Achievement Scale for Grammar Courses

Six special topics courses focus on grammar. Students are placed in grammar classes according to their Reading Writing course levels. Please refer to the “Reading Writing Achievement Scale” for Levels 1 – 6" for more information. Below are the six grammar courses. To satisfactorily complete these courses, students must obtain a minimum grade of 75% or higher.

**Beginning Grammar I (ESL 013) is for students in beginning English as a second language.**
By the end of the course, students should be able to correctly

- Form sentences with the be verb in the simple present with singular and plural subjects
- Form sentences with the be verb in the simple present with contractions
- Form sentences with the be verb with noun, adjective, and prepositional phrase complements
- Form yes/no and wh- questions with the be verb in the simple present
- Form statements with have or has with correct subject-verb agreement
- Select possessive adjectives in the context of two-turn exchanges
- Form noun phrases with this, that, these, and those
- Use subject-verb agreement with a variety of verbs
- Select forms of do vs. be in questions
- Choose the present simple vs. the present progressive
- Choose prepositions of time and place
- Analyze sentences for subjects, verbs, objects, and prepositional phrases
- Choose quantifiers for count vs. non-count noun

**Interpretation**: Students in this course will be able to correctly form statements and questions with the appropriate auxiliary verb while maintaining correct subject-verb agreement. Students will effectively use count and non-count nouns as well as possessives and demonstrative adjectives in everyday communication.
Beginning Grammar II (ESL 013) is for students in high-beginning English as a second language.
By the end of the course, students should be able to correctly

- Form sentences with the *be* verb in the simple past with singular and plural subjects
- Use *last, yesterday, and ago* in past time expressions
- Form yes/no questions with the simple past of *be*
- Form wh- questions with the simple past of *be*
- Form simple past affirmative and negative statements with regular verbs
- Form simple past affirmative statements with 37 irregular verbs
- Form yes/no questions with the simple past of regular and irregular verbs
- Form wh- questions with the simple past of regular and irregular verbs
- Use past time clauses with *before, after, and when*
- Form sentences in the past progressive
- Choose the simple past vs. past progressive in complex sentences with time clauses
- Form linking verb + adjective sentences
- Form adjective + noun sentences
- Form *How* and *What* questions with adjectives
- Form sentences with adverbs of manner
- Form sentences with adjectives and *too, very or enough* using context clues
- Form affirmative and negative statements with *can or could* to express ability or possibility using time clues
- Form yes/no questions and short answer responses with *can or could*
- Form wh- questions with *can or could from* statement/answer prompts
- Form affirmative and negative statements in the simple present and simple past with *be able to + verb phrase*
- Form affirmative and negative statements using *know how to + verb phrase*
- Form yes/no questions and short answer responses with *know how to + verb phrase*
- Form comparative statements with long vs. short adjectives
- Form *yes/no, Which, and Who* questions with comparatives of adjectives
- Form superlative statements with long vs. short adjectives
- Form *yes/no, What, and Who* questions with superlatives of adjectives
- Write the corresponding possessive pronoun from statements that use possessive adjective + noun
- Form questions with Whose and Who’s
- Form Whose questions from statement/answer prompts
- Form affirmative and negative statements of advice with should
- Form yes/no and wh- questions with should
- Form affirmative and negative statements of permission with can and may
- Form yes/no, When, Where, and Why questions with can and can’t
- Form affirmative and negative statements of necessity with have to
- Form yes/no and wh- questions with have to from statement/answer prompts
- Make polite requests using Can you, Could you, and Would you
- Make polite offers using Can I, Could I, and Would you like

**Interpretation:** Students in this course will be able to form statements and questions in simple and progressive tenses with descriptive adjectives, comparatives, superlatives, and modals while maintaining correct subject-verb agreement. Students will also be able to make polite requests and give polite responses in everyday communication.

**Intermediate Grammar III (ESL 023) is for students in low-intermediate English as a second language.**

By the end of the course, students should be able to correctly
- Form affirmative and negative statements in the simple present
- Form yes/no and wh- questions in the simple present
- Form simple present statements and questions with frequency adverbs and ever
- Form affirmative and negative statements in the present progressive
- Form yes/no and wh- questions in the present progressive
- Identify and use non-action verbs that require the simple present
- Form affirmative and negative statements in the simple past
- Form yes/no and wh- questions in the simple past
- Form affirmative and negative statements in the past progressive
- Form yes/no and wh- questions in the past progressive
- Form statements containing past time clauses with when and while
- Choose when or while for past time clauses
Form affirmative and negative statements of past time with used to
Form yes/no and wh- questions of past time with used to
Form past time statements of repeated actions with would
Form singular and plural possessive nouns
Use another, other, another one, and other ones in sentences
Identify non-count nouns by category
Select quantity and measurement words with count and non-count nouns
Select possessive adjectives vs. possessive pronouns to use in sentences
Select prepositions of time, place, and direction to use in sentences
Choose the, a/an, or no article in front of noun phrases
Make generalizations with plural nouns vs. a/an + singular nouns
Choose the for geographic or place names
Form statements and questions in the present perfect with regular and irregular verbs
Respond to questions in the present perfect with short answers that use the auxiliary verb
Using context clues, select adverbs to complete statements or questions in the present perfect: already, ever, never, recently, lately, just, still, or yet
Using context clues, choose for or since to form time phrases in sentences in the present perfect
Form sentences in the present perfect using time clauses with since
Choose the present perfect for expressing indefinite past time vs. the simple past for definite past time
Choose the present perfect for expressing incomplete time vs. the simple past for complete time
Form statements in the present perfect progressive
Form yes/no and wh- questions in the present perfect progressive
Form statements and questions about the future with will and be going to
Choose will vs. be going to depending on meaning
Choose the present simple for future schedules vs. the present progressive for future plans
Form complex sentences with future time clauses
Choose after, as soon as, when or before in future time clauses
Form affirmative and negative comparative statements with long vs. short adjectives and adverbs
Form affirmative comparative statements of equality with adjectives and adverbs
Form superlative statements with long vs. short adjectives and adverbs
Form superlative statements with one of the, the least, and in or of prepositional phrases

Interpretation: Students in this course will be able to form affirmative statements, negative statements, and questions using simple, progressive and perfect tenses. Students will also be able to express past time with clauses and irregular verbs. They will be able to incorporate comparatives and superlatives to express ideas.

Intermediate Grammar IV (ESL 037) is for students in high-intermediate English as a second language. By the end of the course, students should be able to correctly:

- Form complex sentences in the future conditional with if or when
- Identify the difference in certainty between if and when in the future conditional
- Form sentences with gerunds as subjects or as objects of verbs
- Form sentences with gerunds after noun + preposition, verb + preposition, and adjective + preposition collocations
- Form sentences with verb + infinitive and verb + object + infinitive
- Distinguish which verbs are followed by a gerund, an infinitive, or either
- Form too + adjective/adverb + for + object + infinitive sentences
- Form too much/too many + noun + for + object + infinitive sentences
- Form adjective/adverb + enough + for + object + infinitive sentences
- Form enough + noun + for + object + infinitive sentences
- Form sentences with restrictive subject relative clauses with who, that, or which
- Form sentences with restrictive object relative clauses with whom, that, or which
- Form relative clauses with whose to replace a possessive adjective or pronoun
- Form statements, yes/no questions, and wh- questions with can or could to express ability
- Identify the tense differences of can, could, and be able to
- Form sentences of weak possibility with may, might, and could
- Form sentences with must and must not to express logical conclusions
- Form questions and statements of permission with may, could, and can
- Make requests with would, could, can, and will
- Choose must vs. have to to express present or past time
- Form sentences of prohibition with must not, may not, can’t, and couldn’t
Choose modals of prohibition vs. lack of necessity using context clues
Form statements of advisability with should and ought to
Form statements of expectation with be supposed to
Form sentences with verbs that take direct and indirect objects
Form sentences that use separable and inseparable phrasal verbs
Form sentences in the passive voice in the simple present, simple past, and future with will
Choose when to omit by phrases in the passive voice
Form sentences with verbs of mental activity followed by that noun clauses
Form sentences with be + adjective + that noun clauses
Form sentences with wh-word noun clauses

Interpretation: Students in this course will be able to form complex sentences while maintaining correct verb tense and subject-verb agreement. Students will also be able to select appropriate word forms after verbs, incorporate passive voice, and use modals to add nuance to their sentences. They will also be able to make requests at varying levels of politeness for everyday communication.

Advanced Grammar V (ESL 042) is for students in low-intermediate English as a second language.
By the end of the course, students should be able to correctly

Demonstrate mastery in forming and selecting the simple present vs. present progressive in statements and questions
Demonstrate mastery in the use of non-action/stative verbs in the present simple
Express the stative vs. active meanings of feel, have, see, taste, and weigh
Demonstrate mastery in forming and selecting the simple past vs. past progressive in statements and questions
Select for vs. since in forming time phrases and clauses in the present perfect
Using context clues, correctly select the present perfect vs. the simple past to form statements or questions
Form the present perfect progressive in statements and questions
Using context clues, correctly select the present perfect vs. the present perfect progressive to form statements or questions
Using context clues, correctly select the past simple vs. past perfect in completing questions or statements
Form the past perfect progressive in statements and questions
Using context clues, correctly select the past perfect vs. the past perfect progressive to form statements or questions
Using context clues, correctly select will vs. be going to in completing questions or statements about the future
• Form sentences with future time clauses using after, as soon as, before, once, until, when, or while as appropriate to context
• Form questions and statements in the future progressive
• Form negative yes/no questions
• Form tag questions
• Accurately respond to tag questions
• Pluralize nouns in a text that has both count and non-count nouns
• Use expressions of quantity with count vs. non-count nouns
• Using context clues, choose when to use a/an, the, or some before nouns
• Apply verb agreement to a variety of subject noun-phrase constructions
• Choose prepositions and form preposition + gerund phrases that post-modify nouns
• Complete gerundive collocations with select nouns and with verbs of time and money
• Use verbs followed by an infinitive vs. verbs followed by an object + infinitive
• Use verbs that can be followed by an infinitive or gerund without a change meaning
• Use verbs that can be followed by an infinitive or gerund with a change meaning
• Form sentences with It + verb + infinitive and It with adjective complement + infinitive
• Form sentences with too vs. enough with infinitives
• Use could and be able to express past ability
• Use should have + past participle to express regret or criticism

Interpretation: Students in this course will be able to incorporate perfective and future tenses to convey a greater range of meaning. Students will also be able to participate actively in conversations by using tag questions, a larger range of modifiers and modals to express discreet meaning.

Advanced Grammar VI (ESL 063) is for students in high-intermediate ESL English as a second language. By the end of the course, students should be able to correctly

• Demonstrate mastery in forming passive voice sentences in the simple present and past, present and past progressive, and present perfect
• Form passive voice sentences with modals in the simple present, simple past, and future
• Choose when to use agentless passive sentences
• Form passive gerunds vs. passive infinitives

• Form get passive sentences with get/got/gotten, getting, or to get using knowledge of grammatical context
• Form sentences with have, let, make, get, or help + object + bare infinitive
• Form passive causative sentences (e.g., have it done/get it done) in simple, progressive, and perfect tenses
• Choose phrasal verbs to complete sentences with them in their correct forms
• Distinguish two-word transitive verbs as separable or inseparable, two-word intransitive verbs as inseparable, and three-word phrasal verbs as inseparable
• Demonstrate mastery of restrictive subject relative clauses
• Demonstrate mastery of restrictive object relative clauses
• Determine when subject or object relative clauses are non-restrictive/non-identifying
• Reduce relative clauses
• Form sentences with restrictive and non-restrictive relative clauses using where and when as relative pronouns
• Select subordinating conjunctions to show time, reason or purpose
• Reduce adverb clauses of time and reason
• Form present real conditional sentences with if, even if, unless, and when
• Form future real conditional sentences with if and unless
• Form present and future unreal conditional sentences
• Express the unreal with the verb wish
• Form past unreal conditional sentences
• Express regret with wish + past perfect
• Form sentences with that noun clauses after appropriate verbs and adjectives
• Form sentences with noun clauses beginning with if, whether, preposition + whether, and if/whether ... or not
• Transform wh- questions into noun clauses
• Transform direct speech into reported speech
• Transform commands, advice, and requests in direct speech into reported speech
• Make accurate changes of time and place reference when transforming direct speech into reported speech
Interpretation: Students in this course will be able to use passive voice across tenses. They will also be able to participate actively in conversations by incorporating phrasal verbs and idiomatic expressions. Students will improve fluency and sentence cohesion by incorporating a range of clauses and sentence structures.

To satisfactorily complete these courses, students must obtain a minimum grade of 75% or higher.