

ELL G025N: GRAMMAR FOR FLUENCY 2

Item	Value
Curriculum Committee Approval Date	10/18/2022
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 second 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. Intermediate English learners will further develop skills of forming grammatical structures of Standard American English to achieve their 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. Differentiate between the simple past tense and the past progressive tense.
3. Express future plans, promises, and predictions.
4. Demonstrate the ability to give advice, make requests, and offer suggestions.
5. Illustrate a variety of ways to compare people, things, and statements.

Course Objectives

- 1. Ask and answer wh-questions in the simple past tense.
- 2. Use will and be going to express future plans.
- 3. Use the present progressive to discuss planned future events and events close to the present time.
- 4. Use may, might, may be, maybe to show degrees of certainty in future plans.
- 5. Use can/cant, know how to and be able to to show ability.
- 6. Use should for advice.
- 7. Use have to and must for requirements.
- 8. Identify different types of modifiers, expressions of quantity, and indefinite pronouns.
- 9. Use comparative and superlative forms to compare nouns.
- 10. Use but to directly contrast clauses.

Lecture Content

Expressing Past Time Simple past tense: using where, why, when, and what time Questions with what, who, and whom Simple past tense: irregular verbs Present progressive vs. past progressive Simple past tense vs. past progressive Expressing Future Time Future time: using be going to Using present progressive to express future time Future time: using will Asking questions with will Expressing Future Time Clauses with if Expressing future and habitual present with time clauses and if -clauses Using what + a form of do Modals: Expressing Abilities Using can Using can: questions Using could: past of can Using be able to Using very and too + adjective Modals: Advice, Necessity, Requests, and Suggestions Using should Using have + infinitive (have to / has to / had to) Polite questions: may I, could I, and can I Polite questions: could you and would you Imperative sentences Modal auxiliaries Nouns and Modifiers Modifying nouns with adjectives and nouns Word order of adjectives Linking verbs + adjectives Adjectives and adverbs Expressions of quantity: subject-verb agreement Making Comparisons The comparative: using -er and more The superlative: using -est and most Making comparisons with adverbs Using but

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 required 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 required 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) Projects/reports 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) 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 B, 5 ed.
Pearson Education ESL, 2021