

Roxbury Community College  
ESL Course Outcome

**LAN 102: Applied Grammar II**

<b>Outcomes</b>	<b>Activities</b>	<b>Assessment</b>
<p><b>Students will be able to...</b></p> <ul style="list-style-type: none"> <li>➤ Communicate with the appropriate content and correct grammar from the following list of structures. Some of these structures are to be mastered; others are just introduced (and are expected to be mastered in Applied Grammar II)</li> <li>➤ Perfect modals</li> <li>➤ Present unreal conditional</li> <li>➤ Past unreal conditional</li> <li>➤ Negative questions</li> <li>➤ Reported speech</li> <li>➤ Gerunds and infinitives</li> <li>➤ Passive voice</li> <li>➤ Write questions Respond in natural language situations Using appropriate grammar from among these structures:</li> <li>➤ Simple present, simple past, present and past continuous, future</li> </ul>	<ul style="list-style-type: none"> <li>➤ Express regrets re: workplace, academics and political situations</li> <li>➤ Give advice: “If I were you....”</li> <li>➤ Brainstorming problems/discussing solutions in the context of academics, work, community etc.</li> <li>➤ Express dreams and imagination, speculate: “If I had been there..” If it hadn’t been such a cold winter...”</li> <li>➤ Role play topics where you expect agreement, are surprised, want to confirm information. (group work )</li> <li>➤ Interview classmates, professors, neighbors. (pair work)</li> <li>➤ Report on observations of college-level classes in their majors</li> <li>➤ Report on: leisure activities, ways to keep healthy, to learn English, to acculturate.</li> <li>➤ Perform skits and role plays to use specific structures</li> <li>➤ Write and talk about one’s life and biographies of significant people, and about events in the news</li> </ul>	<ul style="list-style-type: none"> <li>➤ Written tests, oral/aural assessment in lab</li> <li>➤ Graded writing and oral presentation</li> <li>➤ Error correction</li> <li>➤ Report back orally and in writing Guided self-assessment</li> <li>➤ Objective tests</li> <li>➤ Tests on question formation</li> <li>➤ Write narrative paragraph</li> <li>➤ Oral presentations (some spontaneous and others prepared in advance)</li> <li>➤ Discrete point written grammar tests</li> <li>➤ Sentence level production in grammar tests</li> <li>➤ Tests with authentic language use (asking questions, role</li> </ul>

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<ul style="list-style-type: none"><li>➤ Questions and negatives, including tag questions</li><li>➤ Comparatives and superlatives</li><li>➤ Complex comparisons (as...as, less than...)</li><li>➤ Modals and semi-modals (must, would, have to, ought to, might, may in positive and negative sentences)</li><li>➤ Prepositions of time and place</li><li>➤ Future real conditional</li></ul>	<ul style="list-style-type: none"><li>➤ Talk about inventions</li><li>➤ Write answers to questions based on newspaper articles</li><li>➤ Written and spoken grammar exercises</li><li>➤ Summarize plot and describe characters from a film seen in the language lab (<i>It's a Wonderful Life, My Family</i>)</li><li>➤ Use of a monolingual dictionary</li><li>➤ activities with a substantial focus on academic situations</li><li>➤ Use the language lab, especially computer programs</li><li>➤ Use stories from newspapers or other publications to identify structures learned</li><li>➤ Respond in writing to questions given orally</li><li>➤ Reinforce growth in accuracy of article usage.</li></ul>	<ul style="list-style-type: none"><li>➤ Testing will devote special attention to the <i>integrated</i> use of various verb tenses, including affirmative and negative statements, yes-no questions and “wh,” questions.</li><li>➤ Give oral presentations on simple processes</li></ul> <p><b><u>General testing guidelines:</u></b></p> <ul style="list-style-type: none"><li>➤ At least 30% of course evaluation should be based on oral performance.</li><li>➤ Students must demonstrate accurate use of structures to be mastered in spontaneous, natural language</li></ul>
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