

## Grammar II

<b>Code:</b> IG-104	<b>Credits:</b> 4
<b>Modality:</b> Quarterly	<b>Prerequisites:</b> IG-102
<b>Major:</b> Bilingual Preschool	<b>Quarter:</b> III
<b>Major:</b> English Teaching for I and II Cycles	<b>Quarter:</b> II
<b>Major:</b> English Teaching	<b>Quarter:</b> II
<b>Nature of the course:</b> Theoretical-practical	<b>Practical hours per week:</b> 2
<b>Hours of independent study per week:</b> 9 hours	<b>Hours per week theoretical:</b> 1

### 1. General Description

English Grammar II is designed to foster the student's ability to understand and use the structures of the language. This course continues the exploration into the body of rules that describe the structure of expressions in the English language and prepares future English teachers to become competent in well-structured writing. The course also transitions in the didactic field providing students with different teaching strategies in addition to the implementation of different technological resources.

### 2. Objectives

#### 2.1. General objectives

- Study concepts related to syntactic elements to integrate them to the composition of sentences and paragraphs.
- Develop the student's abilities and strategies for grammatical comprehension to understand syntactic structures in written literature in the English language.
- Express ideas in English using correct grammatical structures and appropriate vocabulary.

#### 2.2. Specific objectives

- Determine the function and position of the various grammatical structures in sentences to apply rules of the determinants in sentence analysis.
- Write well-organized and coherent paragraphs in which syntactic and composition principles are applied.
- Use English punctuation and spelling rules correctly to form sentences that make sense.

- Apply grammatical structures in sentences and paragraphs whose main idea regards the needs and interests of the students.
- Convert plural to singular nouns and vice versa and interpret the meaning of the nucleus of a noun in a determined context.
- Convert verbs from past to present and vice versa both in negative and affirmative forms.
- Create exclamatory and complex sentences in the present real and unreal.

### **3. Thematic Contents**

#### 1. Review parts of speech

- 1.1. Verbs
- 1.2. Nouns
- 1.3. Adjectives
- 1.4. Adverbs
- 1.5. Verb tenses
- 1.6. Auxiliaries

#### 2. The simple present tense in daily life situations

- 2.1. Affirmative and negative form of the present tense
- 2.2. Yes/no questions in simple present
- 2.3. Wh- questions using simple present

#### 3. The use of present progressive in the written form

- 3.1. Affirmative, and negative form of the present progressive
- 3.2. Yes/no questions in present progressive
- 3.3. Wh- questions in present progressive

#### 4. Simple past tense in the written form

- 4.1. Affirmative and negative forms of the past tense
- 4.2. Regular and irregular verbs in past tense
- 4.3. Yes/no questions in simple past
- 4.4. Wh- questions in simple past

#### 5. Comparison between simple past and past progressive

- 5.1. Affirmative and negative forms of the two tenses
- 5.2. Yes/no questions of the two tenses
- 5.3. Wh- questions of the two tenses

#### 6. The difference between present perfect tense and present perfect progressive

- 6.1. Affirmative and negative forms of the tenses

- 6.2. Yes/no questions of the tenses
- 6.3. Wh- questions of the tenses
- 7. The use of the past perfect tense in different contexts
  - 7.1. Affirmative and negative forms of the past perfect tense
  - 7.2. Yes/no questions forms of the past perfect tense
  - 7.3. Wh- questions
- 8. The passive voice in formal writing
  - 8.1. Passive voice in simple present
  - 8.2. Passive voice in present continuous
  - 8.3. Passive voice in the past tense
  - 8.4. Passive voice in the present perfect
  - 8.5. Passive voice in future
- 9. The use of modal auxiliaries in different tenses
  - 9.1. Affirmative form of modals
  - 9.2. Negative form of modals
  - 9.3. Writing questions with the different modals
- 10. Introduction to subordination in writing
  - 10.1. Subordinating conjunctions
- 11. Grammar patterns in Conditionals
  - 11.1. If + present simple, ... will + infinitive
  - 11.2. If + past simple, ... would + infinitive
  - 11.3. If + past perfect, ... would + have + past participle

#### **4. Teaching Methodology**

This course will include different kinds of activities such as individual, pair or small group work. The student works in class as well as independently with practices from books and digital resources or booklets. Critical thinking is underpinned through analysis rendered through inductive work fostering the student's abilities to draw conclusions. As part of the evaluation, the student takes a first exam, develops a research project as the second exam, takes four quizzes, participates in the class, prepares a presentation, and does a final exam.

#### **5. Learning Strategies**

The student is required to participate in different classroom activities such as readings, panels, debates, written practices, games, and group discussions to brainstorm basic

grammar topics. In addition, the student is required to submit periodic reports and practices, reflecting on their learning process.

## 6. Teaching Resources

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

## 7. Course Timeline

Table 1:

Contents of the course

Sessions	Contents	Activities
1	<ol style="list-style-type: none"> <li>1. Review parts of speech:               <ol style="list-style-type: none"> <li>a. Verbs</li> <li>b. Nouns</li> <li>c. Adjectives</li> <li>d. Adverbs</li> <li>e. Verb tenses</li> <li>f. Auxiliaries</li> </ol> </li> <li>2. The simple present tense in daily life situations               <ol style="list-style-type: none"> <li>a. Positive and negative form of the present tense</li> <li>b. Yes/no questions in simple present</li> <li>c. Wh- questions using simple present</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Program discussion</li> <li>2. Written practice</li> <li>3. Read CENIT article “Using Moodle to create an innovative online listening course” and find different parts of speech.</li> <li>4. Activity: taboo game</li> </ol>
2	<ol style="list-style-type: none"> <li>1. The use of present progressive in the written form</li> <li>2. Positive, and negative form of the present progressive</li> <li>3. Yes/no questions in present progressive</li> <li>4. Wh- questions in present progressive</li> </ol>	<ol style="list-style-type: none"> <li>1. Activity: charades</li> <li>2. Written practice</li> <li>3. Assignment 1</li> </ol>
3	<ol style="list-style-type: none"> <li>1. Simple past tense in the written form</li> <li>2. Affirmative and negative forms of the past tense</li> <li>3. Regular and irregular verbs in past tense</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Quiz 1</b></li> <li>2. Interactive activity “in the past” <a href="https://www.teach-">https://www.teach-</a></li> </ol>

	<ol style="list-style-type: none"> <li>4. Yes/no questions in simple past</li> <li>5. Wh- questions in simple past</li> </ol>	<a href="https://www.this.com/images/resources/in-the-past.pdf">this.com/images/resources/in-the-past.pdf</a>
4	<ol style="list-style-type: none"> <li>1. Comparison between simple past and past progressive</li> <li>2. Affirmative and negative forms of the two tenses</li> <li>3. Yes/no questions of the two tenses.</li> <li>4. Wh- questions of the two tenses</li> </ol>	<ol style="list-style-type: none"> <li>1. Activity: group discussion</li> <li>2. Written practice</li> <li>3. Use CENIT article: "Making Choices Today For A Better Tomorrow" to analyze verb tenses.</li> <li>4. Assignment 2</li> </ol>
5	<ol style="list-style-type: none"> <li>1. The difference between present perfect tense and present perfect progressive</li> <li>2. Affirmative and negative forms of the tenses</li> <li>3. Yes/no questions of the tenses</li> <li>4. Wh- questions of the tenses</li> </ol>	<ol style="list-style-type: none"> <li>1. Written practice and discussion as review</li> <li>2. <b>Quiz 2</b></li> </ol>
6	<b>First Test</b>	
7	<ol style="list-style-type: none"> <li>1. The use of the past perfect tense in different contexts</li> <li>2. Affirmative and negative forms of the past perfect tense</li> <li>3. Yes/no questions forms of the past perfect tense</li> <li>4. Wh- questions</li> </ol>	<ol style="list-style-type: none"> <li>1. Activity: online practice</li> <li>2. Use article, "Hospitality &amp; Tourism--Linking Industry to the Classroom" to create new sentences.</li> <li>3. Assignment 3</li> </ol>
8	<ol style="list-style-type: none"> <li>1. The difference between present perfect and past perfect tenses</li> </ol>	<ol style="list-style-type: none"> <li>1. Written practice</li> </ol>
9	<ol style="list-style-type: none"> <li>1. The passive voice in formal writing</li> <li>2. Passive voice in simple present</li> <li>3. Passive voice in present continuous</li> <li>4. Passive voice in the past tense</li> <li>5. Passive voice in the present perfect</li> <li>6. Passive voice in future</li> </ol>	<ol style="list-style-type: none"> <li>1. <b>Quiz 3</b></li> <li>2. Activity: panel</li> </ol>
10	<ol style="list-style-type: none"> <li>1. The use of modal auxiliaries in different tenses</li> <li>2. Affirmative form of modals</li> </ol>	<ol style="list-style-type: none"> <li>1. Uses of the passive voice: class activity "Name Three" <a href="https://www.teach-">https://www.teach-</a></li> </ol>

	<ul style="list-style-type: none"> <li>3. Negative form of modals</li> <li>4. Writing questions with the different modals</li> </ul>	<p><a href="http://this.com/images/resources/name-three.pdf">this.com/images/resources/name-three.pdf</a></p> <ul style="list-style-type: none"> <li>2. Written practice</li> </ul>
<b>11</b>	<b>Second Test</b>	
12	<ul style="list-style-type: none"> <li>1. Introduction to subordination in writing.               <ul style="list-style-type: none"> <li>a. Subordinating conjunctions.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>1. Written practice</li> <li>2. Read article “What Does Diversity Mean to You?” and find subordinating conjunctions.</li> <li>3. Assignment 4</li> </ul>
13	<ul style="list-style-type: none"> <li>1. Review passive voice in different verb tenses.</li> <li>2. General review of contents.</li> </ul>	<ul style="list-style-type: none"> <li>1. <b>Quiz 4</b></li> <li>2. Presentations</li> </ul>
14	<ul style="list-style-type: none"> <li>1. Grammar patterns in Conditionals</li> <li>2. If + present simple, ... will + infinitive</li> <li>3. If + past simple, ... would + infinitive</li> <li>4. If + past perfect, ... would + have + past participle</li> </ul>	<ul style="list-style-type: none"> <li>1. Written practice and course summary discussion</li> <li>2. Activity: online game “jeopardy”</li> </ul>
<b>15</b>	<b>Final Test</b>	

## 8. Evaluation

First Exam	15%
Second Exam	15%
Quizzes (4)	20%
Project	15%
Research essay	15%
Final Exam	20%
<b>Total</b>	<b>100%</b>

## 9. Bibliography

### Core Bibliography

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**

Ortega Barrera, I. & Sánchez Cuervo, M. E. (2016). *English for Future Teachers: Learning English in an Educational Context*. Universidad de Las Palmas de Gran Canaria. Servicio de Publicaciones y Difusión Científica.  
<https://elibro.net.uh.remotexs.xyz/es/lc/bibliouh/titulos/57228>

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

Dirven, R., Rycker, T., and Knop, S. (2008). *Cognitive Approaches to Pedagogical Grammar: A Volume in Honour of René Dirven*. Electronic book. Berlin: De Gruyter Mouton.

Endley, Martin J. (2010). *Linguistic Perspectives on English Grammar: A Guide for EFL Teachers*. Electronic book. Charlotte, NC: Information Age Publishing.

Hilpert, Martin. (2014). *Construction Grammar and Its Application to English*. Electronic book. Edinburgh: Edinburgh University Press.

Leech, Geoffrey N. (2006). *A Glossary of English Grammar*. Electronic book. Edinburgh: Edinburgh University Press.

Meisel, Jürgen M., Tanja Kupisch, and E. Rinke. (2011). *The Development of Grammar: Language Acquisition and Diachronic Change: in Honour of Jürgen M. Meisel*. Electronic book. Amsterdam: John Benjamins Publishing Co.

### **CENIT Articles**

Gay, F. (2016). Using Moodle to create an innovative online listening course. *Modern English Teacher*, 25(3), 48-50.

Kirkley, D. (2013). Hospitality & Tourism--Linking Industry to the Classroom. *Techniques: Connecting Education And Careers (J3)*, 88(3), 44-47.

Long, M. J. (2013). What Does Diversity Mean to You?. *Access*, 27(2), 13-28.

RAMACHANDRAN, S. (2017). Making Choices Today For A Better Tomorrow. *Human Capital*, 21(1), 38-41.

## **Annex**

### Participation and assignments:

Everyone is expected to participate fully. Participation (worth 7.5% of the grade) includes:

- Contributing to in-class discussions (i.e., not just talking for the sake of talking.)
- Inquire questions to the professor and to your classmates as needed.
- Actively interact in activities and when performing the role of presenter.
- Reply to the instructor and peers when asked a question or when questioned while presenting.
- Contribute individual thoughts/perspectives as our course topics unfold and develop.

With regard to assignments (7.5% of the grade), throughout the course you will have various assignments to complete provided by the professor. These assignments are essential practices for enhancing your grammar knowledge, and must be done in order to apply the topics studied in class. Performance and grading will be based on completeness and accuracy of student's performance.

### Presentation:

Students will execute a short presentation that will be performed in class and record it for later analysis. The specific topic for this presentation should focus on an area of interest for the presenter. Students should use efficient visual aids to support their presentation. The length of the presentations should be 4 to 5 minutes of presentation time. Presentations are assessed based on grammatical correctness and the overall quality and clarity of the presentation's content. Students will provide APA format bibliography of all the resources accessed to prepare this project.

Students will use the recorded presentation (video or audio) and write up a detailed transcript of everything that was said in the presentation. This includes all grammatically correct and

incorrect structures, pauses, hesitations, as well as normal speech. Along with the original transcript, the student will submit a revised version of the transcript for the presentation. This revised version will be a 'corrected' version in which grammatical errors that were uncovered will be eliminated through the application of what they have learned so far in the course. The point of this assignment is to begin to realize where student's strengths and weaknesses reside and to move them towards better self-editing practicing and towards a refinement of their work. Revised transcripts will be assessed based on grammatical transformation.