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 [BEG Chapter 3]
- *Be* and *have* in the present tense [BEG Chapter 2]
- *There* + *be* [BEG 5.4-5.6]
- *Yes/No* questions and short answers [BEG 2.1; 3.9]
- Singular/plural forms of regular nouns [BEG 6.5]
- Parts of speech
- Subject pronouns [BEG 6.4]
- Possessive adjectives [BEG 2.5]
- Basic use of indefinite article (*a/an*) [BEG 7.2]
- Basic prepositional phrases of time (*in the morning; at night*, etc.) [BEG 5.2]
- Introduction to *wh*- questions (not an SLO) [BEG 5.3]

**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
- *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

**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 [BEG Chapter 3]
- Present progressive, with explicit instruction given to negative form and use of auxiliary verbs in questions [BEG Chapter 4]
- Simple past, with explicit instruction given to negative form and use of auxiliary verbs in questions [BEG Chapter 8]
- Wh- question form in simple present [BEG 3.10-3.11], present progressive [BEG 4.4], simple past [BEG 9.1-9.3]
- Adverbs of frequency and adverbial phrases of frequency: *always, sometimes, usually, often, never, every day, once a week*, etc. [BEG 3.2-3.3]
- Pronouns:
  - Subject [BEG 6.4]
  - Object [BEG 6.4]
  - Possessive [BEG 6.7]
- Possessive nouns [BEG 6.8]
- Tangible count vs. non-count nouns [BEG 7.1]
- Basic quantifiers: *some, any, (how) much, (how) many* [BEG 7.5]
- Indefinite article (*a/an*) and basic use of definite article (*the*) [BEG 7.2-7.3]
- Common prepositions of place [BEG 1.8, 2.3, 5.7, 5.8]

**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 forms in simple present, present progressive, simple past
- Adverbs of frequency and adverbial phrases of frequency
- Pronouns:
  - Subject
  - Object
  - Possessive
- Possessive nouns
- Tangible count vs. non-count nouns
- Basic quantifiers
- 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) [FEG 1.2, 1.6]
- Simple past (emphasis on irregular past tense verbs) [FEG 2.4]
- Past progressive [FEG 2.6]
- Basic future forms: *will* and *be going to* [FEG 3.1-3.5]
- 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* [FEG 7.2]
  - permission: *can, could, may* [FEG 7.3]
  - request: *can, could, would, would you mind* [FEG 7.6 no *would you mind*]
- Article usage with count and non-count nouns [FEG 11.8]
- Quantifiers: *(too) much, (too) many, a little, a few, a lot* [FEG 11.5]
- Comparative and superlative adjectives and adverbs, including the following structures:
  - *more...than* [FEG 9.2-9.3]
  - *less....than and fewer...than* [FEG 9.6]
  - *(not) as....as* [FEG 9.1]
  - *more + nouns* [FEG 9.7]
- Basic present, past [FEG 2.7], and future time clauses [FEG 3.6] 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 and meaning
- Basic modals and modal phrases (present/future):
  - ability
  - permission
  - request
- Article usage with count and non-count nouns
- Quantifiers
**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  [FEG 2.6]
- Future forms: simple present  [FEG 3.8], present progressive  [FEG 3.7], will vs. be going to  [FEG 3.5] and review of future time clauses  [FEG 3.6]
- Present perfect with emphasis on the following uses:
  - on-going conditions or actions with for and since  [FEG 4.2]
  - indefinite including use of: yet; already; ever; never  [FEG 4.4]
  - multiple past experiences (twice; three times, etc.)  [FEG 4.4]
- Present perfect progressive for habitual actions with for and since  [FEG 4.6]
- Modals and modal phrases of certainty, advice, obligation (present/future):
  - certainty: could; might; may  [UEEG 10.4-10.5]
  - future certainty and expectation: should; ought to  [UEEG 9.5, 10.7]
  - advice: could; should; ought to; had better  [FEG 7.7-7.8]
  - obligation: must; have to  [FEG 7.9]
- Expanding usage of definite article:
  - geographical names  [FEG 11.9, UUEG 7.5]
  - second mention  [UEEG 7.4]
  - unique/specific entity  [UEEG 7.4]
- Quantity expression with of: (each/every) one of; many/much of; a lot of; several of; a great deal of [UEEG 6.11]
- Gerunds and infinitives, including:
  - gerunds as subjects  [FEG 13.7]
  - gerunds and infinitives as direct objects  [FEG 13.1-13.4]
- Adjective clauses, including restrictive vs. non-restrictive  [UEEG 13.8]
- Relative pronouns (who, whom, whose, which, that)  [FEG Chapter 12]
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, including:
  - simple present
  - present progressive
  - will vs. be going to
  - future time clauses
- Present perfect
- Present perfect progressive
- Modals and modal phrases (present/future):
  - present certainty
  - future certainty/expectation
  - advice
  - obligation
- Expanding usage of definite article:
  - geographical names
  - second mention
  - unique/specific entity
- Quantity expression with of
- Gerunds and infinitives, including:
  - gerunds as subjects
  - gerunds and infinitives as direct objects
- Adjective clauses, including restrictive vs. non-restrictive
- Relative pronouns

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)

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

- **Present perfect vs. present perfect progressive with emphasis on connection to the present** *(just; recently)* [UUEG 2.3, 2.7]
- **Past perfect vs. past perfect progressive** *(before; after; by the time)* [UUEG 2.8, 2.10]
- **Past habitual** *(Used to, would)* [UUEG 10.1, p. 335 footnote]
- **Future perfect** *(wont, would)* [UUEG 11.1]
- **Passive voice**
  - form and function of passive sentences [UUEG 11.1-11.3]
  - passive verb forms for simple, progressive and perfect tenses [UUEG 11.2]
- **Get-passive** [UUEG 11.7] and participial adjectives [UUEG 11.8]
- **Past time modals/modal expressions (including negative forms):**
  - regret: *should have; ought to have* [UUEG 10.2]
  - past conclusion: *could have; may have; might have; must have* [UUEG 10.6]
  - obligation: *had to* [UUEG 10.2]
  - ability: *could; was/were able to* [UUEG 10.3]
  - expectation: *was/were supposed to* [UUEG 10.2]
- **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 [UUEG 14.6]
  - infinitives of purpose with *in order to* [UUEG 15.1]
- **Conditionals:**
  - real/true (present, future) [UUEG 20.2]
  - unreal (present, future and past) [UUEG 20.3-20.4]
  - Use of *wish* and *hope* in conditionals [UUEG 20.9-20.10]
- **Adverb clauses and related structures, emphasis on usage of subordinators:**
  - Time [UUEG 17.2]
  - cause and effect [UUEG 17.3]
  - contrast [UUEG 17.4]
  - direct contrast [UUEG 17.5]
- **Adjective clauses, including:**
  - adjective clauses with expressions of quantity [UUEG 13.9]
  - adjective clauses modified by *where/when* [UUEG 13.5-13.6]
  - use of *which* to modify whole sentence [UUEG 13.10]
**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
- Past perfect vs. past perfect progressive
- *Used to, would, be used to*
- Passive voice
- Get-passive and participial adjectives
- Past time modals and modal phrases:
  - regret
  - conclusion
  - obligation
  - ability
  - expectation
- Common verb/preposition combinations
- Common adjective/preposition combinations
- Gerunds and infinitives:
  - gerunds as objects of prepositions
  - infinitives of purpose with *in order to*
- Conditionals:
  - real/true
  - unreal
  - use of *wish* and *hope* in conditionals
- Adverb clauses and related structures:
  - 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 all English verb tenses: [UEEG Chapters 1-4]
  - 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  [UEEG 15.9]
- Progressive and passive forms of modals (present/future and past—including negative forms): [UEEG 10.8, 11.4]
  - advisability
  - certainty/conclusion
  - obligation
- Passive infinitives and passive gerunds  [UEEG 15.4-15.6]
- Conditionals, including:
  - Mixed conditionals  [UEEG 20.6]
  - Replacing *if* with *only if; provided; even if; whether...or not; unless; in case*  [UEEG 20.7]
  - Omitting *if*  [UEEG 20.7]
- Reduced adjective clauses (adjective phrases)  [UEEG 13.11]
- Reduced adverb clauses:
  - Time  [UEEG 18.2-18.3]
  - Reason  [UEEG 18.4]
  - contrast
  - concession
- Noun clauses  [UEEG 12.1-12.5]
- Reported Speech  [UEEG 12.7-12.8]
- Parallelism with correlative conjunctions  [UEEG 16.4]
### 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 all English verb tenses:
  - simple present
  - present progressive
  - 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 modals:
  - advisability
  - certainty/conclusion
  - obligation

- Passive infinitives and passive gerunds

- Conditionals, including:
  - Mixed conditionals
  - Replacing if
  - Omitting if

- Reduced adjective clauses

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

- Noun clauses

- Reported speech

- Parallelism with 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)

### Decision Process

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