### TS: TECHNOLOGY STANDARD

#### OUTCOMES/OBJECTIVES:

**BEGINNER**

In this course, students are introduced to the fundamentals of English grammar; students will use the simple present tense, the present progressive tense and the verb ‘to be’ to describe their daily lives and present factual information; course themes are focused on places in the house, traveling, parties, cross-cultural differences, appearances, habits, and health. This course meets twice a week for 1.5 hours per meeting. There is no prerequisite.

**Outcome 1:** Describe daily activities using the simple present tense  
**Outcome 2:** Give personal information using the simple present tense  
**Outcome 3:** Write about simple facts using the simple present tense

- Affirm, negate and ask for information using *be* and high frequency verbs in the simple present  
- Affirm, negate and ask for information using *be* and high frequency verbs in the present progressive  
- Describe daily activities and current actions using time adverbs (*now, always, often, frequently, sometimes, rarely, hardly ever, never*)  
- Recognize and use *-s* as a plural marker, and *-s* as an aspect marker (e.g., two cars vs. she studies) in reading and writing sentences  
- Spell 3rd person verbs appropriately (*s, es, ies* e.g., plays, teaches, studies)  
- Use appropriate adjective word order and agreement (e.g., big cars *not* cars bigs)  
- Respond to and give directions using affirmative and negative imperatives  
- Use Existential forms *there is/are* with proper agreement  
- Distinguish between singular and plural demonstratives *this, that, these, and those*  
- Distinguish between subject and object pronouns

**BASIC**

In this course, students continue to build on their foundations of English grammar; students will use the simple past and the past continuous tenses to narrate past events in a sequential manner; they will also use the future tense to discuss future plans; this course meets twice a week for 1.5 hours per meeting; successful completion of Beginner Grammar or placement based on PALS placement exam is required for entrance into this course.

**Outcome 1:** Discuss sequential past events using the simple past  
**Outcome 2:** Discuss continuous actions in the past using the past progressive  
**Outcome 3:** Discuss future plans, promises, predictions and facts using simple future forms *will* and *going to*  
**Outcome 4:** Describe immediate future actions using the simple present tense

- Review simple present and present progressive tenses  
- Affirm, negate and ask for information using *be* and high frequency verbs in the simple past  
- Affirm, negate and ask for information using simple future forms *will* & *going to*  
- Affirm, negate and ask for information using the *past progressive*

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**Textbooks:**  
Grammar in Context 1 (Lessons 1-6)  
Grammar in Context 1 (Lessons 7, 8, 11, 14)

**Supplements:**  
Grammar in Context 1, Azar, Grammar and Beyond 1

**Internet/Lab Activities:**  
Microblogging  
(Grammar quizzes: [http://a4esl.org/a/g.html](http://a4esl.org/a/g.html))
**LOW INTERMEDIATE**

In this course, students will study the forms and functions of the modal present and the present perfect tenses. Students will use modals to accomplish such functions as discussing ability and possibility, making polite requests, and giving advice; students will use the present perfect to discuss duration and actions completed in the recent or non-specific past; students will also use adjectives to make comparisons, and determiners to discuss varies quantities; this course meets twice a week for 1.5 hours per meeting; successful completion of Basic Grammar or placement based on PALS placement exam is required for entrance into this course.

Outcome 1: Discuss recent events, experiences, changes and durations using the present perfect tense
Outcome 2: Request information using modals in the present tense
Outcome 3: Ask for and give permission using modals in the present tense
Outcome 4: Speculate about possibilities using modals in the present tense
Outcome 5: Compare and contrast people places and things using noun/adjective phases

**Textbooks:**
Fundamentals of English Grammar (Chapters 4 [4-1:4-5], 5, 7 [7-1:7-8], 11, 13)

**Supplements:**
Grammar in Context 2, Grammar and Beyond 2

**Internet/Lab Activities:**
Microblogging

**HIGH INTERMEDIATE**

In this course, students broaden their knowledge of the modal and perfect tenses while working towards writing more accurate and complex sentences. Students will use modals to perform such functions as: discussing obligation and future possibility, while comparing and contrasting the use of the Present Perfect vs. the Present Perfect Progressive to speak about the duration of an event; students will also learn to express hypothetical situations in the present or future; this course meets twice a week for 1.5 hours per meeting;

**Textbooks:**
Fundamentals of English Grammar (Chapters 4 [4-6:4-9] 6, 7 [7-9:7-14] 13)

**Supplements:**
Grammar in Context 2, Grammar and Beyond 2

**Internet/Lab Activities:**
Microblogging
successful completion of Low Intermediate Grammar or placement based on PALS placement exam is required for entrance into this course.

| Outcome 1: Discuss summary of events and duration of ongoing events using the present perfect progressive |
| Outcome 2: State obligation using modals in the present tense |
| Outcome 3: Discuss future possibility using modals in the present tense |
| Outcome 4: Express conditions in the present and future |

Review previously learned tenses (simple, progressive, present perfect and present modals) focusing on –wh question formation
Affirm, negate and ask for the duration of ongoing events or summary of completed actions using the present perfect progressive tense
Affirm, negate and ask for information using the present modal tense
Order events using the adverbs: since, while, as, before, after, when in complex sentences that use the simple past, past progressive, and present perfect tenses
Distinguish between present modals might/may/probably to describe future possibility, and Must/have to for obligation, and be supposed to for expectation
Distinguish between must not/don’t have to used for obligation and lack of obligation
Use high frequency gerund and infinitive combinations (gerund/infinitive as subject of sentences, as objects of verbs and prepositions)
Express condition using the 0 and 1st conditionals (If and If + will)

LOW ADVANCED

In this course, students will expand and refine their understanding and production of more complex grammar, using a variety of subordinating conjunctions, while being introduced to academic grammar, such as the passive voice. Students will use grammar to accomplish such functions as, expressing surprise, reason, contrast, concession and purpose; this course meets twice a week for 1.5 hours per meeting; successful completion of High Intermediate Grammar or placement based on PALS placement exam is required for entrance into this course.

| Outcome 1: Report what others said in the past or present using reported and quoted speech |
| Outcome 2: Express true or untrue conditions in the past or present |
| Outcome 3: Use the passive voice accurately and appropriately |
| Outcome 4: Subordinate information using conjunctions of surprise, purpose and concession |

Review 0 and 1st conditionals
Affirm, negate and ask for information simple tenses, and present perfect tense in the passive voice
Mark the agent in a passive sentence with a simple –by phrase
Distinguish between functions for the passive voice (e.g., to emphasize a subject/action, to hide information, to withhold unknown or unimportant information)
Express surprise and concession using subordinating conjunctions (even though, although, though)
Express hypothetical events in the past and present using the 2nd and 3rd conditions using (If + past, would & If + had + past participle, Would have)
Express purpose using subordinating conjunctions (in order to and so that)
Express contrast using subordinating conjunctions (while and whereas)
Report speech using appropriate tense, pronoun, and adverb changes

Textbooks:
Focus on Grammar 4 Part IX, Units: 21-22, Part X, Units: 25-27, 28-29, Part VII, Unit 18: (Simple passive), Part V, Units: 11-12 (Phrasal Verbs) Writing Academic English, Chapter 13 (Adverb clauses of contrast, reason and condition, concession and purpose)

Supplements:
Understanding and Using English Grammar , Grammar in Context 3

Internet/Lab Activities:
Microblogging
**Quote speech using standard MLA conventions**

**Embed –wh and if clauses in questions and statements (Could you tell me where the bus stop is? I don’t know where it is)**

**Use high frequency phrasal verbs**

**Distinguish between phrasal verbs and their formal counterparts**

### HIGH ADVANCED

In this course, students will expand and refine their understanding and production of more complex grammar, learning to use adjective clauses, while broadening their knowledge and use of the passive voice and perfect tenses; the passive voice; this course meets twice a week for 1.5 hours per meeting; successful completion of Low Advanced Grammar or placement based on PALS placement exam is required for entrance into this course; this course meets twice a week for 1.5 hours per meeting; successful completion of Low Advanced Grammar or placement based on PALS placement exam is required for entrance into this course.

**Outcome 1:** Describe people, places and things using adjective clauses
**Outcome 2:** Express obligation, ability, possibility using passive modals
**Outcome 3:** Discuss services using the passive causative
**Outcome 4:** Narrate past events using the Past perfect tense

### EAP 1

In this course, students will expand and refine their understanding and production of academic and complex grammar, refining their understanding of full and reduced adjective clauses, while broadening their knowledge and use of the passive voice and narrative tenses; this course meets twice a week for 1.5 hours per meeting; successful completion of High Advanced Grammar or placement based on PALS placement exam is required for entrance into this course; this course meets twice a week for 1.5 hours per meeting; successful completion of Low Advanced Grammar or placement based on PALS placement exam is required for entrance into this course.

**Outcome 1:** Describe possibilities and routines in the past
**Outcome 2:** Give additional information using embedded phrases
**Outcome 3** Express desires

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**Textbooks:**
- Focus on Grammar 4 Part I: Unit 4 (Past Perfect) Part VI: Units 13-14 (Adjective Clauses)
- Part VII: Units 16-17 (Past Modals) Part VIII, Units: 18-20 (Passive modals & causative) Part IX, Unit 23 (Present Unreal conditionals)

**Supplements:**
- Understanding and Using English Grammar, Grammar in Context 3

**Internet/Lab Activities:**
- Microblogging

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**Textbooks:**
- Grammar and Beyond 3, 978-0-521-14298-4: Unit 2 (Used to vs. Would), Unit 4, Unit 25, Units 7-8, Review units 21-22, Unit 23, Units 19-20

**Supplements:**
- Understanding and Using English Grammar, Focus on Grammar 5

**Internet/Lab Activities:**
- Microblogging

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Express conditions using mixed conditionals (If you hadn’t broken the window, you wouldn’t have to pay for it now)
Express past and present wishes (I wish I had an ice cream now & I wish I had bought that yesterday)

Describe past habits and routines used to and would

Express speculation about the past using modals could have, might have, must have, couldn’t have

Narrate past events using the historical present

Compare and contrast past perfect progressive vs. present perfect progressive

Give additional information reduced adjective clauses (ing and –ed) and appositives

Review passive voice in full range of tenses

Use passive voice in academic functions (e.g. maintain Outcome, present findings and methods)

Passive voice with complex –by phrase

EAP 2

In this course, students will expand and refine their understanding and production of academic and complex grammar, refining their understanding of connecting sentences and clauses; this course meets twice a week for 1.5 hours per meeting; successful completion of EAP 1 Grammar or placement based on PALS placement exam is required for entry into this course; this course meets twice a week for 1.5 hours per meeting; successful completion of Low Advanced Grammar or placement based on PALS placement exam is required for entrance into this course.

Outcome 1: Write cohesively by connecting information in a paragraph using academic connectors
Outcome 2: Ask questions using a variety of patterns
Outcome 3: Express a variety of relationships between clauses in a sentence

Use academic THAT clauses appropriately

Review subordinate adverb clauses, particularly of reason, concession, surprise and cause and effect

Write more concisely using adverb phrases of time and reason

Connect information in a paragraph using academic conjunctive adverbs (thus, therefore, hence. In contrast etc.)

Connect information in a paragraph using academic prepositional phrases (due to, despite, as a result of, in addition to, because of, in contrast to etc.)

Ask questions using negative auxiliaries and final tags

Modify count and non-count nouns using articles and quantifiers

Review gerunds and infinitives in a broad range of combinations

Textbooks:
Grammar and Beyond 3 #978-0-521-14298-4: Units 9-10, Units 12-13, Units 14-15, Units 26-28

Supplements:
Understanding and Using English Grammar, Focus on Grammar 5

Internet/Lab Activities:
Microblogging