# ELL G035N: GRAMMAR FOR FLUENCY 3

| 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 |
| Open Entry/Open Exit | Yes |
| Grading Policy | P/NP/SP Non-Credit (D) |

## Course Description

This noncredit course is the third 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. Advanced English learners will review problematic grammar points 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 Outcomes
2. Apply the correct grammatical structure in everyday communication.
3. Communicate subtle but key differences in attitudes and feelings.
4. Demonstrate comfortable fluency with question words and forms.

## Course Objectives

- 1. Use frequency adverbs in present tense to express usual activities and/or general statement of facts.
- 2. Produce short answers to yes/no questions.
- 3. Use ?time clauses? with the past tenses.
- 4. Associate the simple past with actions that were completed at a specific time before the present.
- 5. Associate the past progressive with actions that co-occurred with other actions at some time before the present.
- 6. Identify irregular verb forms and spellings in simple and past progressive tenses.
- 7. Differentiate between future forms used for planned and unplanned events.
- 8. Use modal auxiliaries and/or time expressions in future structures.
- 9. Associate the present perfect tense with actions that began in the past and are continuing in the present.
- 10. Associate the past perfect tense with two events that began and finished in the past.
- 11. Demonstrate correct general question word order.
- 12. Use not only nouns, but also associated word families, such as pronouns, adjectives, and prepositions.
- 13. Differentiate the meanings of modal auxiliaries.

## Lecture Content

Present Time Simple present vs. present progressive Frequency adverbs Singular/plural Spelling of final s/-es Non-action verbs Present verbs: short answers to yes/no questions Past Time Common irregular verbs: a reference list Simple past vs. past progressive Future Time Expressing future time: be going to and will Using the present progressive to express future time Using the simple present to express future time Present Perfect and the Past Perfect Past participle Negative, question, and short-answer forms Present perfect with unspecified time Simple past vs. present perfect Present perfect progressive Present perfect progressive vs. present perfect Past perfect Asking Questions Yes/no questions and short answers Questions with who, who (m), and what Using what + a form of do Using whose, how, how often, and how far Length of time: it + take and how long Tag questions Nouns and Pronouns Plural forms of nouns Pronunciation of final s/-es Subjects, verbs, and objects Subject-verb agreement Using adjectives to de scribe nouns Using nouns as adjectives Possessive pronouns and adjectives Modal Auxiliaries The form of modal auxiliaries Expressing ability: can and could Expressing possibility: may, might, maybe, could Expressing permission: may and can Polite questions: may I, could I, can I, would you, could you, will you, can you Expressing advice: should, ought to, had better Expressing necessity: have to, have got to, must Expressing lack of necessity: do not have to Expressing prohibition: must not Tag questions with modal auxiliaries Giving instructions: imperative 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 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 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.

## 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: Master's 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 bachelor's 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 master's degree in linguistics, applied linguistics, English, composition, bilingual/bicultural studies, reading, speech, or any foreign language OR the equivalent. Master's degree required.

## Textbooks Resources

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