

## 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 [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

- Comparative and superlative adjectives and adverbs
- Basic present, past, and future time clauses

**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* [UUEG 10.4-10.5]
  - future certainty and expectation: *should; ought to* [UUEG 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 [UUEG 7.4]
  - unique/specific entity [UUEG 7.4]
- Quantity expression with *of: (each/every) one of; many/much of; a lot of; several of; a great deal of* [UUEG 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 [UUEG 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*) [UEEG 2.3, 2.7]
- Past perfect vs. past perfect progressive (*before; after; by the time*) [UEEG 2.8, 2.10]
- *Used to, would, be used to* [UEEG 10.1, p. 335 footnote]
- Passive voice
  - form and function of passive sentences [UEEG 11.1-11.3]
  - passive verb forms for simple, progressive and perfect tenses [UEEG 11.2]
- *Get*-passive [UEEG 11.7] and participial adjectives [UEEG 11.8]
- Past time modals/modal expressions (including negative forms):
  - regret: *should have; ought to have* [UEEG 10.2]
  - past conclusion: *could have; may have; might have; must have* [UEEG 10.6]
  - obligation: *had to* [UEEG 10.2]
  - ability: *could; was/were able to* [UEEG 10.3]
  - expectation: *was/were supposed to* [UEEG 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 [UEEG 14.6]
  - infinitives of purpose with *in order to* [UEEG 15.1]
- Conditionals:
  - real/true (present, future) [UEEG 20.2]
  - unreal (present, future and past) [UEEG 20.3-20.4]
  - Use of *wish* and *hope* in conditionals [UEEG 20.9-20.10]
- Adverb clauses and related structures, emphasis on usage of subordinators:
  - Time [UEEG 17.2]
  - cause and effect [UEEG 17.3]
  - contrast [UEEG 17.4]
  - direct contrast [UEEG 17.5]
- Adjective clauses, including:
  - adjective clauses with expressions of quantity [UEEG 13.9]
  - adjective clauses modified by *where/when* [UEEG 13.5-13.6]
  - use of *which* to modify whole sentence [UEEG 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**

Other Exit Criteria	Teacher Recommend?	Exit?
Yes on all requirements	Yes	Yes
Poor grade in class + 80% or higher on final	No	SC Reviews