Grammar
Starting in GM20, instruction of verb tenses includes negative and question forms.

Grammar 10 Goal: Introduce students to basic grammar forms in present tense verbs and subject/verb agreement.

Grammar 10 Objectives to teach:
Students will need an understanding of the form and usage as well as ample opportunities to practice the following:
• Simple present tense, with extra attention given to 3rd person singular -s
• Be and have in the present tense
• There + be
• Yes/No questions and short answers
• Singular/plural forms of regular nouns
• Parts of speech
• Subject pronouns
• Possessive adjectives
• Basic use of indefinite article (a/an)
• Basic prepositional phrases of time (in the morning; at night, etc.)
• Introduction to wh- questions (not an SLO)

Grammar 10 Student Learning Outcomes to formally assess:
At the end of Grammar 10, students will be able to demonstrate understanding of the following grammatical structures by using them in an appropriate context on a grammar exam:
☐ Simple present tense, with extra attention given to 3rd person singular -s
☐ Be and have in the present tense
☐ There + be
☐ Yes/No questions and short answers
☐ Singular/plural forms of regular nouns
☐ Parts of speech
☐ Subject pronouns
☐ Possessive adjectives
☐ Basic use of indefinite article (a/an)
☐ Basic prepositional phrases of time (in the morning, at night, etc.)

Grammar 10 Requirements for Promotion
1. Student must pass the class (D- or better)
2. Student must achieve 2 of 3 of the following
   • Performance grade of C-minus or better in course
   • Teacher recommendation based on objectives, demonstrated through student learning outcomes and proficiency score
   • 80% or higher on cumulative final (includes only minimum objectives as listed above)
**Grammar 20 Goal:** Introduce students to high-beginning grammar forms of possessives, present continuous and past tense verbs, question formation, frequency adverbs, and locative prepositions.

**Grammar 20 Objectives to teach:** (Instruction of verb tenses includes negative and question forms)

Students will need an understanding of the form and usage as well as ample opportunities to practice the following:

- Simple present tense, with explicit instruction given to negative form and use of auxiliary verbs in questions
- Present progressive, with explicit instruction given to negative form and use of auxiliary verbs in questions
- Simple past, with explicit instruction given to negative form and use of auxiliary verbs in questions
- Wh- question form in simple present, present progressive, simple past
- Adverbs of frequency and adverbial phrases of frequency: always, sometimes, usually, often, never, every day, once a week, etc.
  - Pronouns:
    - subject
    - object
    - possessive
  - Possessive nouns
  - Tangible count vs. non-count nouns
  - Basic quantifiers: some, any, (how) much, (how) many
  - Indefinite article (a/an) and basic use of definite article (the)
  - Common prepositions of place

**Grammar 20 Student Learning Outcomes to formally assess:**

At the end of Grammar 20, students will be able to demonstrate understanding of the following grammatical structures by using them in an appropriate context on a grammar exam:

- Simple present tense
- Present progressive
- Simple past
- Wh- question form in simple present, present progressive, simple past
- Adverbs of frequency and adverbial phrases of frequency: always, sometimes, usually, often, never, every day, once a week, etc.
- Pronouns:
  - subject
  - object
  - possessive
- Possessive nouns
- Tangible count vs. non-count nouns
- Basic quantifiers: some, any, (how) much, (how) many
- Indefinite article (a/an) and basic use of definite article (the)
- Common prepositions of place
**Grammar 20 Requirements for Promotion**

1. Student must pass the class (D- or better)
2. Student must achieve 2 of 3 of the following
   - Performance grade of C-minus or better in course
   - Teacher recommendation based on objectives, demonstrated through student learning outcomes and proficiency score
   - 80% or higher on cumulative final (includes only minimum objectives as listed above)

**Grammar 30 Goal:** Introduce students to low-intermediate grammar forms in past progressive, future, and present perfect verbs, phrasal verbs, basic modals, article and quantifier usage, comparative and superlative forms, and time clauses

**Grammar 30 Objectives to teach:** (Instruction of verb tenses includes negative and question forms)

Students will need an understanding of the form and usage as well as ample opportunities to practice the following:

- Simple present vs. present progressive (emphasis on non-action verbs)
- Simple past (emphasis on irregular past tense verbs)
- Past progressive
- Basic future forms: will and be going to
- Phrasal verbs, focus on form (separable and inseparable) and meaning (*list available on s:drive)
- Basic modals and modal phrases (present/future):
  - ability: can, be able to
  - permission: can, could, may
  - request: can, could, would, would you mind
- Article usage with count and non-count nouns
- Quantifiers: (too) much, (too) many, a little, a few, a lot
- Comparative and superlative adjectives and adverbs, including the following structures:
  - more...than
  - less....than
  - (not) as....as
  - more + nouns
- Basic present, past, and future time clauses with the following adverbs: while, when, as soon as, after, before

**Grammar 30 Student Learning Outcomes to formally assess:**

*At the end of Grammar 30, students will be able to demonstrate understanding of the following grammatical structures by using them in an appropriate context on a grammar exam:*

- Simple present vs. present progressive (emphasis on non-action verbs)
- Simple past (emphasis on irregular past tense verbs)
- Past progressive
- Basic future forms: will and be going to
- Phrasal verbs, focus on form (separable and inseparable) and meaning (*list available on s:drive)
- Basic modals and modal phrases (present/future):
  - ability: can, be able to
  - permission: can, could, may
  - request: can, could, would, would you mind
- Article usage with count and non-count nouns
- Quantifiers: *(too) much; (too) many; a little; a few; a lot*

- Comparative and superlative adjectives and adverbs, including the following structures:
  - *(more)*...than
  - *(less)*...than
  - *(not) as*...as
  - *(more)* + nouns

- Basic present, past, and future time clauses with the following adverbs: *while; when; as soon as; after; before*

### Grammar 30 Requirements for Promotion

1. Student must pass the class (D- or better)
2. Student must achieve 2 of 3 of the following
   - Performance grade of C-minus or better in course
   - Teacher recommendation based on objectives, demonstrated through student learning outcomes and proficiency score
   - 80% or higher on cumulative final (includes only minimum objectives as listed above)

### Grammar 40 Goal: Introduce students to intermediate grammar forms in stative verbs, present perfect progressive and all future forms, modals, gerunds and infinitives as direct objects, and the function of adjective clauses

### Grammar 40 Objectives to teach: *(Instruction of verb tenses includes negative and question forms)*

**Students will need an understanding of the form and usage as well as ample opportunities to practice the following:**

- Simple past vs. past progressive
- Future forms: simple present, present progressive, *will* vs. *be going to* and review of future time clauses
- Present perfect with emphasis on the following uses:
  - on-going conditions or actions with *for* and *since*
  - indefinite including use of: *yet; already; ever; never*
  - multiple past experiences (*twice; three times*, etc.)
- Present perfect progressive for habitual actions with *for* and *since*
- Modals and modal phrases of certainty, advice, obligation (present/future):
  - certainty: *could; might; may*
  - future expectation: *should; ought to*
  - advice: *could; should; ought to; had better*
  - obligation: *must; have to*
- Expanding usage of definite article:
  - geographical names
  - second mention
  - unique/specific entity
- Quantity expression with *of:* *(each/every) one of; many/much of; a lot of; several of; a great deal of*
- Gerunds and infinitives, including:
  - gerunds as subjects
  - gerunds and infinitives as direct objects
- Adjective clauses, including restrictive vs. non-restrictive
- Relative pronouns *(who, whom, whose, which, that)*
**Grammar 40 Student Learning Outcomes to Formally Assess:**

At the end of Grammar 40, students will be able to demonstrate understanding of the following grammatical structures by using them in an appropriate context on a grammar exam:

- **Simple past vs. past progressive**
- **Future forms: simple present, present progressive, will vs. be going to and review of future time clauses**
- **Present perfect with emphasis on the following uses:**
  - on-going conditions or actions with for and since
  - indefinite including use of: yet; already; ever; never
  - multiple past experiences (twice; three times, etc.)
- **Present perfect progressive for habitual actions with for and since**
- **Modals and modal phrases of certainty, advice, obligation (present/future):**
  - certainty: could; might; may
  - future expectation: should; ought to
  - advice: could; should; ought to; had better
  - obligation: must; have to
- **Expanding usage of definite article:**
  - geographical names
  - second mention
  - unique/specific entity
- **Quantity expression with of:** (each/every) one of; many/much of; a lot of; several of; a great deal of
- **Gerunds and infinitives, including:**
  - Gerunds as subjects
  - Gerunds and infinitives as direct objects
- **Adjective clauses, including restrictive vs. non-restrictive**
- **Relative pronouns (who, whom, whose, which, that)**

**Grammar 40 Requirements for Promotion**

1. Student must pass the class (D- or better)
2. Student must achieve 2 of 3 of the following
   - Performance grade of C-minus or better in course
   - Teacher recommendation based on objectives, demonstrated through student learning outcomes and proficiency score
   - 80% or higher on cumulative final (includes only minimum objectives as listed above)
**Grammar 50 Goal:** Introduce students to low-advanced grammar forms in past perfect, past perfect progressive, past habitual, and future perfect verb tenses, perfect, progressive, and passive modals, conditionals, passives, gerunds as preposition objects, and adverb clauses

**Grammar 50 Objectives to teach:** (Instruction of verb tenses includes negative and question forms)

<table>
<thead>
<tr>
<th>Students will need an understanding of the form and usage as well as ample opportunities to practice the following:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Present perfect vs. present perfect progressive with emphasis on connection to the present (<em>just; recently</em>)</td>
</tr>
<tr>
<td>• Past perfect vs. past perfect progressive (<em>before; after; by the time</em>)</td>
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<tr>
<td>• <em>Used to, would, be used to</em></td>
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<td>• Passives, including:</td>
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<td>o form and function of passive sentences</td>
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<tr>
<td>o passive verb forms for simple, progressive and perfect tenses</td>
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<td>o use of get in passive sentences</td>
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<tr>
<td>o participial adjectives</td>
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<tr>
<td>• Past time modals/modal expressions (including negative forms):</td>
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<tr>
<td>o regret: <em>should have; ought to have</em></td>
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<tr>
<td>o conclusion: <em>could have; may have; might have; must have</em></td>
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<tr>
<td>o obligation: <em>had to</em></td>
</tr>
<tr>
<td>o ability: <em>could; was/were able to</em></td>
</tr>
<tr>
<td>o expectation: <em>was/were supposed to</em></td>
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<tr>
<td>• Common verb/preposition combinations (list will be available on s:drive)</td>
</tr>
<tr>
<td>• Common adjective/preposition combinations (list will be available on s:drive)</td>
</tr>
<tr>
<td>• Gerunds and infinitives:</td>
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<tr>
<td>o gerunds as objects of prepositions</td>
</tr>
<tr>
<td>o infinitives of purpose with in order to</td>
</tr>
<tr>
<td>• Conditionals:</td>
</tr>
<tr>
<td>o real/true (present, future)</td>
</tr>
<tr>
<td>o unreal (present, future and past)</td>
</tr>
<tr>
<td>o Use of <em>wish</em> and <em>hope</em> in conditionals</td>
</tr>
<tr>
<td>• Adverb clauses and related structures, emphasis on usage of subordinators:</td>
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<tr>
<td>o time</td>
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<tr>
<td>o cause and effect</td>
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<tr>
<td>o contrast</td>
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<tr>
<td>o direct contrast</td>
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<tr>
<td>• Adjective clauses, including:</td>
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<tr>
<td>o adjective clauses with expressions of quantity</td>
</tr>
<tr>
<td>o adjective clauses modified by <em>where/when</em></td>
</tr>
<tr>
<td>o use of <em>which</em> to modify whole sentence</td>
</tr>
</tbody>
</table>
### Grammar 50 Student Learning Outcomes to Formally Assess:

At the end of Grammar 50, students will be able to demonstrate understanding of the following grammatical structures by using them in an appropriate context on a grammar exam:

- Present perfect vs. present perfect progressive with emphasis on connection to the present (*just; recently*)
- Past perfect vs. past perfect progressive (*before; after; by the time*)
- *Used to, would, be used to*
- Passives, including:
  - Form and function of passive sentences
  - Passive verb forms for simple, progressive and perfect tenses
  - Use of *get* in passive sentences
  - Participial adjectives
- Past time modals/modal expressions (including negative forms):
  - *Regret: should have; ought to have*
  - *Conclusion: could have; may have; might have; must have*
  - *Obligation: had to*
  - *Ability: could; was/were able to*
  - *Expectation: was/were supposed to*
- Common verb/preposition combinations (list will be available on s:drive)
- Common adjective/preposition combinations (list will be available on s:drive)
- Gerunds and infinitives:
  - Gerunds as objects of prepositions
  - Infinitives of purpose with in order to
- Conditionals:
  - *Real/true (present, future)*
  - *Unreal (present, future and past)*
  - *Use of wish and hope in conditionals*
- Adverb clauses and related structures, emphasis on usage of subordinators:
  - *Time*
  - *Cause and effect*
  - *Contrast*
  - *Direct contrast*
- Adjective clauses, including:
  - Adjective clauses with expressions of quantity
  - Adjective clauses modified by *where/when*
  - Use of *which* to modify whole sentence

### Grammar 50 Requirements for Promotion:

1. Student must pass the class (*D-* or better)
2. Student must achieve 2 of 3 of the following
   - Performance grade of C-minus or better in course
   - Teacher recommendation based on objectives, demonstrated through student learning outcomes and proficiency score
   - 80% or higher on cumulative final (includes only minimum objectives as listed above)
**Grammar 60 Goal:** Review all grammar structures for contextualized use and introduce students to advanced grammar form and use in future perfect progressive, noun clauses and reported speech, reduced participial phrases, and parallelism

**Grammar 60 Objectives to teach:** (Instruction of verb tenses includes negative and question forms)

- General review of verb tenses:
  - simple present (including future meaning)
  - present progressive (including future meaning)
  - simple past
  - past progressive
  - present perfect/present perfect progressive
  - past perfect/past perfect progressive
  - will and be going to
  - future progressive
  - future perfect/future perfect progressive
- Causative verbs
- Progressive and passive forms of previously covered modals (present/future and past—including negative forms):
  - advisability
  - certainty/conclusion
  - obligation
- Passive infinitives and passive gerunds
- Conditionals, including:
  - Mixed conditionals
  - Replacing if with only if; provided; even if; whether...or not; unless; in case
  - Omitting if
- Reduced adjective clauses (adjective phrases)
- Reduced adverb clauses:
  - time
  - reason
  - contrast
  - concession
- Noun clauses
- Reported Speech
- Parallelism and correlative conjunctions
Grammar 60 Student Learning Outcomes to formally assess:

At the end of Grammar 60, students will be able to demonstrate understanding of the following grammatical structures by using them in an appropriate context on a grammar exam:

- General review of verb tenses:
  - simple present (including future meaning)
  - present progressive (including future meaning)
  - simple past
  - past progressive
  - present perfect/present perfect progressive
  - past perfect/past perfect progressive
  - will and be going to
  - future progressive
  - future perfect/future perfect progressive

- Causative verbs

- Progressive and passive forms of previously covered modals (present/future and past—including negative forms):
  - advisability
  - certainty/conclusion
  - obligation

- Passive infinitives and passive gerunds

- Conditionals, including:
  - Mixed conditionals
  - Replacing if with only if; provided; even if; whether...or not; unless; in case
  - Omitting if

- Reduced adjective clauses (adjective phrases)

- Reduced adverb clauses:
  - time
  - reason
  - contrast
  - concession

- Noun clauses

- Reported Speech

- Parallelism and correlative conjunctions

Grammar 60 Requirements for Exit/Certificate

Student must achieve all of the following
- Performance grade of B-minus or better in course
- Teacher recommendation based on objectives, demonstrated through student learning outcomes and proficiency score
- 80% or higher on cumulative final (includes only minimum objectives as listed above)

<table>
<thead>
<tr>
<th>Decision Process</th>
<th>Teacher Recommend?</th>
<th>Exit?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other Exit Criteria</td>
<td>Yes on all requirements</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td>Poor grade in class + 80% or higher on final</td>
<td>No</td>
</tr>
</tbody>
</table>