

Grammar I

Code: IG-102

Credits: 4

Modality: Quarterly

Prerequisites: none

Major: Bilingual Preschool

Quarter: II

Major: English Teaching for I and II Cycles

Quarter: I

Major: English Teaching

Quarter: I

Nature of the course: Theoretical-practical

Practical teaching hours per week: 1 hour

Hours per week theoretical: 2 hours

Hours of independent study per week: 9 hours

1. General Description

This course introduces future English teacher to the body of rules that describe the structure of the expressions in the English language. This includes the structure of words, phrases, clauses and sentences that English teachers need to develop in order to teach the language properly.

Additionally, the course deals with the semantic and syntactic relationship of grammar structures in English for the amelioration of competencies of the language. This is a high beginner level grammar course where students will communicatively analyze different structures and apply them in written and oral form.

Also, the course involves students in different activities in which the grammar rules and structures are used along with different technological resources.

2. Objectives

2.1. General objectives

- Analyze the importance of grammar in learning English.
- Offer the student the fundamentals of English grammar as to acquire the necessary abilities to understand it, speak it and write it.
- Familiarize the student with the usage of vocabulary and grammatical structures of the English language.
- Help the student increase self-confidence in both written and oral production of the appropriate grammar structures to express what they want.

2.2. Specific objectives

- Help the student acquire the abilities to understand, write and speak the English language
- Study basic grammatical forms of the English language.
- Recognize the different parts of the English language to use it in real life communication situations.
- Know and put in practice basic syntactic structures during verbal and auditory communication.
- Understand the basic patterns on which are constructed the units of language, their semantic components and their different functions within a sentence.

3. Thematic Contents

1. The Difference between the types of nouns
 - 1.1 Concrete-abstract
 - 1.2 Countable-uncountable
 - 1.3 Common-proper
2. The use of types of pronouns in written exercises
 - 2.1 Personal pronouns
 - 2.2 Possessives pronouns
 - 2.3 Indefinite pronouns
 - 2.4 Demonstrative pronouns
 - 2.5 Intensive pronouns
 - 2.6 Reflexive pronouns
3. Grammatical use of the Verb to be
 - 3.1 Simple present
 - 3.2 Simple past
 - 3.3 Future (going to/will)
4. Grammatical use of verb be
 - 4.1 Present continuous
 - 4.2 Past continuous
 - 4.3 The use of have/has as an auxiliary
5. Subject-verb agreement in different tenses.
 - 5.1 Simple present (third person singular)

- 5.2 Singular and plural form of the nouns.
- 5.3 The use of modals
- 5.4 Present continuous form
6. Types of verbs according to the sentences.
 - 6.1 Intransitive verbs
 - 6.2 Transitive verbs
 - 6.3 Linking verbs
 - 6.4 Action verbs
7. The different types of sentences in written expression
 - 7.1 Simple sentences
 - 7.2 Complex sentences
 - 7.3 Compound sentences
 - 7.4 Complex- compound sentences
8. Adjectives to compare and contrast objects
 - 8.1 Comparative
 - 8.2 Superlative
 - 8.3 Equality
9. The use of different types of adverbs in sentences.
 - 9.1 Adverbs of time
 - 9.2 Adverbs of place
 - 9.3 Adverbs of manner
 - 9.4 Adverbs of reason
 - 9.5 Adverbs of condition
 - 9.6 Adverbs of frequency
10. The implementation of Pre- noun and post-noun modifiers
 - 10.1 Articles
 - 10.2 Quantifiers
 - 10.3 Determiners
 - 10.4 Demonstratives
 - 10.5 Past participles
 - 10.6 True adjectives
 - 10.7 Nouns
11. Generate WH questions in simple present
 - 11.1 What?

- 11.2 Where?
- 11.3 Who?
- 11.4 Which?
- 11.5 Whom?
- 11.6 When?
- 11.7 How?
- 12. The seven sentence patterns in writing:
 - 12.1 N+V
 - 12.2 N1+V+N2
 - 12.3 NX+LV+NX
 - 12.4 N+LV+ADJ
 - 12.5 N1+V+N2+TO / FOR N3= N1+V+N3+N2
 - 12.6 N1+V+N2x+n3x
 - 12.7 N1+V+N2+adj
- 13. The use of conjunctions when joining sentences
 - 13.1 For
 - 13.2 And
 - 13.3 Nor
 - 13.4 But
 - 13.5 Or
 - 13.6 Yet
 - 13.7 So

4. Teaching Methodology

This course includes a variety of activities through individual, pair, or small group work. Students will work in class as well as individually with practice from books and digital resources or booklets. The student uses induction to analyze the structures. In regards to evaluation, the student takes three tests, four quizzes, participates in class, and prepare a presentation during the quarter to assure the learning process. Also, students will create a Grammar Journal where students will write entries that include explanations of grammar rules, personal examples, and reflections on how these concepts apply to your writing and speaking.

5. Learning Strategies

The student is required to participate in different classroom activities such as readings, panels, written practices, games, and group discussions to brainstorm basic grammar topics. In addition, the student is required to submit assignments and practices, reflecting on their learning process.

6. Teaching Resources

The teacher and the students have laptops, I-pads, projectors, audio, books, printed material, and other resources available to supplement in-class theory and concepts.

7. Course Timeline

Table 1:

Chronogram of the course

Session	Contents	Activities
1	1. The Difference between the types of nouns (concrete-abstract, countable-uncountable, common-proper.)	1. Program discussion 2. Written practice
2	1. The use of types of pronouns in written exercises (personal, possessives, indefinite, demonstrative, intensive, reflexive).	1. Quiz 1 2. Activity: Interactive game 3. Written practice 4. Assignment 1
3	1. Grammatical use of the Verb to be. a. Simple present b. Simple past c. Future (going to/will)	1. Written practice 2. Reading: "All learning relies on LITERACY" find nouns, pronouns, and uses of the verb be.
4	1. Grammatical use of verb be a. Present continuous b. Past continuous 2. The use of have/has as an auxiliary a. The use of have b. The use of has	1. Quiz 2 2. Written practice
5	1. Subject-verb agreement in different tenses. a. Simple present (third person singular) b. Singular and plural form of the nouns.	1. Reading activity: Aesop Fables: The Ant and the Grasshopper 2. Watch video "A brief history of plural word...s" 3. Assignment 2

Session	Contents	Activities
	<ul style="list-style-type: none"> c. The use of modals d. Present continuous form 	
6	First Exam	
7	1. Types of verbs according to the sentences. (intransitive, transitive, linking and action verbs.)	1. Activity: online game
8	<ul style="list-style-type: none"> 1. The different types of sentences in written expression. (simple, complex, compound, complex-compound.) 2. The use of conjunctions when joining sentences. (for, and, nor, but, or, yet, and so) 	<ul style="list-style-type: none"> 1. Written practice 2. Play Jeopardy https://jeopardylabs.com/play/simple-compound-complex-sentences 3. Use article, "Does Social Media Count as Effective Communication?" to find types of sentences
9	<ul style="list-style-type: none"> 1. Adjectives to compare and contrast objects 2. The use of different types of adverbs in sentences. (time, place, manner, reason, condition, and frequency.) 	<ul style="list-style-type: none"> 1. Quiz 3 2. Written practice 3. Assignment 3
10	1. The implementation of Pre- noun and post-noun modifiers (articles, quantifiers, determiners, demonstratives, past participles, true adjectives, nouns.)	<ul style="list-style-type: none"> 1. Watch video "How misused modifiers can hurt your writing" 2. Written practice
11	Second Exam	
12	1. Generate WH questions in simple present. (What? Where? Who? Which? Whom? When? How?)	<ul style="list-style-type: none"> 1. Written practice 2. Article "Technology: Building Opportunities" 3. Presentations
13	1. The seven sentence patterns in writing: N+V	<ul style="list-style-type: none"> 1. Quiz 4 2. Written practice

Session	Contents	Activities
	N1+V+N2 NX+LV+NX N+LV+ADJ	
14	1. The seven sentence patterns in writing: N1+V+N2+to/for N3 N1+V+N3+N2 N1+V+N2x+N3x N1+V+N2+adj	1. Written practice 2. Reading: "Avoiding the 'dog days' of Health Care" 3. Assignment 4
15	Final Exam	

8. Evaluation

First Exam	15%
Second Exam	15%
Quizzes (4)	20%
Grammar Journal	15%
Presentation.	15%
Final Exam	20%
Total	100%

9. Bibliography

Core Bibliography

Flores Kastanis, P. (2015). English 1 (2a. ed.). Grupo Editorial Patria.

<https://elibro.net.uh.remotexs.xyz/es/lc/bibliouh/titulos/39471>

Herrero Salas, F. (2018). Elements of English Grammar (2a. ed.). Bubok Publishing S.L.

<https://elibro.net.uh.remotexs.xyz/es/lc/bibliouh/titulos/51438>

Complementary Bibliography

Chalker Sylvia, Edmund S. C. Weiner (2010) *Oxford Dictionary of English Grammar*, Oxford.

Gelderen, Elly van. (2010). *An Introduction to the Grammar of English*. Electronic book. [2nd ed.]. Amsterdam: John Benjamins Publishing Co.

Jackson, Howard. (2005). *Good Grammar for Students*. Electronic book. London: SAGE Publications Ltd.

Langacker, Ronald W. (2008). *Cognitive Grammar: A Basic Introduction*. Electronic book. Oxford: Oxford University Press.

Sampson, Geoffrey. (2013). *Grammar Without Grammaticality: Growth and Limits of Grammatical Precision*. Electronic book. Berlin: De Gruyter Mouton.

CENIT ARTICLES

Does Social Media Count as Effective Communication?. (2016). *Spectrem High Net Worth Advisor Insights*, 12(12), 10-13.

Savage, N. (2014). Technology: Building opportunities. *Nature*, 509(7501), 521-523.

Terrell, J. (2015). All learning relies on LITERACY. *District Administration*, 51(6), 57-59.

Jacobs, D. (2015). Avoiding the "dog days" of health care. *Minnesota Medicine*, 98(8), 24.

Videos

A brief history of plural word...s

<https://www.youtube.com/watch?v=gwJHuEa9Jc>

How misused modifiers can hurt your writing

https://www.youtube.com/watch?v=-tX34V_XGeQ&t=34s

Annex

Presentation:

Students will execute a short presentation that will be performed in class. The specific topic for this presentation should focus on an area of interest for the presenter.

Students will choose one topic included in this course, explain it to the classmates and then prepare an activity to apply the grammatical structure/rule chosen for presentation. Students should use efficient visual aids to support their presentation. The length of the presentations should be 5 to 7 minutes of presentation time. Students can consult bibliography from the university such as CENIT or other resources useful to improve the quality of the project.

Presentations are assessed based on grammatical correctness and the overall quality and clarity of the presentation's content.

Grammar Journal.

An ongoing reflective assignment designed to help you deepen your understanding of key grammar topics. For each grammar lesson, you will write entries that include explanations of grammar rules, personal examples, and reflections on how these concepts apply to your writing and speaking. You will also analyze your own common mistakes and track your progress throughout the course. The journal will be submitted periodically for feedback, and at the end of the semester, you will submit a final reflection on your overall learning. This journal is meant to help you engage with grammar more thoughtfully, personalize your learning experience, and improve your language skills by focusing on both strengths and areas for growth.