

## COURSE SYLLABUS

<b>Course Title</b>	Grammar for Intermediate I
<b>Course Number</b>	ESL201-1
<b>Clock Hours</b>	50
<b>Instructional Methods</b>	Lecture (50 hours)
<b>Schedule</b>	TBA
<b>Instructor</b>	TBA
<b>Office Hours</b>	by appointment
<b>Required Text(s)</b>	Azar, Betty S. & Hagen, Stacy A. (2011). <i>Fundamentals of English Grammar</i> . (4th ed.). White Plains, NY: Pearson Education.
<b>Additional Text(s)</b>	N/A Handouts will be given as needed.
<b>Reference website</b>	<a href="http://www.azargrammar.com">www.azargrammar.com</a>

### Course Description

This course provides opportunities to further develop existing knowledge of grammar structures and acquire new ones with the emphasis on the use of present, past, and future tense, pronouns and phrasal verbs, and modals and similar expressions. Writing and speaking activities are included in the class to provide opportunities to practice grammatical structures that students acquire in class. Prerequisite: ESL102 or equivalent.

### Prerequisite(s) and Corequisite(s)

Prerequisite: Qualifying score between 131.00 and below 210.99 on the ACCUPLACER Test or the successful completion of ESL102.

Corequisites: ESL201-2 Speaking for Intermediate I

ESL201-3 Reading for Intermediate I

ESL201-4 Writing for Intermediate I

### Learning Objectives and Goals

Upon completion of this course, students will be able to:

- A. Recognize new grammar points and practice new structures in a variety of contexts in order to internalize them.
- B. Integrate grammatical knowledge to immediate use in their speech and writing.
- C. Properly use and write present, past, and future tense; pronouns and phrasal verbs in sentences.
- D. Explain the difference between the past progressive and simple past, as well as explain when and why each are used
- E. Form sentences with reflexive or reciprocal pronouns using various verbs
- F. Distinguish the different usage of “is going to” and “will” and use them in complete sentences properly
- G. Form questions that ask for permission in various situations
- H. Explain the differences between intransitive and intransitive phrasal verbs in phrasal verbs

- I. Understand the usage of “already” and “yet” and use them in various situations

### **Library Usage Guideline**

The Columbia College Library collection is available for all students to use for any research or assignments they may need to complete. With its easy and simple search function, users can find their desired books by searching the author’s name, book title, keyword, subject, or ISBN. After typing in the search dialogue box, the software displays a list of related works which will help guide students to their desired books. The library user can select a desirable book from the generated list with their bibliographic data. Also, a grand online database by LIRN® is available to every student and faculty with access to more than 1 million article titles. The Directory of Open Access Journal is also open to the public 24/7. For further assistance, full-time library staff are available to assist your research during business hours (M~F 9AM to 10PM) at the Global Zone on the first floor.

### **ACCESSING LIRNPortal**

To access your LIRN subscription go to: <https://proxy.lirn.net/ColumbiaCollege>

**Username: 37860**

**Password: goodnewt91**

**Please note URL, Username, and Passwords are case sensitive.**

### **HELPFUL VIDEOS**

Our Librarian staff have composed several [YouTube Videos](#) that you might find useful.

Of particular interest:

- [Starting Your Research with LIRN's Gale Core](#)
- [Find Digital Books in Ebook Central: Academic Complete](#)

### **Code of Conduct**

A student who engages or assists in misconduct shall be subject to disciplinary measures, including reprimands, suspensions, or dismissal, when justified, to violations of this policy.

#### **Academic Dishonesty/Misconduct**

- Students shall not cheat during exams or quizzes.
- Students shall not plagiarize; plagiarism is defined as a student presenting the work or ideas of another as his/her own in a paper, exam, or other assignment.
- Students shall not sell or purchase previous examinations or other assignments.

**Non-Academic Dishonesty/Misconduct**

- Physical and/or psychological abuse, threat, or harassment
- Initiating any false report, warning, threat of fire, explosion, or other emergency
- Unauthorized use, possession, storage of any weapon, dangerous chemical, or explosive element
- Disrupting, obstructing, or interfering with the college-sponsored events
- Theft of the college equipment, products, or materials
- Unauthorized possession, use, sale, or distribution of alcoholic beverages or any illegal or controlled substances
- Gambling or holding lotteries/raffles on the college campus without proper approval
- Disorderly, lewd, or obscene conduct
- Making illegal copies of college software – The college software is protected by copyright. Students must not copy the institution’s software without permission of the copyright holder. Additionally, students must not install personal software on the college computers or damage/destroy the software/computers.

**Prohibition of Sexual Harassment of Students**

- Sexual harassment is defined as unwelcome acts of a sexual nature including sexual advances, requests for sexual favors and/or other verbal or physical conduct including written communication of an intimidating, hostile or offensive nature, or action taken in retaliation for the reporting of such behavior. Sexual harassment can be verbal, written, or physical and ranges from subtle innuendos of a sexual nature to derogatory gender-specific comments about physical exposure, assault, to coerced sexual relationships.
- Sexual harassment is a serious offense. As a consequence, any faculty or staff member who engages in such conduct or encourages such behavior shall be subject to disciplinary action that may include dismissal from the College. Students accused of sexual harassment will have the right to due process.

**Grading Policy**

The formal grading system utilized by the instructor conforms to recognized education standards.

<b>Grade</b>	<b>Percent</b>	<b>Standing</b>
A	90-100	Excellent
B	80-89	Very Good
C	70-79	Satisfactory
D	60-69	Poor
F	0-59	Failing
I	Incomplete	Not applicable

**Assessment Scale**

Course grades, at the determination of the instructor, will be based on class and group participation, daily work, exams, other presentations, projects, papers, and/or portfolio.

Instructors will distribute evaluation and his/her grading policies to students at the beginning of each term.

- 10% Attendance
- 10% Homework
- 20% Quiz
- 20% Class participation
- 40% Final Exam

### Course Schedule

Week	Date	Topics and Activities	Quiz/Assignment Due
1		Ice-breaking/ Diagnostic test <b>Chapter 1. Present Time</b> 1-1 ~ 1-3 <ul style="list-style-type: none"> <li>● Listen to the conversations on page.1</li> <li>● Teacher will explain how to make present progressive sentences compared with simple present sentences.</li> <li>● Teacher will explain the difference between simple present and present progressive.</li> <li>● Teacher will explain frequency adverbs used in the present tense.</li> <li>● Students will complete exercises on simple present, present progressive and frequency adverbs.</li> </ul>	Estimated Homework Time: 5 hours  Complete exercise: Ex.1~19  Read aloud: Tables for 1-1, 1-2 and 1-3  Listen to the conversations on page.1 again and review exercise listening  Preview for the tables on page.13, 14, 17 and 20.  Write 5 complete sentences: Using present progressive Using simple present Using frequency adverbs
		<b>Chapter 1. Present Time</b> 1-4~1-7 <ul style="list-style-type: none"> <li>● Teacher will explain singular and plural forms for present tense verbs.</li> <li>● Teacher will differentiate cases for spelling of final –s and –es.</li> <li>● Teacher will explain Non-action verbs while comparing them with action verbs.</li> <li>● Teacher will make students practice short answers to Yes/ No questions.</li> <li>● Students will practice exercise questions in class and finish the rest at home.</li> </ul>	Estimated Homework Time: 5 hours  Complete exercises: Ex.20~38  Read aloud: Tables for 1-4, 1-5, 1-6 and 1-7  Listen to the listening questions in exercises again to review.  Review Chapter 1 contents.  Write about new experiences you have recently.

2	<p><b>Chapter 2. Past Time</b> 2-1 ~ 2-4</p> <ul style="list-style-type: none"> <li>• Teacher will explain how to express past time with the simple past with forms of the simple past for regular verbs and Be verbs.</li> <li>• Teacher will tell students the spelling of –ing and –ed forms and explain some changes with certain verbs' ending.</li> <li>• Teacher will explain the principal parts of a verb and make students memorize table 2-4 for irregular verbs.</li> <li>• Students will practice exercise questions in class and finish the rest at home.</li> </ul>	<p>Estimated Homework Time: 5 hours</p> <p>Complete exercise: Ex.1~20</p> <p>Read aloud: Tables for 2-1, 2-2, 2-3 and 2-4</p> <p>Listen to the listening questions in exercises again to review.</p> <p>Write a short autobiography.</p>
	<p><b>Chapter 2. Past Time</b> 2-5 ~ 2-8</p> <ul style="list-style-type: none"> <li>• Teacher will explain regular verbs for the pronunciation of –ed endings.</li> <li>• Teacher will use a diagram to explain simple past and past progressive.</li> <li>• Teacher will explain how to express past time using time clauses.</li> <li>• Teacher will tell students how to express past habits with ‘used to’.</li> <li>• Students will practice exercise classes in class and finish the rest at home.</li> </ul>	<p>Estimated Homework Time: 5 hours</p> <p>Complete exercise: Ex. 21~45</p> <p>Read aloud: Tables for 2-5, 2-6, 2-7 and 2-8</p> <p>Listen to the listening questions in exercises again to review.</p> <p>Review Chapter 2 contents.</p> <p>Write a description of an event that you witnessed. Write a two-paragraph essay, contrasting your life in the past and present.</p>
3	<p><b>Chapter 3. Future Time</b> 3-1 ~ 3-5</p> <ul style="list-style-type: none"> <li>• Teacher will show how the future tense is used with ‘be going to’ and ‘will’ in statements and questions.</li> <li>• Teacher will explain when and how the present progressive and simple present is used for the future.</li> <li>• Teacher will explain the specific cases in which each form of the future is used.</li> <li>• Students will practice forming sentences using the future tense, ‘be going to’, ‘will’ or ‘won’t’.</li> <li>• Students will practice exercise questions in class and finish the rest at home.</li> </ul>	<p>Estimated Homework Time: 5 hours</p> <p>Complete exercises: Ex.1~24</p> <p>Read aloud: Tables for 3-1, 3-2, 3-3, 3-4, and 3-4</p> <p>Listen to the listening questions in exercises again to review.</p> <p>Write 5 complete sentences: Using be going to Using simple present for the future</p>

	<p><b>Chapter 3. Future Time</b> 3-6 ~ 3-10</p> <ul style="list-style-type: none"> <li>• Teacher will explain how to express the future in time clauses and <i>If</i>-clauses.</li> <li>• Teacher will introduce using the present progressive to express future time.</li> <li>• Teacher will explain using the simple present to express future time.</li> <li>• Teacher will explain the immediate future while using ‘be about to’.</li> <li>• Teacher will explain parallel verbs with conjunctions.</li> <li>• Students will practice exercise questions in class and finish the rest at home.</li> </ul>	<p>Estimated Homework Time: 5 hours</p> <p>Complete exercises: Ex. 25~46</p> <p>Read aloud: Tables for 3-6, 3-7, 3-8, 3-9 and 3-10</p> <p>Listen to the listening questions in exercises again to review.</p> <p>Review Chapter 3 contents.</p> <p>Write an essay on your dream goal in 10 years.</p>
4	<p><b>Chapter 4. Present Perfect and Past Perfect</b> 4-1 ~ 4-4</p> <ul style="list-style-type: none"> <li>• Teacher will explain how to form the past participle for present perfect while telling the differences between regular verbs and irregular verbs.</li> <li>• Teacher will introduce the present perfect form with <i>since</i> and <i>for</i> using diagrams.</li> <li>• Teacher will explain negative, question, and short-answer forms.</li> <li>• Teacher will make students understand the present perfect with unspecified time while using diagrams.</li> <li>• Students will practice exercise questions in class and finish the rest at home.</li> </ul>	<p>Estimated Homework Time: 5 hours</p> <p>Complete exercises: Ex 1~21</p> <p>Read aloud: Tables for 4-1, 4-2, 4-3, and 4-4</p> <p>Listen to the listening questions in exercises again to review.</p> <p>Write 5 each complete example sentences based on experience using present perfect and past perfect tense.</p>
	<p><b>Chapter 4. Present Perfect and Past Perfect</b> 4-5 ~ 4-8</p> <ul style="list-style-type: none"> <li>• Teacher will explain the simple present and present perfect tenses.</li> <li>• Teacher will explain the present perfect progressive tenses.</li> <li>• Students will learn the differences between present perfect progressive and present perfect.</li> <li>• Students will practice forming past perfect tense with example stories.</li> <li>• Students will practice exercise questions in class and finish the rest at home.</li> </ul>	<p>Estimated Homework Time: 5 hours</p> <p>Complete exercises: Ex.22~44</p> <p>Read aloud: Tables for 4-4, 4-5, 4-6, 4-7 and 4-8</p> <p>Listen to the listening questions in exercises again to review.</p> <p>Review Chapter 4 contents.</p> <p>Write 5 complete sentences</p>

			Using reflexive pronoun, Using reciprocal pronoun
5		<p><b>Review &amp; Quiz</b></p> <ul style="list-style-type: none"> <li>Teacher will review tense related contents so far briefly with diagrams.</li> <li>Teacher will administer a quiz on chapters 1 through 4.</li> <li>Students will take a quiz and ask questions regarding chapter 1~4.</li> <li>Teacher will bring activities to review such as grammar jeopardy and sample writings from students.</li> </ul>	<p>Estimated Homework Time: 5 hours</p> <p>Read aloud: Tables for Chapter 1~4</p> <p>Listen to the listening questions in exercises all again to review.</p> <p>Write an essay while using different tenses with the past and present experiences of your own.</p>
		<p><b>Quiz Q &amp; A, Chapter 5. Asking Questions</b> 5-1 ~ 5-5</p> <ul style="list-style-type: none"> <li>Review the quiz in class and answer students.</li> <li>Teacher will explain Yes/ No questions and short answers for them.</li> <li>Teacher will explain information questions and how to answer with Yes/ No.</li> <li>Teacher will talk about Wh- questions such as Where, Why, When, What time, What... for and How come questions.</li> <li>Teacher will explain questions with Who, Who(m), and What in detail.</li> <li>Teacher will tell how to use What for questions while using a form of Do.</li> </ul>	<p>Estimated Homework Time: 5 hours</p> <p>Review the quiz and study for Chapter 5.</p> <p>Complete exercises: Ex.1~24</p> <p>Read aloud: Tables for 5-1, 5-2, 5-3, 5-4, and 5-5</p> <p>Listen to the listening questions in exercises again to review.</p> <p>Make your own riddles with answers for in-class activities while using today's question forms.</p>
6		<p><b>Chapter 5. Asking Questions</b> 5-6 ~ 5-10</p> <ul style="list-style-type: none"> <li>Teacher will explain using Which and What kind of.</li> <li>Teacher will tell how to use Whose in the questions and how to answer them.</li> <li>Teacher will explain using How for questions and answers.</li> <li>Teacher will talk about the questions using How often with answer examples.</li> <li>Teacher will tell students how to use How far in questions with answer examples.</li> </ul>	<p>Estimated Homework Time: 5 hours</p> <p>Complete exercises: Ex.25~41</p> <p>Read aloud: Tables for 5-6, 5-7, 5-8, 5-9 and 5-10</p> <p>Listen to the listening questions in exercises again to review.</p> <p>Make your own riddles with answers for in-class activities while using today's question forms.</p>

	<p><b>Chapter 5. Asking Questions</b> 5-11 ~ 5-15</p> <ul style="list-style-type: none"> <li>• Teacher will explain ‘Length of time’ concept using It+take and How long.</li> <li>• Teacher will tell you spoken and written contractions with question words.</li> <li>• Teacher will let students know more question types with How.</li> <li>• Teacher will explain how to make questions using How about and What about.</li> <li>• Teacher will describe Tag questions with examples.</li> </ul>	<p>Estimated Homework Time: 5 hours</p> <p>Complete exercise: Ex.42~63</p> <p>Read aloud: Tables for 5-11, 5-12, 5-13, 5-14, and 5-15</p> <p>Listen to the listening questions in exercises again to review.</p> <p>Write a small talk conversation script of your own while using the forms you learned in chapter 5.</p>
7	<p><b>Chapter 6. Nouns and Pronouns</b> 6-1 ~ 6-5</p> <ul style="list-style-type: none"> <li>• Teacher will explain Plural forms of nouns.</li> <li>• Teacher will differentiate the Pronunciation cases of final –s and –es with examples.</li> <li>• Teacher will compare English sentence components; Subjects, Verbs, and Objects.</li> <li>• Teacher will explain Objects of prepositions.</li> <li>• Teacher will compare diverse prepositions of time.</li> </ul>	<p>Estimated Homework Time: 5 hours</p> <p>Complete exercises: Ex.1~23</p> <p>Read aloud: Tables for 6-1, 6-2, 6-3, 6-4, and 6-5</p> <p>Listen to the listening questions in exercises again to review.</p> <p>Write 5 sentences using examples of each concept you learned today: 5 subjects, 5 verbs and 5 objects.</p>
	<p><b>Chapter 6. Nouns and Pronouns</b> 6-6 ~ 6-10</p> <ul style="list-style-type: none"> <li>• Teacher will explain Word order with Place and Time.</li> <li>• Teacher will describe Subject-Verb agreement with examples.</li> <li>• Teacher will explain using Adjectives to describe nouns.</li> <li>• Teacher will clarify using nouns as Adjectives.</li> <li>• Teacher will explain Personal pronouns for Subjects and Objects.</li> </ul>	<p>Estimated Homework Time: 5 hours</p> <p>Complete exercises: Ex.24~41</p> <p>Read aloud: Tables for 6-6, 6-7, 6-8, 6-9 and 6-10</p> <p>Listen to the listening questions in exercises again to review.</p> <p>Write 5 complete sentences using adjectives, noun adjectives and personal pronouns with S-V agreement.</p>



8	<p><b>Chapter 6. Nouns and Pronouns</b> 6-11 ~ 6-16</p> <ul style="list-style-type: none"> <li>• Teacher will explain Possessive nouns with examples.</li> <li>• Teacher will discuss Possessive pronouns and Adjectives.</li> <li>• Teacher will clarify Reflexive pronouns with examples.</li> <li>• Teacher will differentiate Singular forms of Other: another vs. the other.</li> <li>• Teacher will differentiate Plural forms of Other: other(s) vs. the other(s).</li> <li>• Teacher will give a summary of forms of Other.</li> </ul>	<p>Estimated Homework Time: 5 hours</p> <p>Complete exercises: Ex. 42~60</p> <p>Read aloud: Tables for 6-11, 6-12, 6-13, 6-14, 6-15 and 6-16</p> <p>Listen to the listening questions in exercises again to review.</p> <p>Write 5 complete sentences using possessive nouns, possessive pronouns, reflexive pronouns and forms of Other.</p>
	<p><b>Chapter 7. Modal Auxiliaries</b> 7-1 ~ 7-5</p> <ul style="list-style-type: none"> <li>• Teacher will introduce the form of Modal auxiliaries.</li> <li>• Teacher will illustrate expressing ability using Can and Could.</li> <li>• Teacher will clarify expressing possibilities with May, Might, and Maybe; expressing permission with May and Can.</li> <li>• Teacher will explain using Could to express possibility with examples.</li> <li>• Teacher will differentiate polite questions with May I, Could I, and Can I.</li> <li>•</li> </ul>	<p>Estimated Homework Time: 5 hours</p> <p>Complete exercise: Ex.1~21</p> <p>Read aloud: Tables for 7-1, 7-2, 7-3, 7-4 and 7-5</p> <p>Listen to the listening questions in exercises again to review.</p> <p>Write a paragraph about someone's accomplishments while using Modal auxiliaries.</p>
9	<p><b>Chapter 7. Modal Auxiliaries</b> 7-6 ~ 7-10</p> <ul style="list-style-type: none"> <li>• Teacher will introduce polite questions with Would you, Could you, Will you and Can you.</li> <li>• Teacher will explain how to express advice with Should and Ought to.</li> <li>• Teacher will explain how to express advice with Had better.</li> <li>• Teacher will explain how to express necessity with Have to, Have got to, and Must.</li> <li>• Teacher will explain how to express lack of necessity using Do not have to, and how to express prohibition using Must not.</li> </ul>	<p>Estimated Homework Time: 5 hours</p> <p>Complete exercise: Ex.22~36</p> <p>Read aloud: Tables for 7-6, 7-7, 7-8, 7-9 and 7-10</p> <p>Listen to the listening questions in exercises again to review.</p> <p>Write 5 complete sentences using Modal auxiliaries of today's class.</p>
	<p><b>Chapter 7. Modal Auxiliaries</b> 7-11 ~ 7-15</p>	<p>Estimated Homework Time: 5 hours</p>

		<ul style="list-style-type: none"> <li>• Teacher will introduce making logical conclusions with Must.</li> <li>• Teacher will explain Tag questions with Modal auxiliaries.</li> <li>• Teacher will explain giving instructions with Imperative sentences.</li> <li>• Teacher will explain making suggestions with Let's and Why don't.</li> <li>• Teacher will tell how to state preferences with Prefer, Like... better than~, and Would rather.</li> </ul>	<p>Complete exercise: Ex.37~</p> <p>Read aloud: Tables for 7-11, 7-12, 7-13, 7-14 and 7-15</p> <p>Listen to the listening questions in exercises again to review.</p> <p>Write 5 questions using Modal auxiliaries of today's class.</p>
10		<b>Review for the exam</b>	<p>Estimated Homework Time: 5 hours</p> <p>Study for the exam.</p>
		<b>Final exam</b>	