

# ESL-1210: ENGLISH AS A SECOND LANGUAGE: GRAMMAR FOR COMMUNICATION II

---

## Cuyahoga Community College

**Viewing: ESL-1210 : English as a Second Language: Grammar for Communication II**

**Board of Trustees:**

May 2023

**Academic Term:**

Fall 2023

**Subject Code**

ESL - English As A Second Language

**Course Number:**

1210

**Title:**

English as a Second Language: Grammar for Communication II

**Catalog Description:**

English for non-native speakers. Understanding of intermediate 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):**

0

## Requisites

**Prerequisite and Corequisite**

ESL-1110 Grammar for Communication I, ESL-1121 English as a second Language: Reading and Writing I, and ESL-1131 Speaking and Listening I or placement by ESL assessment Exam.

## Outcomes

**Course Outcome(s):**

Recognize and distinguish among the forms, meanings, and functions of intermediate structures of English grammar while listening, speaking, reading, and writing English.

**Objective(s):**

1. Distinguish between verbs, pronouns, nouns, subjects, objects, articles, adjectives, adverbs, and prepositional phrases in sentences
2. Distinguish between and demonstrate the ability to use comparative, superlative, and equative adjectives and adverbs
3. Distinguish between passive and active voice sentences in simple present and simple past tenses
4. Distinguish between and demonstrate the ability to use present modals of ability, permission, request, impossibility, advice, warning, necessity, logical conclusion, lack of necessity, and prohibition
5. Distinguish between and demonstrate the ability to use past modals of ability, repeated habits (used to/would), necessity, and lack of necessity
6. Distinguish between and demonstrate the ability to use gerunds and infinitives for different verbs in various sentence patterns
7. Distinguish between simple present, present progressive, simple past, past progressive, future, present perfect, present perfect progressive and their associated time words and expressions.
8. Distinguish between base (simple), past, and participial forms of verbs.

---

**Course Outcome(s):**

Employ intermediate structures to produce effective aural, oral, and written communication at the sentence level and longer.

**Objective(s):**

1. Apply the rules for subject, object, possessive, and reflexive pronouns
2. Combine singular and plural nouns with adjectives, articles, and noun markers to make noun phrases
3. Use count and non-count nouns with the appropriate noun markers, articles, or expressions of quantity
4. Use apostrophes or "of" to create possessive forms of singular and plural nouns
5. Distinguish between and demonstrate the ability to use base (simple) and past verb forms and past participles with support.
6. Distinguish between and demonstrate the ability to use comparative, superlative, and equative adjectives and adverbs
7. Create complex sentences using time clauses in simple present, present progressive, simple past, past progressive, future, present perfect, and present perfect progressive tenses
8. Create appropriate sentences with real conditionals in present and future
9. Apply intermediate grammatical rules to produce simple and complex affirmative and negative sentences with correct word order in simple present, present progressive, simple past, past progressive, present perfect, present perfect progressive and future.
10. Construct passive sentences in simple present and simple past tenses
11. Transform passive statements into passive questions
12. Compose and respond to yes/no and information questions in simple present, present progressive, simple past, past progressive, present perfect, present perfect progressive, and future.
13. Demonstrate the ability to use the following verb tenses and their associated time words and expressions appropriately for intended meaning: simple present, present progressive, simple past, past progressive, present perfect, present perfect progressive, and future
14. Apply the rules of subject/verb agreement
15. Distinguish between and demonstrate the ability to use present modals of ability, permission, request, impossibility, advice, warning, necessity, logical conclusion, lack of necessity, and prohibition
16. Distinguish between and demonstrate the ability to use past modals of ability, repeated habits (used to/would), necessity, and lack of necessity
17. Distinguish between and demonstrate the ability to use gerunds and infinitives for different verbs in various sentence patterns
18. Create syntactically correct statements and questions with appropriate adverbs of manner and frequency

---

**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 and their time words and expressions
  - i. Simple Present
  - ii. Present Progressive
  - iii. Past (regular and irregular)
  - iv. Past Progressive
  - v. Future (*be going to, will*, present progressive, simple present)
  - vi. Present Perfect
  - vii. Present Perfect Progressive
  - viii. Inflected endings
    1. -s spelling and pronunciation
    2. -d spelling and pronunciation
    3. -ing spelling
    4. irregular past participle spelling and pronunciation
  - ix. Modals: *can, could, would, used to, may, might, should, ought to, had better, must, have (got) to*

1. *can* for
  - a. ability (also: *know how to / be able to*)
  - b. informal permission
  - c. informal request
  - d. prohibition (*can't*)
  - e. impossibility (*can't*)
2. *could* for
  - a. past ability
  - b. possibility
  - c. polite request
  - d. permission
  - e. impossibility (*could not*)
3. *would* for
  - a. request
  - b. repeated habit with action verbs
4. *used to* for past habits
5. *may* for
  - a. permission
  - b. possibility
6. *might* for possibility
7. *should* for advice
8. *ought to* for advice
9. *had better* for warning
10. *must / have to* for
  - a. necessity
  - b. logical conclusion
  - c. lack of necessity (*not have to*)
  - d. prohibition (*must not*)
- x. Infinitives and Gerunds
  1. Gerunds as subjects
  2. Gerunds as objects
  3. Gerunds as objects of prepositions
  4. Infinitives as objects
  5. Infinitives after Subject + Be + Adjective
  6. Infinitives of purpose (*in order to . . .*)
  7. *Go* + gerunds
  8. Verbs that can be followed by Gerunds and Infinitives
  9. Verbs that change meaning when followed by Gerunds or Infinitives (*remember, stop, regret, forget*)
- b. Adverbs
  - i. of manner
  - ii. of frequency
  - iii. of time
- c. Nouns
  - i. Count and non-count: quantifiers and expressions of quantity
  - ii. Articles and other noun markers
  - iii. Possessives
- d. Pronouns: personal, possessive, and reflexive
- e. Comparative and superlative adjectives and adverbs (Review)
  - i. Comparative forms
    1. Equatives (*as . . . as; just as*)
    2. Irregular forms
    3. Double comparatives (*bigger and bigger*)
    4. Comparatives with *less than* vs. *not as . . . as; much / far / a lot*
    5. Two comparative adjectives to show cause and effect (*the faster, the better*)
    6. *The same as / different from / similar to*
    7. *Like / alike*
  - ii. Superlative forms

1. Superlatives with *the most / the least*
  2. Superlatives with *ever*
- f. Time clauses and real conditionals
- i. Time clauses with *before, after, as soon as, when, while* (with a progressive verb), *until, since*
  - ii. Real "if" clauses / "unless" clauses
- g. Questions
- i. Yes / no questions and short answers
  - ii. Information questions (including subject vs. object questions) using present, present progressive, simple past, future (will and be going to) present perfect, and present perfect progressive
  - iii. Tag questions using present, present progressive, simple past, future (will and be going to) present perfect, present perfect progressive, and modals

## Resources

Azar, Betty Schramper. *Fundamentals of English Grammar*. 5th ed. Englewood Cliffs, NJ: Pearson Longman, 2019.

---

Carne, Paul. *Grammar Explorer*. National Geographic Cengage, 2014.

---

Celce-Murcia, Marianne and Diane Larson-Freeman. *The Grammar Book*. 3rd ed. Boston: Heinle Cengage Learning, 2015.

---

Crawford, William J. *Teaching Grammar, Revised*. TESOL Press, 2020.

---

Ediger, Anne M. & Lee, Linda. *Elements of Success 2 w/ Essential Practice*. Oxford, 2014.

---

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

---

Elbaum, Sandra N. *Grammar in Context 2*. 7th ed. Boston: Heinle Cengage Learning, 2021.

---

Fuchs, Marjorie & Bonner, Margaret. *Focus on Grammar 3: An Integrated Skills Approach*. 5th ed. White Plains, NY: Pearson Education, 2016.

---

Krashen, Stephen. *Exploration in Language Acquisition and Use*. Heinman, 2003.

---

Molinsky, Steven, and Bill Bliss. *Side by Side Plus w/ CD Books Two and Three and e-text*. 1st ed. White Plains, NY: Pearson, 2015.

---

Pavlik, Cheryl. *Grammar Sense 2*. 2nd ed. Oxford, 2012.

---

Reppen, Randi. *Grammar and Beyond 2*. 2nd ed. . New York: Cambridge University Press, 2019.

---

Rylance, Connie & Andrea Kevech. *New Ways in Teaching grammar*. 2nd ed. TESOL Press, 2018.

---

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

Top of page  
Key: 1918