

ESL-1510: ENGLISH AS A SECOND LANGUAGE: ACCELERATED GRAMMAR II

Cuyahoga Community College

Viewing: ESL-1510 : English as a Second Language: Accelerated Grammar II

Board of Trustees:

May 2021

Academic Term:

Fall 2021

Subject Code

ESL - English As A Second Language

Course Number:

1510

Title:

English as a Second Language: Accelerated Grammar II

Catalog Description:

Accelerated English for non-native speakers. Understanding and application of intermediate to 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):

6

Lecture Hour(s):

5

Lab Hour(s):

2

Requisites

Prerequisite and Corequisite

ESL Department approval.

Outcomes

Course Outcome(s):

Interpret and create orally and in writing the form, meaning, and function of the grammatical structures and apply them in appropriate situations and contexts.

Essential Learning Outcome Mapping:

Not Applicable: No Essential Learning Outcomes mapped. This course does not require application-level assignments that demonstrate mastery in any of the Essential Learning Outcomes.

Objective(s):

1. Identify verbs, pronouns, nouns, subjects, objects, articles, adjectives, adverbs, and prepositional phrases of place, manner, and time in sentences.
2. Create oral and written statements, negatives, and questions with the form, meaning, and function of simple and progressive tenses. (simple present, simple past, present progressive, past progressive, simple future, future progressive).
3. Create oral and written statements, negatives, and questions with the form, meaning, and function of present perfect, past perfect, future perfect, present perfect progressive, past perfect progressive, and future perfect progressive tenses.
4. Create oral and written statements, negatives, and questions with the form, meaning, and function of modals and modal-like expressions of ability, permission, request, impossibility, advice, warning, necessity, logical conclusion, lack of necessity and prohibition in present, past, and future.
5. Create oral and written statements, negatives, and questions with appropriate adverbs of manner and frequency.
6. Create oral and written statements, negatives, and questions with the form, meaning, and function of comparatives and superlatives.

7. Create oral and written statements, negatives, and questions with the form, meaning, and function of modals in basic, progressive, and perfect forms. The emphasis is on the perfect forms.
8. Create oral and written statements, negatives, and questions with the form, meaning, and function of passive verbs in appropriate situations and contexts.
9. Create oral and written statements, negatives, and questions with the form, meaning, and function of noun clauses.
10. Create oral and written statements, negatives, and questions with the form, meaning, and function of adjective clauses and adjective phrases.
11. Create oral and written statements, negatives, and questions with the form, meaning, and function of conditional clauses and wishes.
12. Create oral and written statements, negatives, and questions with the form, meaning, and function of gerunds and infinitives.
13. Apply the rules for subject, object, possessive, reflexive, and demonstrative pronouns.
14. Combine singular and plural nouns with adjectives, articles, and noun markers to create noun phrases.
15. Use count and non-count nouns with the appropriate noun markers, articles, or expressions of quantity.
16. Apply the rules of subject/verb agreement.

Course Outcome(s):

Employ grammatical structures to produce effective oral and written communication.

Essential Learning Outcome Mapping:

Not Applicable: No Essential Learning Outcomes mapped. This course does not require application-level assignments that demonstrate mastery in any of the Essential Learning Outcomes.

Objective(s):

1. Report what others say and ask using indirect forms, reported speech.
2. Express your ideas and opinions and communicate abstract concepts using noun clause structures in statements, negatives, and questions.
3. Apply grammatical rules to produce simple and complex sentence patterns in all tenses in statements, negatives, and questions.
4. Use modal verbs appropriately in all contexts to express the meanings of modals and to make inferences of present, past, and future situations in statements, negatives, and questions.
5. Create sentences using comparatives, equatives, and superlatives in statements, negatives, and questions.
6. Construct real and unreal conditional sentences, questions, and negatives in all time frames in statements, negatives, and questions.
7. Ask and answer questions affirmatively and negatively using complex sentence patterns and all verb tenses.
8. Create oral and written statements using adverbial phrases.
9. Create all types of adjective clause sentences.
10. Create oral and written statements using adjective phrases.
11. Create passive and active voice sentences in all tenses and with modals in appropriate situations and contexts.

Methods of Evaluation:

1. Written exams, tests, and quizzes
2. Oral exams, tests, and quizzes

Course Content Outline:

1. Verbs and their time words and expressions
 - a. Present tenses
 - i. Simple present
 - ii. Present progressive
 - iii. Present perfect
 - iv. Present perfect progressive
 - b. Past tenses
 - i. Simple past
 - ii. Past progressive
 - iii. Past perfect
 - iv. Past perfect progressive
 - c. Future tenses

- i. Simple future (will vs. be going to)
 - ii. Future perfect
 - iii. Future perfect progressive (mostly for recognition purposes)
 - d. Modals and modal-like expressions
 - i. Simple and progressive modals and modal-like expressions to express ability, advice, necessity, possibility, degrees of certainty, logical conclusion, intention, and expectation
 - ii. Perfect modals to express advice, possibility, degrees of certainty, logical conclusion, and expectation
- 2. Other Parts of Speech
 - a. Nouns
 - b. Articles
 - c. Adjectives
 - d. Adverbs
 - e. Quantifiers
 - f. Pronouns & demonstratives
- 3. Comparatives, equatives, and superlatives
 - a. Adjectives
 - b. Adverbs
 - c. Special expressions/structures
- 4. Passive statements and questions
 - a. Simple present, present progressive, present perfect, simple past, past progressive, past perfect, future with be going to and will, and modal verbs
 - b. Passive with get
 - c. Uses of the "by" phrase
 - d. Stative passive
 - e. Participial adjectives
 - f. Passive versus Active Causative
 - g. Active vs Passive in Appropriate Contexts and Situations
- 5. Noun clauses
 - a. Quoted vs. reported speech
 - b. Indirect statements
 - c. Indirect imperatives
 - d. Sequence of tenses
 - e. Embedded questions
 - f. Causatives
- 6. Adjective clauses
 - a. Relative pronouns: who, that, which, whom, whose, where, when, \emptyset
 - b. Pronoun reference
 - c. Subject-verb agreement
 - d. Structure and placement
 - e. Restrictive and non-restrictive (punctuation of adjective clauses)
 - f. Reduced adjective clauses (adjective phrases)
- 7. Conditional clauses
 - a. Real conditionals
 - b. Unreal conditionals
 - i. Present/future
 - ii. Past
 - iii. Mixed
 - c. Hope vs. wish
 - d. Omitting IF
- 8. Gerunds vs. Infinitives
 - a. Gerunds in object position reference to past activities (enjoy dancing)
 - b. Infinitives in object position reference to future activities (want to study)
 - c. Gerunds as subjects (Exercising is good for you.)
 - d. Gerunds as objects
 - e. Infinitives as objects
 - f. Infinitives after Subject + Be+ Adjective
 - g. Infinitives of purpose (in order to...)
 - h. Go + gerunds

Resources

Azar, Betty Schramper. *Understanding and Using English Grammar*. 5th ed. Englewood Cliffs, NJ: Prentice-Hall, 2016.

Reppen, Randi, and Deborah Gordon. *Grammar and Beyond Level 2 Student's Book with Online Practice: with Academic Writing*. 2nd ed. Cambridge University Press, 2020.

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

Eblaum, Sandra N. *Grammar in Context 3*. 7th ed. Heinle Cengage Learning, 2019.

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

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

Pearson, Longman. *Longman Advanced American Dictionary*. 5th ed. Essex, England: Pearson Education, Ltd., 2014.

More Grammar Practice 3. 2nd ed. Independence, KY: National Geographic Cengage Learning, 2011.

Resources Other

1. English Page <http://englishpage.com/>
2. Internet TESL Journal <http://iteslj.org/>
3. Purdue Online Writing Lab <https://owl.english.purdue.edu/owl/resource/678/01/>

Top of page

Key: 1937