

# ELL G015N: GRAMMAR FOR FLUENCY 1

Item	Value
Curriculum Committee Approval	10/18/2022
Date	
Top Code	493087 - English as a Second Language - Integrated
Units	0 Total Units
Hours	36 Total Hours (Lecture Hours 36)
Total Outside of Class Hours	0
Course Credit Status	Noncredit (N)
Material Fee	No
Basic Skills	Basic Skills (B)
Repeatable	Yes; Repeat Limit 99
Grading Policy	P/NP/SP Non-Credit (D)

## Course Description

This noncredit course is the first level in the adult education grammar sequence. This focused-skill course uses a grammar-based approach, together with communicative activities, to increase the development of other English skills. Beginning English learners will develop skills of forming basic grammatical structures of Standard American English to achieve personal, career, and/or academic goals for everyday communication. Open Entry/Open Exit. NOT DEGREE APPLICABLE. Not Transferable.

## Course Level Student Learning Outcome(s)

1. Course Objectives
2. Describe a usual activity or habit using the simple present tense.
3. Apply the present progressive tense to describe current actions.
4. Demonstrate the simple past tense to describe past actions.

## Course Objectives

- 1. Form questions with verb be, where, what, who in the simple present tense.
- 2. Identify third person singular forms in the simple present tense.
- 3. Apply adverbs of frequency in the simple present tense.
- 4. Form questions with auxiliary do/does and give short answers.
- 5. Use prepositional phrases of time and location to describe when and where scheduled events take place.
- 6. Use the present progressive form: be + -ing.
- 7. Use negative and interrogative forms of the present progressive tense.
- 8. Learn non-action verbs that don't usually occur in the present progressive tense.
- 9. Use the simple past tense of be.
- 10. Make statements with regular/irregular verbs in the past tense.
- 11. Form negative statements and questions in the past tense.

## Lecture Content

Using BE Singular pronouns + be Plural pronouns + be Singular nouns + be Plural nouns + be Contractions with be Negative

with be Be + adjective Be + a place Summary: basic sentence patterns with be Using BE and HAVE Yes/no questions with be Short answers to yes/no questions Questions with be: using where Using have and has Using my, your, her, his, our, their Using this and that Using these and those Asking questions with what and who + be Using the Simple present Form and basic meaning of the simple present tense Frequency adverbs Position of frequency adverbs Spelling and pronunciation of final -es Adding final -s/-es to words that end in -y Irregular singular verbs: h as, does, goes Like to, want to, need to Simple present tense: negative Simple present tense: yes/no questions Simple present tense: asking information questions with where and what Simple present tense: asking information questions with when and what time Using the Present Progressive Be + -ing: the present progressive Spelling of -ing Present progressive: negatives Present progressive: questions Simple present tense vs. the present progressive Non-action verbs not used in the present progressive See, look at, watch, hear, and listen to Think about and think that Talking about the Present Using it to talk about time Prepositions of time Using it and what to talk about the weather There + be There + be: yes/no questions There + be: asking questions with how many Prepositions of place More prepositions of place: a list Would like Would like vs. like Nouns and Pronouns Nouns: subjects and objects Nouns as objects of prepositions Adjectives with nouns Subject pronouns and object pronouns Nouns: singular and plural forms Nouns: irregular plural forms Possessive pronouns: mine, yours, his, hers, ours, theirs Possessive nouns Questions with whose Possessive: irregular plural nouns Count and Noncount Nouns Nouns: count and noncount Using a vs. an Using a/an vs. some Measurements with noncount nouns Using man, much, a few, a little Using the Using # (no article) to make generalizations Using some and any Expressing the Past Time Using be: past time Simple past tense of be: negative Past of be: questions Simple past tense: using -ed Past time words: yesterday, last, ; and ago Simple past tense: irregular verbs Simple past tense: negative Simple past tense: yes/no questions

## Method(s) of Instruction

- Enhanced NC Lect (NC1)
- Online Enhanced NC Lect (NC5)
- Live Online Enhanced NC Lect (NC9)

## Reading Assignments

Reading exercises ranging from a single paragraph to multiple-paragraph readings. Reading assignments that require students to infer the meaning of vocabulary from the context. Reading assignments that require students to predict the content of the material based on the title. Reading exercises that require students to fill in the blanks with vocabulary words or target grammar forms.

## Writing Assignments

In-class free-write exercises designed to evaluate students unaided, spontaneous writing skills. Writing activities that require students to produce sentences using target grammar structures. Writing exercises that require students to fill in a chart through the deduction of grammatical patterns. Error analysis exercises that require students to evaluate sentences, identify the errors, and correct them.

## Out-of-class Assignments

Reading exercises that require students to answer content questions that cover the main points of the reading. Writing assignments designed to

produce short, informal paragraphs. Multiple choice and fill-in-the-blank activities to reinforce student understanding of grammar.

### **Demonstration of Critical Thinking**

Draw conclusions from grammar charts Explain grammar rules to other classmates Express logical and reasonable support Make predictions about a reading Think about both sides of an argument Understand English sentences by using the rhetorical structure of text Change the style or tone of their speech based on to the register and genre

### **Required Writing, Problem Solving, Skills Demonstration**

Applied performance (e.g., follow oral and/or written directions, oral interview, take notes (key information) Presentations (e.g., individual vs. group, peer vs. teacher vs. outside evaluator grading) Paper-and-pencil tests (e.g., fill-in-the-blank, cloze, sentence completion, dictation, short answer, true/false, multiple choice, match) Observation (e.g., during individual and group collaborations) Cooperative experience (e.g., focus groups, student teams, study groups) Simulation (e.g., role play, visualization, modeling concepts, skits/dramas) Portfolio of students work (e.g. completed assignments, journal) Informal conversations

### **Eligible Disciplines**

ESL: Masters degree in TESL, TESOL, applied linguistics with a TESL emphasis, linguistics with a TESL emphasis, English with a TESL emphasis, or education with a TESL emphasis OR bachelors degree in TESL, TESOL, English with a TESL certificate, linguistics with a TESL certificate, applied linguistics with a TESL certificate, or any foreign language with a TESL certificate AND masters degree in linguistics, applied linguistics, English, composition, bilingual/bicultural studies, reading, speech, or any foreign language OR the equivalent. Masters degree required.

### **Textbooks Resources**

1. Required Azar, B. Hagen, S.. Basic English Grammar Volume A, 5 ed. Pearson Education ESL, 2021