



2019 Intensive Program Level 1 Syllabus

Course Hours: 76.5

CEFR Level: **A1.** Can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help.

Course Goal: Students will be able to understand native English speakers who are speaking basic English and pausing between words. Students will be able to make themselves understood by Native English speakers when speaking slowly and clearly. Students will be able to perform daily business transactions. Introductory skills for basic proficiency and basic knowledge of listening, reading and writing skills for academic purposes. Students learn basic conversational skills for social activities.

Assessment: ESL/EFL Programs: Intensive & Semi-Intensive Programs – Level One to Six

Grades are recorded as percentage grades that correlate to letter grades in Axes.

Successful completion: Criteria that determine successful completion of a course are:

- Adequate attendance – students may not miss more than three days per session
- Satisfactory class participation documented in the Class Participation Rubric
- Satisfactory completion of homework assignments documented in the Homework Rubric
- At least a 70% score on the written and oral final exams; and
- At least a 70% final grade, as determined by the formulae listed below

Levels 1 – 6	Grade Components
Class participation	10%
Homework	10%
Written mid-term or quiz	20%
Listening and Speaking Final exam	30%
Reading and Writing Final Exam	30%



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Textbook: *Lado Communicative English* Book 1 (2nd.edition)

Other

Materials: Audio files associated with the textbook

Understanding and Using English Grammar, Betty Azar and Stacy Hagan -
www.azargrammar.com

Grammar & Beyond, L Blass, S Iannuzzi, A Savage, R Reppen
<https://www.cambridge.org/grammarandbeyond/communicative-activities>

Fun with Grammar (Communicative Activities), Suzanne Woodward
http://www.azargrammar.com/materials/FWG_TOC.html

The Color Vowel Chart - www.colorvowelchart.org

The Smithsonian Institution – www.si.edu

Pronunciation Series, Linda Lane

Jazz Chants, Carolyn Graham

Word By Word Picture Dictionary, Steven Molinsky and Bill Bliss

Additional resources in the Teachers Class Materials folder and online Library



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Textbook: LADO Communicative English --- Book 1 (2nd. Edition)

Other

Materials: Audio files associated with the textbook

Understanding and Using English Grammar, Betty Azar and Stacy Hagan -
www.azargrammar.com

Fun with Grammar (Communicative Activities), Suzanne Woodward

The Color Vowel Chart - www.colorvowelchart.org

The Smithsonian Institution – www.si.edu

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Also see reference lists and index of texts.



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Week 1: Unit 1 through Unit 3

Objective – By the end of week 1, students will be able to:

Speaking:

- **UNIT 1:** Read and perform “Introducing a Friend”. Practice introducing a classmate (U1, pg. 1, 3). Play “Famous People” U1 pg. 3
- **UNIT 2:** “Getting Acquainted”. Listen to and practice the conversation with a classmate. Create a new conversation using information in an illustration in the textbook and your own information (U1, pg. 10-11; U2, LISTEN AND SPEAK pg. 31).
- Look at an illustration with classmates. Ask and answer yes/no questions with the verb **be** (U1, THINK pg. 13; U2, PRACTICE B pg. 27; U3, THINK pg. 51).
- Look at a family tree illustration with classmates and answer comprehension questions (U2, THINK pg. 33).
- **UNIT 3 :** “Introducing Yourself” Read and perform a conversation with classmates (U3, pg. 35).

Listening:

- Understand information and questions asked about geography, nationality, professions, personal descriptions and general information (U1, **LISTEN** pg. 8; U2, **LISTEN** pg. 30; U3, **LISTEN** pg. 47).

Reading and Vocabulary:

- Read a personal letter and answer comprehension questions (U2, **READ** p. 32).
- Understand information about a family on vacation and answer questions using affirmative and negative short answers (U3, **READ** pg. 49).
- With a classmate read names of occupations and different adjectives. Check each other’s work (U1, pg. 8).
- **NOUNS and ADJECTIVES** U1 Pg. 8
- Read and understand questions and answers. Demonstrate understanding through matching pictures (U1, **READ** pg. 9).
- Practice and demonstrate understanding of vocabulary words with a classmate by way of a crossword puzzle game (U1, pg. 12).

Writing:

- Practice writing numbers 21-60 on sample checks (U2, PRACTICE 5 pg. 29).
- Additional exercises, activities, and practice essays available (**WB** , pg. 1-14).
- Complete additional exercises, activities, and practice essays as assigned (Appendix 2, pg. 1-14).

Grammar:



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- Make affirmative and negative statements, yes/ no questions, and short answers with the verb **be** and contracted forms (U1, **STUDY 1 and STUDY 2** pg. 2-6; U2, pg. 22-23, 25-26; U3, pg. 36-39, 41-46).
- Identify and count from 1 to 20 (U1, pg. 7) and 21-60 (U2, pg. 29).
- Use SUBJECT PRONOUNS : with the verb **be** (U2, STUDY 1 pg. 17-19).
- PLURALS : Learn and practice writing plurals of nouns (U2, STUDY 2 pg. 20-21).

Pronunciation:

- Pronounce the sounds [i] and [iy] while reading isolated words containing the sounds and while reading questions and sentences containing the sound. Practice listening discrimination for each sound and then discriminate between both sounds (U1, PRONOUNCE pg. 14; Unit 2, pg. 34; Unit 3, pg. 52).
- Pronounce the names of the letters **C, H, I, J, K, M, N, S,** and **T.** Play a spelling game (U1, pg. 14).
- Pronounce the names of the letters **A, B, D, E, F, G, L, P** and **R.** Play a game with classmates with the letters (U2, PRONOUNCE pg. 34).
- Pronounce the names of the letters **O, Q, U, V, W, X, Y,** and **Z.** Play a game with classmates with the letters (U3, PRONOUNCE pg. 52).
- Practice reading a conversation (U1, pg. 11) and story (U3, pg. 50) aloud using correct stress and rhythm.

Communication:

Practice speaking in a friendly voice and smiling in conversation with classmates (U3, ACTION pg. 35, 40).

Engage in self-correction and peer correction in all the above areas of language learning. Interact with classmates every day in pair and/or small group work.

Have **S2S** (student-to-student) interactions using role play practices, survey exercises, games and other Appendix 1 activities (Appendix 1, pg. 1-17).

Week 2: Unit 4 through Unit 5, *Review & Midterm Exam*

Objective – By the end of week 2, students will be able to:

Speaking:

- CONVERSATION: “Greeting a Friend.” Practice greeting classmates using appropriate body language (U4, pg. 53).
- Look at an illustration with classmates. Ask and answer information questions with **be** (U4, pg. 55, FACILITATION pg 72-73).
- Look at an illustration with classmates. Ask and answer information questions with the articles **a** and **an** (U4, pg. 62).
- Practice using articles and adjectives with classmates by way of a game (U4, pg. 67).
- Practice asking information questions and giving answers while playing the pointing game with classmates (U4, pg. 70).
- Practice spelling words aloud with classmates while discussing favorite foods in a game format (U4, pg. 74).
- Look at an illustration with classmates. Ask and answer information questions with the present progressive verb tense (U5, THINK pg. 93).



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Listening:

- Understand yes/no and information questions with the verb **be** about geography (U4, LIST pg. 68).
- Understand aurally affirmative and negative statements, yes/no questions, short answers and information questions using the present progressive verb tense (U5, LISTEN pg. 90).

Reading and Vocabulary:

- Read an interview between three people. Demonstrate comprehension by way of matching exercise (U4, READ pg. 69).
- Read a 3-paragraph composition about a family's activities at home and answer comprehension questions (U5, READ pg. 91-92).

Writing:

- Practice writing information questions and answers through dictation exercise (U4, LISTEN A pg. 68).
- Complete additional exercises, activities, and practice essays as assigned (**WB**, pg. 15-25).
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Grammar:

- INFORMATION QUESTIONS: Use with the verb **be** (U4, pg. STUDY 1 and PRACTICE 54-57).
- The articles **a**, **an** and **the** with singular and plural nouns (U4, STUDY 2 pg. 58-64).
- Learn and use modifiers of nouns (U4, STUDY 5 and PRACTICE pg. 65-67).
- Understand and practice writing the affirmative and negative statements, yes/no questions, short answers and information questions using the present progressive verb tense (U5, STUDY 1 and PRACTICE pg. 76-89).

Pronunciation:

- CHANT : Practice adjectives before a noun in a class chant (U4, pg. 67).
- **The sounds [s], [iz] and [z]:** Pronounce the sounds in plural forms of nouns in isolated words containing the sounds. Practice listening discrimination for each sound (U 4 PRONOUNCE pg. 71).
- **The sound [z]:** Pronounce the sound at the word and sentence level. Practice listening discrimination for that sound (U4, PRONOUNCE pg. 74).
- STRESS AND RHYTHM : Practice reading a story aloud using correct stress and rhythm (U5, pg. 92).
- **The sound [s]:** Pronounce the sound at the word and sentence level. Practice listening discrimination for that sound (U5, PRONOUNCE pg. 94).

Communication:

Engage in self-correction and peer correction in all the above areas of language learning and interact



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with classmates every day in pair and/or small group work. Discuss and have S2S (student-to-student) interactions using role play practices, survey exercises, games and other Appendix activities (Appendix pg. 18-23).

Review for Midterm Exam.

- Review Unit 1 to 5 paying attention to information presented in **STUDY** boxes.
- Verbally review important grammar and vocabulary from Units 1-5 with a classmate (U3, pg. 48 and Workbook , pg. 17).
- Review communicative games and exercises (Appendix pg. 1-23).

Week 3: Unit 6 through Unit 8

Objective – By the end of week 3, students will be able to:

Speaking:

- UNIT 6: VISITING A FRIEND. Ask classmates about the activities they **are doing** and they **do** and share information with the class (U6, pg. 95; Unit 8, EXERCISE / Speed Conv. pg. 147).
- Make affirmative and negative requests of classmates in two game formats (U6, EXERC. pg. 98).
- Review important grammar structures from previous units with a classmate (U6, pg. SPEAK 113-114 and Appendix, pg. 26-27).
- Look at illustrations with classmates and discuss what is wrong (U6, THINK pg. 117).
- With a classmate, discuss activities that you do (U7, EXERCISE pg. 131) and activities listed in a calendar (U7, pg. 137). Present the information to the class.
- UNIT 7: TALKING ABOUT OCCUPATIONS. Practice a conversation with a classmate about occupations (U7, pg. 135)
- UNIT 8: SHOPPING FOR FOOD. (U8, pg. 140).
- Introduce yourself to the class and tell about your activities (U7, pg. 137).
- Practice identifying parts of the body by making requests to classmates in a game (U8, Simon Says pg. 139).
- Interview classmates about food, activities in free time, and work (U8, pg. THINK 152).

Listening:

- Look at an illustration and listen to a story about two friends. Answer comprehension questions in a multiple choice format (U6, LISTEN p. 112).
- Understand spoken information and write missing words in a dictation (U7, pg. 134; Unit 8, pg. 150).
- Listen to a conversation and answer comprehension questions (U7, LISTEN pg. 134, 135).
- Understand spoken information and demonstrate comprehension by matching (U8, LISTEN pg. 150).

Reading and Vocabulary:

- Read a news article about interesting occupations. Practice listening comprehension by checking boxes (U7, pg. 136).



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- Read a story about a famous restaurant. Ask and answer comprehension questions (U8, pg. 151).

Writing:

- Practice writing a telephone conversation with questions and answers through dictation exercise (U6, LISTEN pg. 112).
- With a classmate, create sentences about you and your classmates, family using the regular present tense (U7, EXERCISE pg. 122).
- Complete additional exercises, activities, and practice essays as assigned (WB, pg. 26-35).

Grammar:

- Understand and practice affirmative and negative requests (U6, STUDY 1 pg. 96-98).
- Learn and practice writing object pronouns (U6, STUDY 2 pg. 99-101).
- Learn the colors and how to form questions about colors (U6, STUDY 3 pg. 102-106).
- Understand and practice writing sentences containing verbs with two objects and **to** (U6, STUDY 5 pg. 107-109).
- Identify and count from 61-200 (U6, STUDY 6 pg. 110-111).
- Learn and practice writing the regular present tense in affirmative statements and with yes/no questions in third person singular (U7, STUDY 1 pg. 120-122, STUDY 3 128-129).
- Learn the days of the week and using **on** (U7, STUDY 2 pg. 126-127).
- Learn parts of the body (U7, pg. 132-133).
- Understand and practice negative statements, yes/no questions and short answers in the present tense (U7, pg. 128, 130-131; Unit 8, pg. 141-142, pg. 146-147).
- Understand and practice writing about existence and location of objects and places using **There is/are** (U8, STUDY 4 pg. 148-149).

Pronunciation:

- **CHANT:** Practice the verbs **want** and **like** in a class chant (U8, pg. 145).
- **STRESS AND RHYTHM :** Practice reading a story aloud using correct stress and rhythm (U6, pg. 116).
- **The sounds [s] and [z]:** Pronounce the sounds while reading isolated words containing the sounds and while reading questions and sentences containing the sound. Practice listening discrimination for each sound and then discriminate between both sounds (U6, PRONOUNCE pg. 118).
- Pronounce the third person singular form of the regular present tense (U7, PRONOUNCE pg. 123-125).
- **The sound [d]:** Pronounce the sound at the word and sentence level (U7, pg. 138).
- Play a game with classmates with spelling rules (U7, GASME pg. 138; Unit 8, pg. 153).
- **The sound [ð]:** Pronounce the sound at the word and sentence level. Practice listening discrimination for that sound (U8, pg. 153).

Communication:

- Engage in self-correction and peer correction in all the above areas of language learning.



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- Interact verbally with classmates every day in pair and/or small group work.
- Discuss and have student-to-student interactions using role play practices, survey exercises, games and other Appendix activities (Appendix , pg. 26-35).

Week 4: Unit 9 through Unit 10, Review & Final Exam

Objective – By the end of week 4, students will be able to:

Speaking:

- CONVERSATION: Practice a conversation with a classmate about sightseeing (U9, pg. 155) and a party (U10, pg. 171).
- Look at an illustration with a classmate. Ask and answer questions and short answers using **There is/are** (U9, pg. 169).
- Look at illustrations with classmates. Ask and answer questions using possessives and question words (U10, pg. 183).
- With a classmate, pretend one of you is a new student. Ask and answer questions about the school while walking around (U10, pg. 158).
- Review important grammar structures with a classmate (U9, pg. 166 and Workbook 1, pg. 38).
- With classmates, play a game using possessives and common objects (U10, pg. 180).

Listening:

- Understand spoken information and write missing words in a dictation (U10, pg. 81).
- Understand spoken information and demonstrate comprehension by matching and multiple choice questions (U9, pg. 165; Unit 10, pg. 181).

Reading and Vocabulary:

- Read an interview between two people. Demonstrate comprehension by way of answering True-False questions and to demonstrate understanding of the main idea and details of a reading (U9, pg. 167-168).
- Read a 2-paragraph story about a class party. Ask and answer comprehension questions (U10, pg. 182).

Writing:

- Write sentences on the board for a class game with demonstrative pronouns using **This/that/these/those** (U9, pg. 162).
- Write occupations and other words on the board for a class game (U9, pg. 170).
- Write words on the board in a dictation game (U10, pg. 184).
- Complete additional exercises, activities, and practice essays as assigned (Appendix 2, pg. 41-53).

Grammar:

- Understand and practice writing questions and short answers using **There is/are** (U9, pg. 156-157) and demonstrative pronouns using **This/that/these/those** (U9, pg. 159-162).
- Learn and practice writing irregular plural nouns (U9, pg. 163-164).



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- Understand and practice writing sentences with possessive adjectives (U10, pg. 172-173) and possessive forms of nouns (U10, pg. 174-176).
- Learn and practice writing and pronunciation of possessives (U10, pg. 177-178).
- Understand and practice writing subject questions (U10, pg. 179-180).

Pronunciation:

- **The sounds [d] and [ð]:** Pronounce the sounds while reading isolated words containing the sounds and while reading questions and sentences containing the sound. Practice listening discrimination for each sound and then discriminate between both sounds (U9, p. 170).
- Practice reading parts of an interview aloud using correct stress and rhythm (U9, pg. 168).
- Play a game with classmates with spelling rules (U9, pg. 170; Unit 10, pg. 171, 184).
- Practice possessive forms in a class chant (U10, pg. 178).
- **The sound [č]:** Pronounce the sound at the word and sentence level. Practice listening discrimination for that sound (U10, pg. 184).
- Play a spelling game with classmates with occupations (U9, pg. 170).

Communication:

- Engage in self-correction and peer correction in all the above areas of language learning.
- Interact verbally with classmates every day in pair and/or small group work.
- Discuss and have student-to-student interactions using role play practices, survey exercises, games and other Appendix activities (Appendix , pg. 36-38).

Review for Final Exam:

- Review Unit 5 to 10, paying attention to information presented in Study boxes.
- Verbally review important grammar and vocabulary from Units 6-10 with a classmate (U6, pg. 114-115 and Workbook , pg. 26-27; Unit 9, pg. 166 and Workbook , pg. 38).
- Review communicative games and exercises (Appendix)