CAS 089B **Advanced Conversational English Grammar**  
CRN 10884  
*offered August 3-August 21, M-F, from 9:00 am-10:15 am*  
*Location: Meliora 218*

This class is designed for speakers of English as a Second Language who are already familiar with English grammar rules, but still struggle to use them when speaking. This class will systematically review grammar rules and then provide students with conversational activities and intensive instructor feedback to help correct fossilized mistakes.

**Instructor Information and Contact:**  
Rebecca Allen  
Email: rallen16@ur.rochester.edu  
phone: (585) 354-8986  
skype: accentschool_rebecca

Please don’t hesitate to contact me. I am here to help!

**Materials**

The students will be responsible for purchasing:

*Understanding and Using English Grammar (Fourth Edition, Volume A)*  
by Betty S. Azar and Stacy A. Hagen  

This book is available in the bookstore. It is also available online from sources such as Amazon.com.

The cost of this book new is under $30 dollars. Many students ask about sharing the book with another student – if you would like to do that, that would be fine.

In addition, a course kit of supplemental materials will be provided at no additional cost.

**Grades:**  
This is a not for credit ESL course. There will be no grades assigned. The goals checklist in the course kit and a not-for credit “exam” at the end of the course are instruments to help students measure their own progress.
Course Goals Checklist/Schedule

This is a not for credit course, but I still want to make sure you learn! As we go through the course these are the topics and goals that we will cover (tentatively). At the end of the course, you can look at this list. What have you learned? Which topics did we cover that were very important for you? Is there anything you need to review? I have written the list informally, on purpose, in order to assist you in making a mental link with the way topics are to be presented in the class.

We will cover topics in the approximate order that they are listed here; I anticipate covering all of these topics over the three week course duration, but may opt to move faster/slower as class needs dictate.

Articles
☐ What do “the” and “a” really mean to a native speaker? Do they have a meaning? What’s the difference between “the house is on fire” and “a house is on fire”?
☐ Why do many ESL speaker tend to forget articles?

Phrasal Verbs
☐ What is a phrasal verb?
☐ What is the difference between a separable” and non-separable phrasal verb?
☐ What are some good resources for continued study on this topic?

Present Simple Tense
☐ What is the highest frequency mistake that people make with simple present?
☐ What would be some key words or phrases that would require present tense?

Present Continuous
☐ What is the difference in meaning between simple present and present continuous?
☐ How can we use present continuous to talk about the future?
☐ How can we use present continuous to complain about something?

Past Simple
☐ When we talk about events in our past, what would be the difference between selecting simple past or other past tenses such as past progressive?

Present Perfect
☐ Can you explain what the difference is between “they have robbed three banks” and “they robbed three banks”. Which phraseing would the FBI probably use on a wanted poster and why?

Present Perfect Progressive
☐ Suppose a friend calls you and asks “so how’s life in Rochester?”. Would you say “I have been studying a lot” or “I studied a lot”. Why?

Past Perfect
☐ Bob changed his opinion about Rebecca’s presidential campaign. Actually, Rebecca would be a great president Which one (or ones) could he say: “I thought Rebecca was crazy, but now I see that she’ll be a great president” or “I had thought that Rebecca was crazy, but now I see that she’ll be a great president”.
Past Perfect Progressive

Which of these stresses how much Rebecca’s daughter loves her grandparents: “Rebecca’s daughter was crying and then her grandparents showed up” or “Rebecca’s daughter had been crying and then her grandparents showed up”. Hint: Both are grammatically OK – at least in spoken English – but the “flavor” is just a bit different.

Future Tenses (all – obscure future perfect and progressive tenses are not a main focus of this course)

What is the difference in formality and the timeline between the following: “I will go to the party”, “I am going to go to the party”, and “I’m going to the party”?

Which constructions are used in indicating willingness to help?

Is the following sentence grammatically correct: “I am studying tonight”. Why or why not?