

## Grammar

At all levels, pronunciation of forms and question and negative formation of tenses

**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*
- Singular/plural forms of regular nouns
- Parts of speech
- Subject pronouns and possessive pronouns
- Introduction to indefinite article (a/an)

### **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*
- Singular/plural forms of regular nouns
- Parts of speech
- Subject pronouns
- Possessive pronouns
- Introduction to indefinite article (a/an)

### **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:**

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

- Possessive nouns and possessive adjectives
- Object pronouns
- Present progressive
- Simple past
- Introduction to future: *will* and *be going to*
- Introduction to tangible count vs. non-count nouns and basic quantifiers
- Indefinite article (*a/an*) and introduction to definite article (*the*)
- Yes/no questions
- Basic *wh-* questions
- Adverbs of frequency (*always, sometimes, often, never, twice a week, etc.*)
- 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:*

- Possessive nouns and possessive adjectives
- Object pronouns
- Present progressive
- Simple past
- Introduction to tangible count vs. non-count nouns and basic quantifiers
- Definite article (*a/an*) and introduction to indefinite article (*the*)
- Yes/no questions
- Basic *wh-* questions
- Adverbs of frequency (*always, sometimes, often, never, twice a week, etc.*)
- 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:***

*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)
- Basic modals (present/future) of ability, permission, and request
- Basic future forms: *will* and *be going to*
- Count vs. non-count nouns and quantifiers
- Comparatives and superlatives, including:
- Comparative forms of adjectives and adverbs
  - *More...than*
  - *Less....than*
  - *Not as....as*
  - *More + nouns*
- Phrasal verbs, focus on form (separable and inseparable) and function
- Basic present, past, and future time clauses

### ***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: © past progressive*

- Simple present vs. present progressive (emphasis on non-action verbs)
- Basic modals (present/future) of ability, permission, and request
- Basic future forms: *will* and *be going to*
- Count vs. non-count nouns and quantifiers
- Comparatives and superlatives, including:
- Comparative forms of adjectives and adverbs
  - More...than*
  - Less....than*
  - Not as....as*
  - More + nouns*
- Phrasal verbs, focus on form (separable and inseparable) and function
- 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:**

*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*
- Present perfect vs. present perfect progressive
- Present/future modals of certainty, advice, obligation (including *have to*)
- Gerunds and infinitives, including:
  - Gerunds and Infinitives as direct objects
  - Gerunds as subject
  - Gerunds as objects of prepositions
- Adjective clauses, including:
  - Restrictive vs. non-restrictive
  - Relative pronouns (who, whom, whose, which, that)
- Expanding usage of the definite article

**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*
- Present perfect vs. present perfect progressive
- Present/future modals of certainty, advice, obligation (including *have to*)
- Gerunds and infinitives, including:
  - Gerunds and Infinitives as direct objects;
  - Gerunds as subject
  - Gerunds as objects of prepositions
- Adjective clauses, including:
  - Restrictive vs. non-restrictive
  - Relative pronouns (who, whom, whose, which, that)
- Expanding usage of the definite article

**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:**

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

- Past perfect, past perfect progressive, and future perfect tenses
- *Used to, would, be used to*
- Past time modals of regret, conclusion/speculation, obligation
- Conditionals, including:
  - True (present, future)
  - Unreal (present, future and past)
  - Use of *'wish'* in conditionals
- Passives
- Gerunds as objects of prepositions
- Infinitives of purpose
- Adjective clauses, including:
  - Adjective clauses with expressions of quantity
  - Adjective clauses modified by *where/when*
  - Use of *which* to modify whole sentence
- Adverb clauses and related structures

**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:*

- Past perfect, past perfect progressive, and future perfect tenses
- Used to, would, be used to*
- Past time modals of regret, conclusion/speculation, obligation
- Conditionals, including:
  - True (present, future)
  - Unreal (present, future and past)
  - Use of *'wish'* in conditionals
- Passives

- Gerunds as objects of prepositions
- Infinitives of purpose
- Adjective clauses, including:
  - Adjective clauses with expression of quantity
  - Adjective clauses modified by *where/when*
  - Use of *which* to modify whole sentence
- Adverb clauses and related structures

### ***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:***

- General review of all verb tenses with emphasis on usage over form
- Reported speech
- Passive infinitives and passive gerunds
- Causative verbs
- Progressive and passive modals (present/future and past)
- Noun clauses
- 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 of time, reason, contrast, concession

***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 verb tenses with emphasis on usage over form

- Reported speech
- Passive infinitives and gerunds
- Causative verbs
- Progressive and passive modals (present/future and past)
- Noun clauses
- 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 of time, reason, contrast, concession

***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