



2019 Intensive Program Level 2 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:

To build on students’ introductory skills for basic proficiency in daily interactions and transactions and basic knowledge of reading and writing skills for academic purposes. To 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 Axxss. 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 2 (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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Week 1: Unit 1 through Unit 3

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

Speaking:

- Discuss occupations, where people work and describe how people get to work (U1 - pg.1-2,4-7, 14-15).
- Ask and answer questions about existence and location of objects and places using **there is/are** and the prepositions of place and time (**under, over, in, on** and **at**) (U1 - pg.3-4).
- Identify and count from 100 to 1,000,000, and read them correctly in contexts of phone numbers, money and addresses (U1 - pg.8-10).
- Discuss daily routine and work routine (U2 - pg.19-23, **WB** pg. 19)
- Discuss future plans and travel plans (U3 – pg. 38, pg.49-50).
- Identify time expressions and months of the year (U2 - pg.24-28)
- Discuss weather (U2 - p.31-32).

Listening:

- Answer comprehension questions about location (U1 - pg.11).
- Listen to an email to an exchange student (U1 - pg.12).
- Understand a question & answer dialogue (U1 - pg.10).
- Understand information about a person's daily routine and answer questions about the times that person does certain activities (U2, pg. 27)
- Understand a passage about weather, seasons, and months when it is read aloud twice. Answer comprehension questions (U2 - pg.30).

Reading and Vocabulary:

- Read a three-paragraph personal email and answer reading comprehension questions with classmates (U1 - pg.13).
- Read a passage about weather, seasons, and seasonal activities in the USA. Ask and answer comprehension questions with classmates (U2 - pg. 30).
- Read a passage about weather, hobbies, a vacation, and seasonal activities using immediate future tense. Ask and answer comprehension questions with classmates (U3 - pg. 48).
- Understand vocabulary related to the contexts of personal emails, weather, seasonal activities and use vocabulary to ask and answer questions and engage in discussions about these contexts.

Writing:



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- In Class: Practice exercises to reinforce presentations of information in study boxes.
- Complete additional exercises, activities, and practice essays as assigned (**WB** pg. 1-18).
- Use questions and models to write one paragraph compositions giving information about someone, your daily schedule, and your plans for next weekend.
- Correcting Homework. Students provide answers for exercises. Teacher verifies answer.
- Correcting Paragraphs via Peer Review. Students compare paragraphs with classmate. Classmates help each other to identify and correct errors.

Grammar:

- Use prepositions of place (**under, over, in, on** and **at**) in the appropriate context (U1 - pg. 3-4).
- Learn Information questions (**where, what, who, how, when**) in the present tense (U1 - pg.5-7; U2 - pg. 21-23).
- Learn the Phrasal Verbs **get up, sit down, and stand up** and participate in a kinesthetic practice using them (U1 - pg. 16-17).
- Learn the future with **be going to** and **time expressions** (U3 - pg. 37-42).
- Make affirmative and negative short answers, statements, yes/ no questions and short answers using forms of the verb **to be (am, is, are, not, isn't, aren't)**, "There is/are" with **be going to** (U3 - pg.43-44).

Pronunciation:

- **The sounds [š] and [č]:** Pronounce and distinguish between the sounds at the word and sentence level. Practice discriminative listening skills (U1 - pg.18; U2 – pg. 33).
- **Intonation:** Understand, identify and practice differences in intonation for yes-no questions and information questions (U2 - pg. 34).
- **The sounds [f] and [v]:** Pronounce and distinguish between the sounds at the word and sentence level (U3 – pg. 51).
- **Intonation:** Understand, identify and practice intonation for serious or funny meaning (U3 – pg. 52).

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.



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

Speaking:

- Discuss plans for a business trip, a busy week, going to a convention, and using English (U4 - pg. 53-61, pg. 64-65; U5 – pg. 71-72, pg. 85).
- Ask and answer short questions in a game format (U5 – pg. 87).
- Tell a classmate about the weekend of the other classmate’s whose composition he/she read. Use the verb **to be** and regular and irregular action verbs in the simple past tense. (**WB** U5 pg.31)
- Practice a role play using **be going to** with question words (U4 – pg. 65).
- Practice a conversation with a classmate about a party using information questions **when, how, where** (U5- Pg 83)

Listening:

- Understand spoken information about a busy week and supply missing words in a dictation (U4 - pg. 62) and Listen and chose the correct answer about statements (U4 – pg. 62).
- Understand a passage about Vivian and Paolo’s future trip and answer questions with T/F and matching. (U4- pg. 63-64)
- Understand a passage about past, present and future activities and answer questions about the activities (U5 - pg. 84-85).

Reading and Vocabulary:

- Read a passage describing plans for next week, and information about a business trip. Ask and answer comprehension questions with classmates (U4 - pg.63-64).
- Read a composition written by a classmate about his/her plans for next weekend, and what happened on a past vacation. (**WB** – pg 24, 31)
- Read a blog from a teacher and a student (U5 - pg. 85).
- Understand vocabulary related to the contexts of future plans, business trips and a blog and use vocabulary to ask and answer questions and engage in discussions about these contexts.

Writing:

- In Class: Practice exercises to reinforce presentations of information in study boxes.
- Complete additional exercises, activities, and practice essays as assigned (**WB** pg. 19-31).
- Use questions and models to write two single paragraph compositions using past tense and future tense forms correctly. Write about plans to visit somewhere for the weekend, and what happened on your last vacation. (**WB** pg 24, 31)
- Correcting Homework. Students provide answers for exercises. Teacher verifies answer.



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- Correcting Paragraphs via Peer Review. Students compare paragraphs with classmate. Classmates help each other to identify and correct errors.

Grammar:

- Make affirmative and negative statements, yes/ no questions and short answers information questions (including **how**, **who(m)**, **what**, **where**, and **when**) and short answers and subject questions and short answers with the immediate future with **be going to** (U4 - pg. 55-61).
- Learn the Phrasal Verbs **come back**, **turn off**, and **turn on** and participate in a kinesthetic practice using them (U4 - pg. 68-69).
- Make affirmative and negative statements and questions, short answers and information questions with past of be (**was**, **were**). (U. U5 - pg. 73-83).

Pronunciation:

- **The sound [b]:** Pronounce correctly at the word and sentence level (U4 - pg. 70).
- **The sounds [b] and [v]:** Pronounce and distinguish between the sounds at the word and sentence level (U5 - pg. 88).
- Practice discriminative listening skills for all sounds listed above.

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 1 activities.

Review for Midterm Exam:

- Review Units 1 to 5 with a focus on past and present verb tenses of **to be** and other verbs, numbers, time expressions and telling time, and affirmative and negative statements.
- Review SPEAK sections in textbook with a classmate (U3 – pg. 46).
- Review communicative games and exercises (Appendix)

Week 3: Unit 6 through Unit 8

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

Speaking:

- Practice a model conversation about learning English (U6-pg.89)and role play a similar conversation (pg. 90) ; Practice a model conversation about sports (U7-pg.105)
- Tell class about a past vacation. Tell when, where, how, with whom they traveled. Answer classmates questions (U7 – pg 111)



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- Discuss activities in the past using past tense verbs (U6 – pg. 92, 97; U7 – pg. 113; U8 – pg. 119-120, pg. 127).
- Practice a conversation using yes/no questions in the past tense (U6 – pg. 98)

Listening:

- Understand information in question/answer form in the past and present tense (U6 – LISTEN -pg. 99).
- Understand spoken information in the past and supply missing words in a dictation (U7 – LISTEN pg. 114).
- Listen and chose the correct answer about the statements (U8 – pg.126) and select T/F to statements from the passage you heard.

Reading and Vocabulary:

- Read a passage about women leaders in the news, an email describing past weekend plans, and a forgetful person. Ask and answer comprehension questions with classmates (U6, -100; U7 – pg. 115 U8 – pg. 129).
- Understand vocabulary related to the contexts of women leaders in the news, past weekend plans, and a forgetful person and use vocabulary to ask and answer questions and engage in discussions about these contexts.

Writing:

- In Class: Practice writing exercises to reinforce presentations of information in study boxes.
- Complete additional exercises, activities, and practice essays as assigned (**WB** pg. 32-51).
- Use questions and models to write two single paragraph compositions about the past using regular and irregular past tense forms correctly following model paragraphs. (**WB** – COMPOSITION -pg 38,45,51),
- Use a model to write one letter composition using regular and irregular past tense forms correctly.
- Correcting Homework. Students provide answers for exercises. Teacher verifies answer.
- Correcting Paragraphs via Peer Review. Students compare paragraphs with classmate. Classmates help each other to identify and correct errors.

Grammar:

- Identify use of and correct spelling of verbs in the regular past tense **-ed**, yes-no questions in the present tense **do** and past tense **did**, irregular part tense verbs, negative statements in the past, and short answers **did** and **didn't** (U6 - pg.91-97; U7 - pg.107-112)
- Identify, use and form questions using (**do, don't, does, doesn't, did, didn't**, and **what, where, when, who, whom, and how**); form short answers and subject questions (U8 - pg. 121-127, 130 -131).



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Pronunciation:

- Pronounce correctly the three pronunciations of the “-ed” ending in the simple past tense for regular verbs (U6 - pg. 91-94, pg. 97, pg. 102).
- Pronounce correctly the past forms of irregular verbs (U7 - pg. 107-109).
- **The sounds [e] and [ʌ]:** Pronounce correctly at the word and sentence level and practice discriminative listening skills (U6 - pg.104; U7 - pg.117; U8 - pg.132).
- Recite a chant to practice the sounds [e] and [ʌ] (U8 – pg. 132).
- Practice discriminative listening skills for all sounds listed above.
- **Intonation:** Understand, identify and practice intonation for the same or opposite meaning (U7 - pg. 118).

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.

Week 4: Unit 9 through Unit 10,

Review & Final Exam

Objective – By the end of Week 4, students will:

Speaking:

- Look at a picture of an event and tell what happened, what is happening, and what was happening in relation to another event in a picture (U9 - pg.137, pg. 146, pg. 150).
- Tell a classmate what he/she was doing before class (U9 - pg.150-151).
- Practice a conversation about arriving late for work. Ask and answer questions (U10 - pg.153-154).
- Pair practice using all verb forms in speaking activity (U19 – pg. 150-151).

Listening:

- Understand use of past and present progressive with information questions (U9 – LISTEN pg. 148).
- Understand use of information questions with present progressive verb tense, past tense, and **be going to** (U10 – LISTEN pg. 163).

Reading and Vocabulary:

Read a three-paragraph scientific passage in the past. Ask and answer reading comprehension questions with classmates (U9 – LISTEN AND READ pg. 148-149).

- Read a letter and answer comprehension questions about Thanksgiving plans with classmates. (U9 -LISTEN AND READ pg.165-166).
- Understand vocabulary related to the contexts of a scientific discovery and Thanksgiving and use vocabulary to ask and answer questions and engage in discussions about these contexts.



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Writing:

- In Class: Practice exercises to reinforce presentations of information in study boxes.
- Complete additional exercises, activities, and practice essays as assigned (**WB** pg. 52-64).
- Use questions and models to practice writing paragraphs about what was happening while you were waiting for someone; use picture cues to write three paragraphs describing what was happening in the past and what is going to happen next.
- Correcting Homework. Students provide answers for exercises. Teacher verifies answer.
- Correcting Paragraphs via Peer Review. Students compare paragraphs with classmate. Classmates help each other to identify and correct errors.
- Write one to three paragraph compositions about the past using forms correctly.

Grammar:

- Learn and practice the past progressive tense form and function and timeline (U9 - pg. 135-137).
- Make affirmative and negative statements, questions, yes/ no questions and short answers, and information questions with past progressive tense (U9 - pg.138-147).
- Learn to answer general questions (**what + happen**) with complete information (U10 - pg.155-159).
- Learn use of subject questions with (**who and what**) as subjects (U10 - pg. 160-162).

Pronunciation:

- **The sound [ə]:** Pronounce correctly at the word and sentence level (U9 - pg. 152).
- **The sounds [s] and [θ]:** Pronounce and contrast the sounds at the word and sentence level. Practice discriminative listening skills for the sounds (U10 - p.168).

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.

Review for Final Exam:

- Review Units 6 to 10 with a focus on question words with different verb tenses, prepositions, short answers, and past tense verb forms.
- Review SPEAK sections in textbook with a classmate (U6 – pg. 98; U10 – pg. 164).
- Review communicative games and exercises (Appendix)