

Advanced Grammar Skills in ESL

Course Number X402

UC Berkeley Extension

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Advanced Grammar Skills in ESL UC Berkeley Extension

(2 units)

Academic Code: X402

Instructor: Steven L. West, Ph.D.

Course Description/Purpose

The purpose of this course is to stimulate deeper understanding of English grammar. It will follow a systematic approach to a number of the most problematic aspects of English grammar. This process will help students to develop communicative competence in English as a Second Language.

Course Objectives -Participants will be able to:

- **Build on their current level of competence with English grammar.**
- **Isolate those elements of English grammar that are particularly troublesome to ELs (English Learners).**
- **Follow a systematic investigation into some of the most problematic aspects of English grammar.**
- **Approach those problematic areas following one of the finest texts in English grammar for ESL students (English as a Second Language): Diane Larsen-Freeman's *Grammar Dimensions*.**
- **Develop a broad range of skills from the course that can be models for further learning after the course.**

Mode of Instruction:

This course will be taught in an interactive manner so that the experiences of the participants become an integral part of the learning process. It will build on the strengths that ELs bring into the classroom. It will include lecture, group discussion, reading, writing and reflection to stimulate metacognitive learning. A list of helpful websites will also be provided.

Schedule:

Please see the single-page schedule to be presented during the first class.

Evaluation

- Participation 25%
- Written assignments throughout the course 75%

Please note: Regular and timely attendance is an important part of the evaluation. If you are taking the course for credit, missing more than 3 hours of class will require that you withdraw from the course.

Reading for the course

Required reading: Students must have the following texts which will serve as the basis for the course. These books must be acquired before the first day of class:

1. **Student Text, Level 4 of *Grammar Dimensions: Form – Meaning- Use*, (4th edition by Jan Frodesen and Janet Eyring—Series Director: Diane Larsen-Freeman). Remember that there are two “4s” in ordering this book: one for the edition and one for the level (up in the right corner of the book). Order this online as soon as possible. (ISBN-13: 978-1-4130-2752-5).**
2. **Course text: *The Vibrant English Verb: Mastering Meaning and Usage*, by S. L. West, Richmond, CA: International Institute of Language and Culture (IILC), 2017. Order on Amazon.**
3. **Course reader: *Advanced Grammar Skills in ESL*. Please download this (free of charge) at www.linguisticsforeducators.com. It is the agenda for the course, and we will be using it from the first day of class.**

Recommended reading:

- Others to be presented during the course (see the recommended reading below)

Instructor

Steven L. West, Ph.D.

Dr. West holds a Ph.D. degree in Near Eastern Languages and Cultures from UCLA and a B.A. degree in Government from Oberlin College.

He was a Fulbright Scholar to Turkey and also a professor of the Turkish language, Ottoman and the cultural history of the Turks at UCLA and the University of Pennsylvania. He received the International Distinguished Service award from Macalester College for his work in Cyprus.

For the past 19 years he has been an instructor in the following required courses for the TESL Certificate program at the UC Berkeley Extension: Grammar, Linguistics, Cross-Cultural Communication and Second Language Acquisition. He has presented courses in joint ESL certificate programs with the University of California in Cairo, Egypt; also in Jinju and Cheonan, South Korea.

Dr. West has lived and worked in Turkey, Cyprus, Lebanon and Austria. He has many years of experience as an ESL instructor both abroad and within the USA. He has traveled extensively.

He has given training programs in international communication and diversity for the Middle East, Central Asia, East Asia, Latin America and North America. His clients have included Advanced Micro Devices, Bechtel, Boeing, Chevron, Federal Express, Hughes, Lucent Technologies, Merck, Peace Corps, Rockwell International, Scott Paper Company, Starbucks, and the University of California, Berkeley.

Advanced Grammar Skills in ESL

Recommended Reading

- American Heritage Desk Dictionary, The.* Boston: Houghton Mifflin, 2013 (5th edition).
- Bland, S. K. (series director & author). *Grammar Sense 4.* Oxford University Press, 2012 (2nd edition).
- Celce-Murcia, M. *Teaching English as a Second or Foreign Language.* Boston: Heinle & Heinle, 1991 (2nd edition).
- Celce-Murcia, M., D. M. Brinton & J. M. Goodwin. *Teaching Pronunciation: A Reference for Teachers of English to Speakers of Other Languages.* Cambridge University Press, 1996.
- Chicago Manual of Style, The.* Chicago: University of Chicago Press, 2010 (16th ed).
- Collins COBUILD Advanced Dictionary of American English* (1st edition). Boston: Thomson/Heinle, 2007.
- Collins COBUILD Intermediate Dictionary of American English* (1st edition). Boston: Thomson/Heinle, 2008.
- Elbaum, S. *Grammar in Context* (4 volumes). Boston: Thomson/Heinle, 2006.
- Flexner, S. B. & A. H. Soukhanov. *Speaking Freely: A Guided Tour of American English.* Oxford University Press, 1997.
- Grant, Linda. *Well Said: Pronunciation for Clear Communication.* Boston: Heinle, Cengage Learning, 2007.
- Hopper, V. F., C. Gale, R. C. Foote & B. W. Griffith. *Essentials of English.* Barron's Educational Series, 2010 (6th edition).
- Larsen-Freeman, D & M. Celce-Murcia. *The Grammar Book: Form, Meaning, and Use for English Language Teachers.* Boston: Heinle Cengage Learning, 2016 (3rd edition).
- Larsen-Freeman, D. (series director). *Grammar Dimensions: Form – Meaning – Use.* (4 volumes). Boston: Thomson/Heinle, 2007 (called “The most comprehensive and communicative series available” by the publisher)
- McCrum, R., W. Cran & R. MacNeil. *The Story of English.* New York: Viking, 1986.

- Morenberg, M. *Doing Grammar*. Oxford University Press, 1997 (2nd edition).
Newbury House Dictionary of American English: The Core of English Language Learning (4th edition). Boston: Thomson/Heinle, 2004.
- O’Sullivan, J. K. & C M. Newman. *Visions: Literacy – Language – Literature – Content, Introductory Teacher Resource Book*. Boston: Thomson/Heinle, 2006 (many volumes).
- Oxford Collocations Dictionary for Students of English*. Oxford: Oxford University Press, 2002.
- Oxford English Dictionary, The*. Oxford University Press, (the most recent edition).
- Oxford, R. L. *Language Learning Strategies: What Every Teacher Should Know*. Boston: Heinle & Heinle, 1990.
- Spears, R. A. *McGraw-Hill’s Dictionary of American Idioms and Phrasal Verbs*. New York: McGraw-Hill, 2005.
- Thomson/Heinle English Language Learning, Catalog for. Have this publisher (the same as Heinle & Heinle) provide you with the new catalogs for each year (877-NEED-ESL; Online: elt.thomson.com).
- West, S. L. *Linguistics for Educators: A Practical Guide*, (3rd edition). Richmond, CA: International Institute of Language and Culture, 2018.
- West, S. L. *The Vibrant English Verb: Mastering Meaning and Usage*. Richmond, CA: International Institute of Language and Culture, 2017.

Ground Rules

- 1. Come to class on time. Missing more than three hours of class will require that you withdraw from the course.**
- 2. Please turn your cell phones off and keep them off throughout the class.**

[If you don't keep your cell phones off during class, your grade will be seriously affected.]
- 3. Turn in your hard copy papers on time. I will not read attachments.**
- 4. Have only one conversation at a time.**
- 5. Listen and respect others when they are talking.**
- 6. Speak from your own experience instead of generalizing about others.**
- 7. Do not be afraid to respectfully challenge one another by asking questions, but refrain from personal attacks—focus on ideas.**
- 8. Participate to the fullest of your ability—community growth depends on the inclusion of every individual voice.**

Enjoy the course!

Advanced Grammar Skills in ESL
Session 1
Verbs: The Engines of Sentences

Homework for Session 2:

1. Chapter 1 of *The Vibrant English Verb*
2. Begin to plan essays on what you are learning in these sessions.
3. Study Units 1 and 2 of Diane Larsen-Freeman's *Grammar Dimensions 4* (hereafter referred to as "D L-F") and prepare the following exercises:

Ex 1 on p. 15
9 on 23
11 on 24
15 on 28

Ex. 4 on 17
10 on 23
12 on 25
19 on 33

- I. **Welcome and introductions**

- II. **Review of course goals and objectives**

- III. **Logistics of the course:**
 - Schedule**
 - Evaluation**
 - Reading for the course**
 - Your participation: grammar exercises, writing in English**

- IV. **Introduction to the *Grammar Dimensions* book, p. xii**

- V. **FORM - MEANING - USE**

Advanced Grammar Skills in ESL
Session 2
Verbs: The 12 tenses in the indicative mood

Homework for Session 3:

1. Chapters 2 & 3 of the verb book
2. For next week prepare the following exercises from the D L-F book, Unit 3.

Ex 1 on 41
7 on 47

Ex. 3 on 43
14 on 54

- I. **Review of chapter 1 of the verb book**

- II. **FORM - MEANING - USE**
“Tense” and “Aspect”
The 12 tenses in the indicative mood

- III. **Exercises from D L-F, Units 1 & 2 (assigned last week)**

Advanced Grammar Skills in ESL
Session 3
Subject–Verb Agreement in English Verbs

Homework for Session 4:

1. Chapters 4 & 5 of the verb book
2. Prepare the following exercises from Unit 5 of D L-F for next week.

Ex 3 on 86

5 on 89

7 on 92

14 on 99

Ex. 4 on 87

6 on 91

8 on 94

16 on 101

I. The verb book: Chapters 2 and 3

II. FORM - MEANING - USE

Auxiliary verbs: What the heck are these?

Timelines

III. Idioms: Group 1

IV. Exercises from D L-F Unit 3 (assigned last week)

Advanced Grammar Skills in ESL
Session 4
The Articles of English: Never-ending Challenge

Homework for Session 5:

1. Units 7 & 8 of Diane Larsen-Freeman's *Grammar Dimensions 4*
2. Write Essay #1: due next week
3. Prepare the following exercises from Unit 7 and 8 of D L-F for next week.

Step 2 on 138
1 on 151

Ex 2 on 139
5 on 156

I. The verb book: Chapters 4 and 5

II. Exercises from D L-F Unit 5 (assigned last week)

Advanced Grammar Skills in ESL
Session 5
Subordinate Clauses

Homework for Session 6:

1. Chapter 6 of the verb book
2. Unit 13 of Diane Larsen-Freeman's *Grammar Dimensions 4*
3. Essay on what you are learning in these sessions
4. Prepare the following exercises from Unit 13 of D L-F for next week.

Ex 1 on 243

Ex 5 on 247

12 on 253

Step 2 on 245

8 on 249

16 on 257

I. “The Dance of the English Verbs”

II. 3 types of subordinate clauses:

- **Adjective clauses (relative clauses)**
- **Noun clauses**
- **Adverb clauses**

III. Exercises from D L-F Unit 7 and 8 (assigned last week)

Advanced Grammar Skills in ESL
Session 6
The Subjunctive and the Modal Auxiliaries for This Mood

Homework for Session 7:

1. Unit 15 of Diane Larsen-Freeman's *Grammar Dimensions 4*
2. Essay on what you are learning in these sessions.
3. Prepare the following exercises from Unit 15 of D L-F book for next week.

Ex 1 on 283 & 284
4 on 285
10 on 293

Ex 2 on 284
9 on 291

- I. **Chapter 6 of the verb book: The subjunctive mood**

- II. **Exercises from D L-F Unit 7 & 8 (assigned last week)**

Advanced Grammar Skills in ESL**Session 7****The Conditionals: Essentially Adverb Clauses for the Subjunctive Mood****Homework for Session 8:**

1. Unit 17 of Diane Larsen-Freeman's *Grammar Dimensions 4*
2. Essay on what you are learning in these sessions.
3. Prepare the following exercises on prepositions from Unit 17 of the D L-F book for next week.

2 on 316 & 317**7 on 322****9 on 324****10 on 325****12 on 327****I. Exercises from D L-F Unit 15 (assigned last week)**

Advanced Grammar Skills in ESL
Session 8
Prepositions

Homework for Session 9:

1. Prepare explanations concerning the timelines of the verb book in your own words.
2. Prepare “The Dance of the English Verbs” exercise.
3. Review the Units covered in Diane Larsen-Freeman’s *Grammar Dimensions 4*
4. Essay on what you are learning in these sessions.

I. Exercises from D L-F Unit 17 (assigned last week)

Advanced Grammar Skills in ESL
Session 9
Phrasal Verbs

[No more exercises assigned for the course]

I. FORM - MEANING - USE: Phrasal Verbs

- **Inseparable phrasal verbs**
- **Separable phrasal verbs**

II. Discussion concerning “The Dance of the English Verbs”

III. Group work on phrasal verbs

IV. Homework for next week:

Choose one of the following grammar points of the course. Prepare the main points on this topic. Next week demonstrate just how you would teach this grammar point in your home country:

- ◆ Verb forms
- ◆ Verb tenses and aspects
- ◆ Auxiliary verbs
- ◆ Articles
- ◆ Subordinate clauses
- ◆ The Subjunctive Mood and its Auxiliaries
- ◆ Prepositions
- ◆ Phrasal Verbs

**Advanced Grammar Skills in ESL
Session 10**

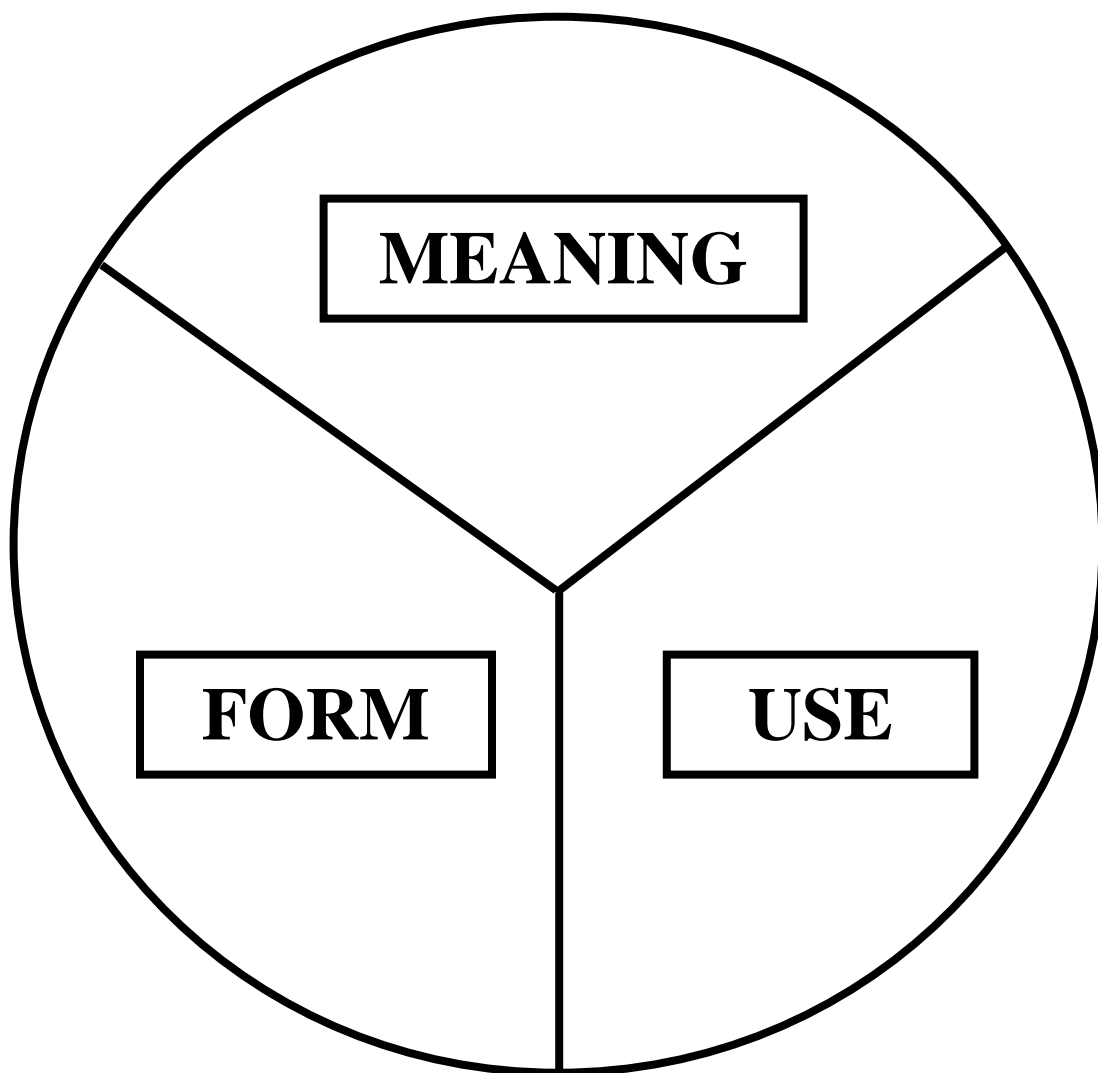
I. Teach these topics to us as if we were students in your home country:

- ◆ **Verb forms**
- ◆ **Verb tenses and aspects**
- ◆ **Auxiliary verbs**
- ◆ **Articles**
- ◆ **Subordinate clauses**
- ◆ **The Subjunctive Mood and its Auxiliaries**
- ◆ **Prepositions**
- ◆ **Phrasal Verbs**

II. Applying the skills

- ◆ **What have you learned in this course?**
- ◆ **How will it help you in your understanding of English?**
- ◆ **What skills have you acquired concerning English that you can use well into the future?**

Adapted from M. Celce-Murcia & D. Larsen-Freeman
The Grammar Book: An ESL/EFL Teacher's Course (2nd edition)



Diagnose the Error and Plan the Solution
[Examples from Swan's *Learner English*]

1. "They took to the hospital
her mother."

2. "They were waiting
the bus."

3. "My brother left home
since 9:00."

4. I wish you can come."

Every complete form of an English verb contains both:
 ◀ Tense (timing of the action) & Aspect (framing of that action) ▶

“Present Tenses” (Habit vs. Present Moment)

PAST

NOW

FUTURE

Simple Present as a habitual tense:

*“She **runs** every day.”*

(simple expression of an action taking place habitually in the past or in the future, but not actually in the present time, not “now”)

× × × × × × | × × × × × ×

Present Progressive:

*“She **is running** right now.”*

(relatively unframed, simple action spanning the present moment. Most verbs in English require this tense to express action going on at the present time.)



Simple Present as a True Present Tense:

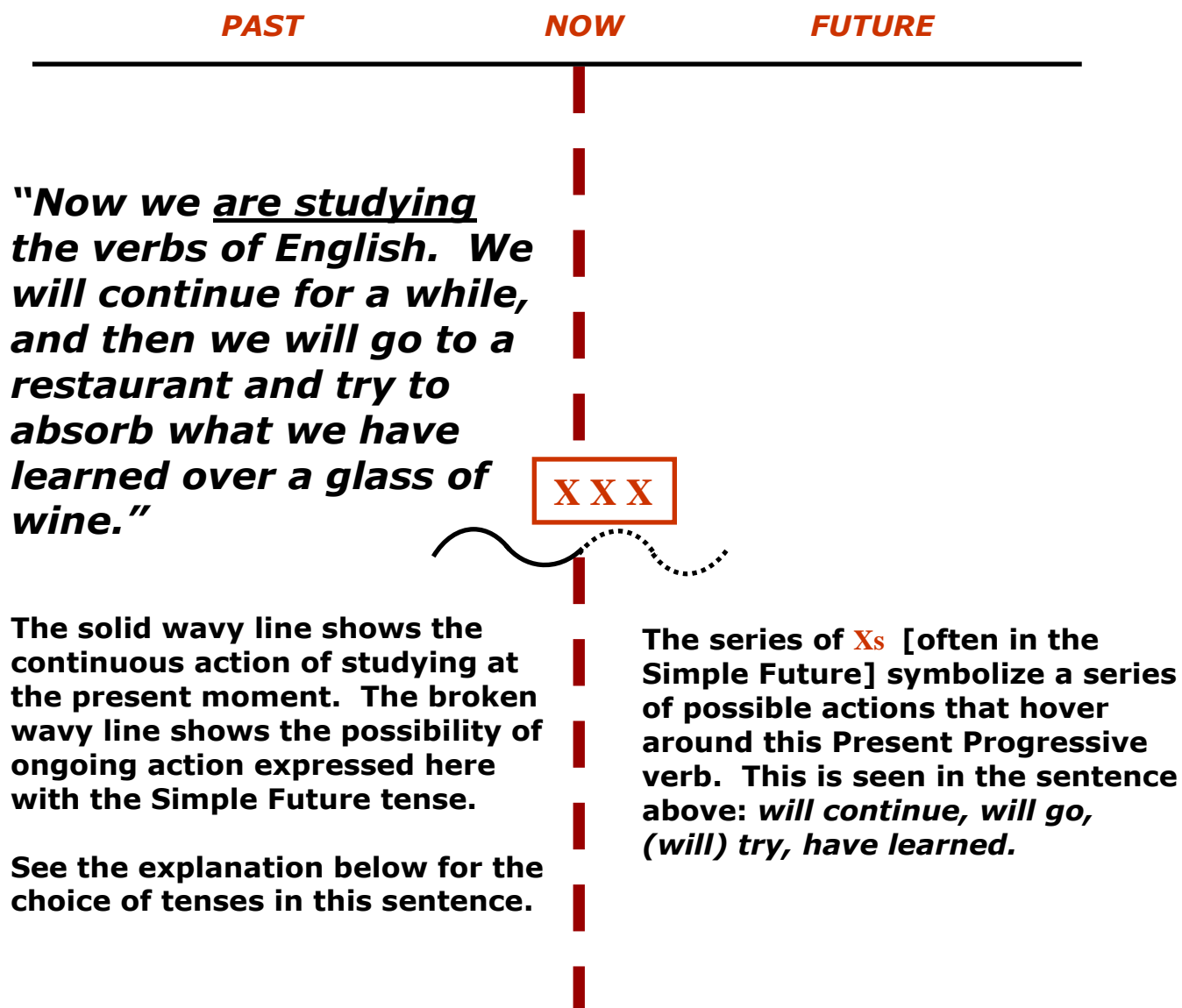
*“He **sees** her.”*

For a relatively small group of verbs called “stative” verbs (see below), the Simple Present is a real present tense. Stative verbs involve states or conditions (not actions): mental or sensory perception, emotion, opinion, relationship, etc. As a total count, perhaps 5% of English verbs belong to this category. However, they are so common that the percentage in usage is much higher.

PRESENT PROGRESSIVE TENSE

(dancing around the present moment)

Every complete form of an English verb contains both:
 ◀ Tense (timing of the action) & Aspect (framing of that action) ▶



Which one should I use? Simple Present or Present Progressive? (Primary Uses)

All of these verbs refer to action taken around the present time, but there is significant difference between them.

Every complete form of an English verb contains both:
◀ Tense (timing of the action) & Aspect (framing of that action) ▶

PAST

NOW

FUTURE

SIMPLE PRESENT (most verbs)

"She speaks at conferences."

Use this for habitual actions taking place across a period of time, but not precisely at the present moment (not now).

PRESENT PROGRESSIVE

"I am speaking to you now."

Use this for true present actions (taking place now).

SIMPLE PRESENT (stative verbs)

"They own a car."

Use this for verbs which are small in number (fewer than 100) but very common in usage. They are a true present tense, occurring "now" and across a period of time.

PRESENT PERFECT TENSE

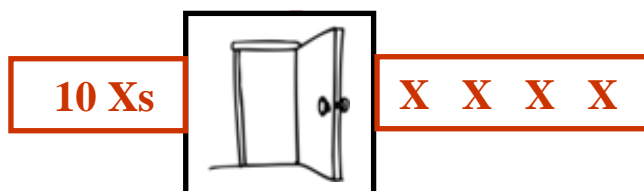
Every complete form of an English verb contains both:
 ◀ **Tense**(timing of the action) & **Aspect**(framing of that action) ▶

PAST

NOW

FUTURE

"I **have called** the car dealer at least ten times."



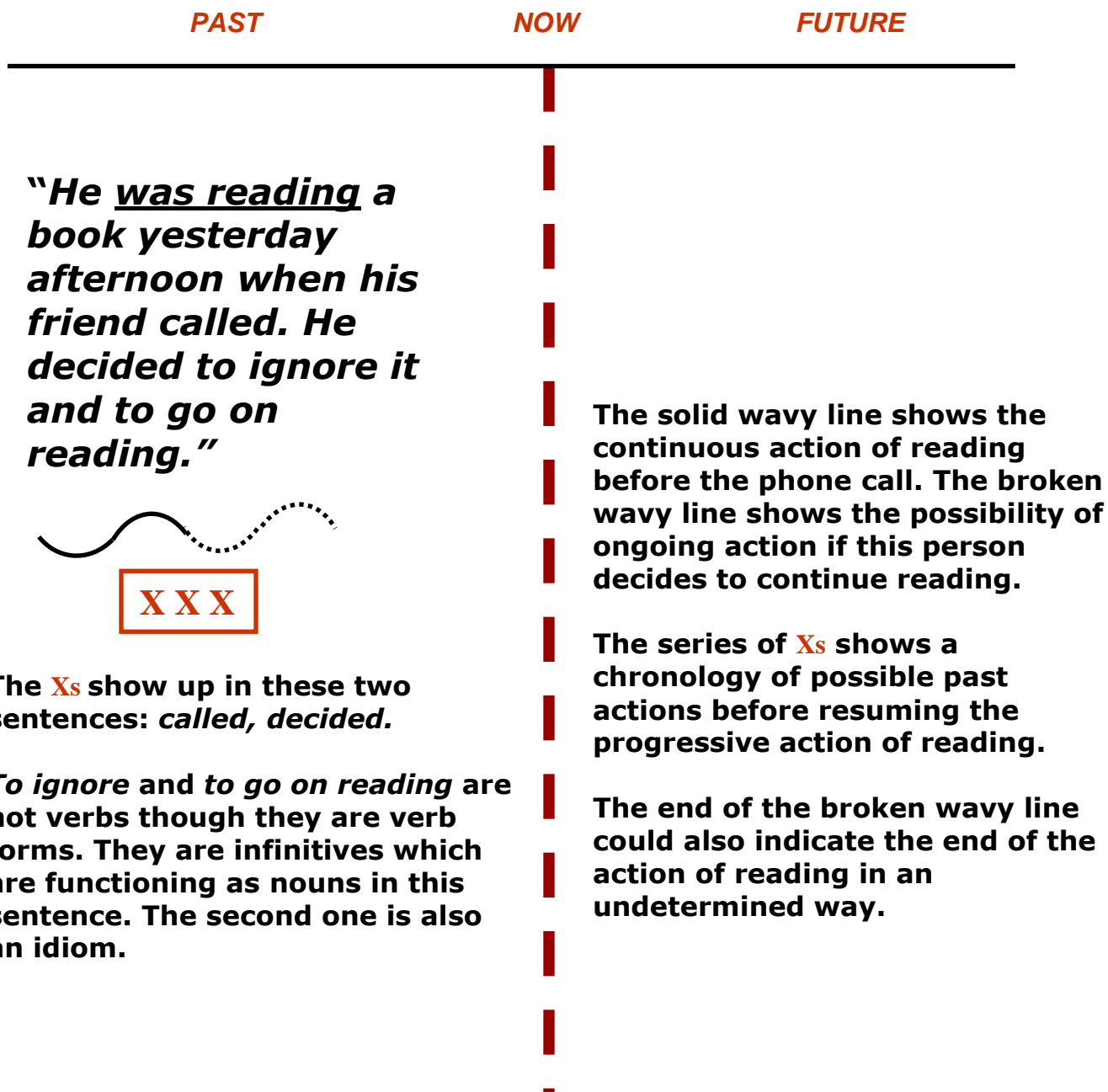
This door shows the completion of the action to its left, that is, before the present moment. The door then opens to the possibility, and often the expectation, that more will occur just after the present moment.

This series of Xs shows a chronology of action that will take place starting just after the present moment and on into the future.

They symbolize the actions in the dialog below that follow the Present Perfect verb: *has never returned, has been sitting, -'s in that's, must be*, and potentially others.

PAST PROGRESSIVE TENSE

Every complete form of an English verb contains both:
 ◀ Tense (timing of the action) & Aspect (framing of that action) ▶



PAST PERFECT TENSE

(The dance begins)

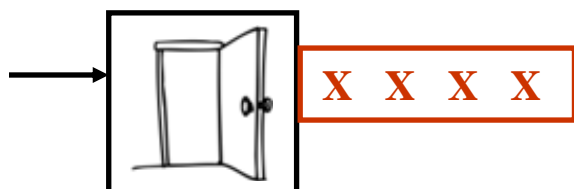
Every complete form of an English verb contains both:
 ◀ Tense (timing of the action) & Aspect (framing of that action) ▶

PAST

NOW

FUTURE

"I had already driven
 my new car home when a
 bunch of terrible things
 happened."



These **Xs** symbolize the actions (verbs in the Simple Past) that follow this Past Perfect verb: *happened* in the sentence above and *discovered, was, seemed, approached* in the first part of the dialog below. Many more **Xs** could take place before the present time.

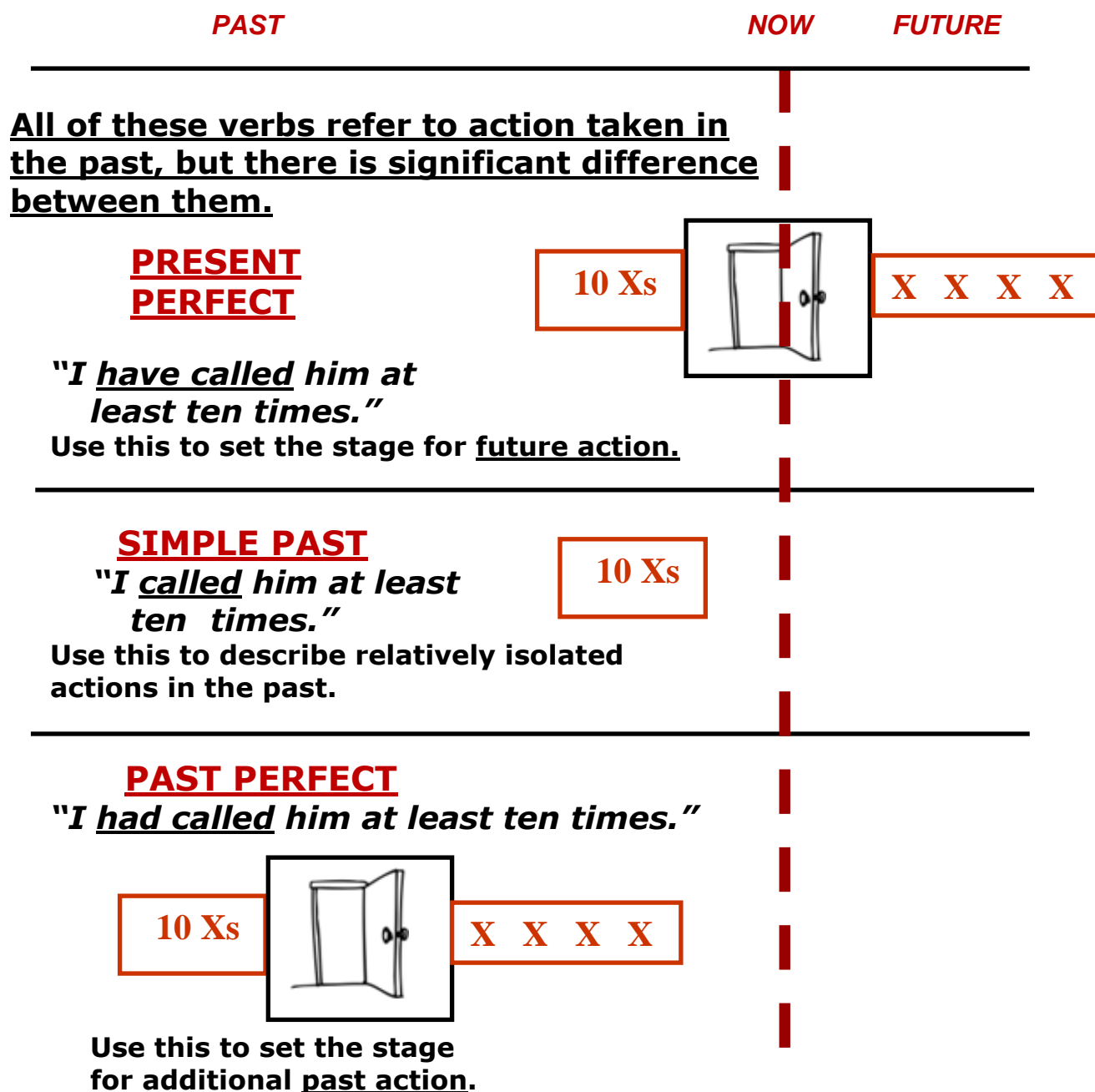
¹This "door" shows the completion of the action to its left, that is, before a particular point in the past. The door then opens to the possibility, and often the expectation, that more will occur again **in the past** before the present moment.

The series of **Xs** shows a chronology of action that occurred in the past after this completion.

¹ This metaphor of the door was created by Ms. Patti Weissman, another instructor in the TESL Certificate program at the UC Berkeley Extension. I first saw it used by one of my former students, Ms. Keiran Langer.

Which one should I use? Present Perfect, Simple Past or Past Perfect?

Every complete form of an English verb contains both:
◀ Tense (timing of the action) & Aspect (framing of that action) ▶



Common Verbs and Phrases Followed by the Subjunctive in English

Advise

All modal auxiliary verbs (would, should, could, must, might, may, etc.)

As if

As though

Ask

Beg

Best that -, It is

Command

Crucial that -, It is

Decree

Demand

Desirable that -, It is

Desire

Determine

Essential that -, It is

If + had: “If he had read the book, he would have known the answer.”

“Had he read the book, he would have known the answer.”

If + were: “If she were to go to San Francisco, she would ride the cable car.”

If clauses (most of the time)

Imperative that -, It is

Important that -, It is

Insist

Most of the time when these verbs are used in the passive voice:

“It is recommended that he attend the meeting.”

Move (business meeting)

Necessary that -, It is

Order

Pledge

Pray

Prefer

Propose

Recommend

Request

Require

Should we ---,

Stipulate

Suggest “We suggest that she read the book.”

Urgent that -, It is

Vital that -, It is

Wish

Would rather

Grammar Skills Checklist:

Suggestions for continuing with your English after the course:

- Find a way to write English regularly, not only when it is required for your work.
- Find a native language mentor – possibly as an exchange [For example, meet once every 2 weeks for 2 hours: one hour tutoring your mother tongue + one hour in English for you – conversing, editing your writing, doing the exercises in the Larsen-Freeman book, etc.]. International House at UC Berkeley can help you to find such a person (510-642-9490).
- Make sure that you have good ESL books. Good publishers are Thomson/Heinle, Cambridge & Oxford, Consider learner’s dictionaries, the *Grammar Dimensions* series, Bland’s *Grammar Sense* series, a very helpful collocations dictionary from Oxford, dictionaries of idioms, phrasal verbs, etc.
- Watch movies and become critical of the English used in them.
- Read the *New York Times*, *Los Angeles Times*, *Wall Street Journal*, etc., and become critical of the grammar, especially in headlines.
- What will you do to become a teacher of yourself?
- Apart from being scolded by your boss (or, even worse, when she or he is silent about this), how will you know that you have made mistakes in your writing?
- What will you do to correct them, and how will you learn not to make them again? Find a mentor or a tutor to help you.
- Do you have habits with incorrect English that you may not be fully aware of?