adjective
 5. Subject + *be* + adverb of (+ place) (+ time)
 6. There + *be* + noun (+ adverb of place/ time); *it* vs. *there*
 - ii. Sentences with compound verbs with '*and*' and '*or*' (for example: *Mike is eating and drinking. / Bob will study or watch a movie.*)
- j. Questions
 - i. Yes/ no questions and short answers
 - ii. Information questions (*who, what, when, where, why, which, what time, how...*)
 - iii. about the object with '*who*' and '*what*'
 - iv. about the subject with '*who*' and '*what*'

Resources

Azar, Betty Schramper. *Basic English Grammar*. 5th edition. White Plains, NY: Longman Pearson, 2021.

Celce-Murcia, Marianne and Diane Larson-Freeman. *The Grammar Book: An ESL/EFL Teacher's Course*. 3rd edition. Boston: Heinle & Heinle, 2015.

Ediger, Anne M. Randee Falk and Mari Vargo. *Grammar for Language Learners Elements of Success 1*. Oxford: Oxford University Press, 2014.

Elbaum, Sandra. *Grammar in Context 1*. 7th edition. Boston: National Geographic Cengage Learning, 2020.

Folse, Keith. *Keys to Teaching Grammar to English Language Learners*. 2nd. Ann Arbor, MI: University of Michigan Press, 2016.

Molinsky, Steven, and Bill Bliss. *Side by Side Plus Book & etext 1*. 3rd edition. White Plains, New York, 2016.

Rylance, Connie and Andrea Kevech. *New Ways in Teaching Grammar*. 2nd. TESOL Press, 2018.

Schoenberg, Irene. *Focus on Grammar 2*. 5th edition. White Plains, NY: Pearson Education, 2016.

Ur, Penny. *Grammar Practice Activities: A Practical Guide for Teachers*. 2nd. New York: Cambridge University Press, 2009.

Resources Other

- a. The Longman Dictionary of American English. 5th edition.
White Plains, NY: Pearson Education, 2014.
2. The Longman Dictionary of Contemporary English online <https://www.ldoceonline.com/>

Top of page

Key: 1913