

ESL-1310: ENGLISH AS A SECOND LANGUAGE: GRAMMAR FOR COMMUNICATION III

Cuyahoga Community College

Viewing: ESL-1310 : English as a Second Language: Grammar for Communication III

Board of Trustees:

May 2023

Academic Term:

Fall 2023

Subject Code

ESL - English As A Second Language

Course Number:

1310

Title:

English as a Second Language: Grammar for Communication III

Catalog Description:

English for non-native speakers. Understanding of advanced 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-1210 Grammar for Communication II, ESL-1221 Reading and Writing II, and ESL-1231 Speaking II; or placement by ESL assessment exam.

Outcomes

Course Outcome(s):

Identify the form, meaning, and function of the grammatical structures and use them appropriately in both oral and written exercises.

Objective(s):

1. Identify and use the form, meaning and function of simple and progressive tenses (simple present, simple past, present progressive, past progressive, simple future with with and be going to, future progressive) verbally and in writing.
 2. Identify and use the form, meaning, and function of present perfect, past perfect, future perfect, present perfect progressive and past perfect progressive, both verbally and in writing.
 3. Identify and use the form, meaning, and function of modals in basic, progressive, and perfect forms, both verbally and in writing.
 4. Identify and use the form, meaning, and function of passive verbs, both verbally and in writing.
 5. Identify and use the form, meaning, and function of noun clauses, both verbally and in writing.
 6. Identify and use the form, meaning, and function of adjective clauses, both verbally and in writing.
 7. Identify and use the form, meaning, and function of conditional clauses and wishes, both verbally and in writing.
 8. Identify and use the form, meaning, and function of gerunds and infinitives, both verbally and in writing.
-

Course Outcome(s):

Apply advanced grammatical rules to produce complex sentence patterns in all tenses, both verbally and in writing.

Objective(s):

1. State opinions and communicate abstract concepts.
 2. Ask and answer questions using complex sentence patterns and all verb tenses, forms, and aspects.
 3. Report what others say and ask using reported speech and noun clauses.
 4. Use the modal verbs appropriately in present, future, and past contexts
 5. Construct real and unreal conditional sentences in all time frames.
 6. Create all types of adjective clause sentences.
 7. Create passive and active voice sentences in all tenses and with modals.
-

Methods of Evaluation:

- a. Oral and aural exercises and conversation
- b. Assignments from text books, online materials, and activities designed by the instructor
- c. Quizzes and examinations
- d. Writing assignments using sentences and short paragraphs

Course Content Outline:

- a. Verbs and their time words and expressions
 - i. Present tenses and aspects
 1. Simple present
 2. Present progressive
 3. Present perfect
 4. Present perfect progressive
 - ii. Past tenses and aspects
 1. Simple past
 2. Past progressive
 3. Past perfect
 4. Past perfect progressive
 - iii. Future tenses and aspects
 1. Simple future ("will" vs "be going to")
 - iv. Modals and modal-like expressions
 1. Simple modals and modal-like expressions to express ability, advice, necessity, possibility, degrees of certainty, logical conclusion, intention, and expectation.
 2. Progressive modals and modal-like expressions to express degrees of certainty and to make inferences in "now" time.
 3. Perfect modals to express advice, possibility, degrees of certainty, logical conclusion, regret, criticism, and expectation.
- b. Passive statements and questions
 - i. Simple present, present progressive, present perfect, simple past, past progressive, past perfect, future ("will" and "be going to"), and modal verbs
 - ii. Passive with "get"
 - iii. Uses of the "by" phrase
 - iv. Participial adjectives
 - v. Passive causatives
- c. Noun clauses
 - i. Quoted vs reported speech
 - ii. Indirect statements
 - iii. Indirect imperatives (He told me to go.)
 - iv. Indirect requests (He asked me to go.)
 - v. Sequence of tenses
 - vi. Embedded questions
 - vii. Causatives
 - viii. Present subjunctive
- d. Adjective clauses
 - i. Relative pronouns: who, whom, whose, that, which, where, when, and Ø
 - ii. Pronoun reference
 - iii. Subject-verb agreement
 - iv. Structure and placement

- v. Restrictive and non-restrictive
- vi. Reduced adjective clauses
- e. Conditional clauses
 - i. Real conditionals
 - ii. Unreal conditionals
 - 1. present / future
 - 2. past
 - iii. Hope vs wish
 - iv. Omitting IF + inversion (For example: If John had known => Had John known)
- f. Gerunds and Infinitives
 - i. Gerunds in object position as reference to past activities (enjoy dancing)
 - ii. Infinitives in object position as reference to future activities (want to study)
 - iii. Gerunds as subjects
 - iv. Gerunds as objects
 - v. Gerunds as objects of prepositions
 - vi. Infinitives as objects
 - vii. Infinitives after Subject + be + adjective
 - viii. Infinitives of purpose (in order to)
 - ix. Go + gerunds
 - x. Verbs that can be followed by gerunds and infinitives
 - xi. Verbs that can change meaning when followed by gerunds or infinitives (remember, forget, stop, regret)
 - xii. Using gerunds and infinitives in compound and complex sentences
 - xiii. Using gerunds and infinitives in parallel structures
 - xiv. Verbs of perception (see, hear, smell, feel) + action (Example: Henry saw the dog running in the park. He heard it bark one time.)

Resources

Fuchs, Marjorie and Margaret Bonner. *Focus on Grammar 4*. 5th ed. White Plains: Longman Pearson, 2017.

Azar, Betty Schramper. *Understanding and Using English Grammar*. 5th ed. Englewood Cliffs, NJ: Prentice-Hall, 2017.

Celce-Murcia, Marianne and Diane Larson-Freeman. *The Grammar Book: An ESL/EFL Teacher's Course*. 2nd ed. Boston: Heinle & Heinle, 1999.

Blass, Laurie, Susan Iannuzzi, Alice Savage, and Randi Reppen. *Grammar and Beyond 3 with Online Practice: with Academic Writing*. 2nd ed. Cambridge University Press, 2020.

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

Elbaum, Sandra N. *Grammar in Context, Book 3*. 7th ed. Cengage Learning, 2021.

Top of page

Key: 1925