



## 2019 Intensive Program Level 3 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 transactions and basic knowledge of reading and writing skills for academic purposes. To learn basic conversational skills for social activities. To build on students' speaking, vocabulary, reading, writing, pronunciation, and grammar skills for use in social, academic and professional situations at a low intermediate level.

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

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



## 2019 Intensive Program Level 3 Syllabus

**Textbook:** Lado Communicative English - Book 3

**Other**

**Materials:**

Audio files associated with the textbook online [www.lado.edu/library](http://www.lado.edu/library)

*Understanding and Using English Grammar*, Betty Azar and Stacy Hagan - [www.azargrammar.com](http://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](http://www.azargrammar.com/materials/FWG_TOC.html)

*The Color Vowel Chart* - [www.colorvowelchart.org](http://www.colorvowelchart.org)

*The Smithsonian Institution* – [www.si.edu](http://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



## 2019 Intensive Program Level 3 Syllabus

### Week 1: Unit 1 through Unit 3

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

#### Speaking:

- Discuss shopping at food stores and role play a conversation in a food store (U1 – pg. 1-2, 18).
- Ask and answer questions about past events in classmates' lives and their preferences (U1 – pg. 22).
- Talk about giving gifts and having surprise parties with your classmates (U2 – pg. 25-26; U3 – pg. 62).
- Discuss and share information with classmates about weddings in your culture (U2 – pg. 42).
- Discuss traveling, visiting places in cities and weather delays (U3-pg. 47-48,56 )
- Plan a pretend trip with classmates (U3 – pg. 63).
- Participate in a class game creating using certain **verbs + infinitive** (U1, pg. 22).
- Understand and be able to use the phrasal verbs **come in, go ahead (with), write down** correctly by way of a matching exercise and in context in conversation (U2, pg.44-45).
- Tell a classmate about activities from childhood using **used to** (U1-Pg. 4-5)
- Make predictions about the future with classmates using modal auxiliaries **will, may, might** and **won't** (U2 – pg. 32), and talk about uncertain weekend plans ( U2-pg. 33).
- Give classmates advice for a problem using modal auxiliaries (U3 – pg. 63).
- Role play one of three possible situations with classmates using **should, must, have to** (U3 – pg. 51).
- With a classmate, verbally review important grammar and vocabulary from Units 1-3 (U3 – SPEAK pg. 60 and Appendix pg. 5).

#### Listening:

- Listen and answer questions to demonstrate understanding of the main idea of a reading (U2 – pg. 41-42).
- Practice listening comprehension and writing dictation of passages about travel in the past (U1 – pg. 19), future travel plans (U2 – pg. 40), movies (U3 – pg. 59), aural identification at the word level and critical thinking skills (U1 – pg. 19; U2 – pg. 40; U3 – pg. 59).

#### Reading and Vocabulary:

- Read a 111-word passage about traveling by train, learn vocabulary related to the subject, and answer reading multiple choice and reading comprehension questions (U1 - pg. 20).
- Read a 236-word personal letter about planning for a wedding, learn vocabulary related to the subject, and answer True/False and reading comprehension questions (U2 – pg. 41-42).
- **Listen and Read** a 165-word passage about a surprise trip, learn vocabulary related to the subject, and answer True/False and reading comprehension questions (U3 – pg. 61-62).



## 2019 Intensive Program Level 3 Syllabus

### Writing:

- Write a conversation about making plans for a trip with classmates. (U3 – pg. 63).
- Create rules for the classroom using modal **auxiliaries (U3 – pg. 54)**.
- **Write a paragraph about habitual activities in the past using used to (WB – pg. 8).**
- **Write a reply letter to a friend giving advice (WB– pg. 23).**
- **Complete additional exercises, activities, and practice essays as assigned (WB– pg. 1-23).**

### Grammar:

- Understand and make subject questions and short answers with **used to** in the appropriate context (U1 – pg. 3-5).
- Use the infinitive form of the verb after the verbs **like, want, need, would like** (U1 – pg. 6-11).
- Make questions using **how many** and **how much** with count nouns and mass nouns (U1 – pg. 12-14).
- Understand and practice using **one** and **ones** as noun substitutes (U1 – pg. 15-16) and with **which** in questions (U1 – Pg. 17-18).
- Understand and use the modal auxiliaries **can** (U2 – pg. 27-30) and **will, may, might** (U2 – pg. 31-33). Learn and practice writing affirmative and negative statements and yes/no questions with **will, may, might** (U2 – pg. 34-35).
- Understand and use the modal auxiliaries **should, must, have to** (U3 – pg. 49-51)
- Learn and practice writing information questions and information questions about the subject with **can, will, might, should, must, have to** (U3 – pg. 52-56).
- Understand and practice questions with **why** and answers with **because** (U3 – pg. 57-58).

### Pronunciation:

- **The sounds [ð] and [θ]:** Pronounce and distinguish between the sounds at the word and sentence level. Practice a conversation with classmates and discriminative listening skills (U1 – pg. 23).
- **Intonation:** Understand, identify and practice pronouncing linking between two-word phrases (U1 – pg. 24).
- **The sound [l]:** Pronounce and distinguish between the sounds at the word and sentence level and in conversation with classmates (U2 – pg. 46).
- **The sound [r]:** Pronounce and distinguish between the sounds at the word and sentence level and in conversation with classmates (U3 – pg. 64).

### 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. 1-6).



## 2019 Intensive Program Level 3 Syllabus

### Week 2: Unit 4 through Unit 5,

### Review & Midterm Exam

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

#### Speaking:

- Discuss talking on the phone and practice a phone conversation (U4 – pg. 65 -66, 77).
- Ask and answer questions about past events in classmates' lives using **could, why, because** (U4 – pg. 68).
- Discuss types of exercise and ways to exercise and relax (U4 – pg. 75-76).
- Talk about buying souvenirs and other things on trips (U5 – pg. 79-80).
- Participate in a class **Tic-Tac-Toe** game using **could** for polite requests (U4 – pg. 70).
- Play a game with classmates to practice possessive pronouns (U5 – pg. 82).
- Tell a classmate about activities from the past using **had to** (U4 – pg. 71).
- Speaking with classmates, make additional classroom rules using **must, must not, don't have to** (U4 – pg. 73) and discuss customs in your country (U4 – pg. 77).
- Practice using **any, some** and food items to play a guessing game (U4 – pg. 84) and to play a card game (U4 – pg. 85).
- Look at an illustration of a boy in a hospital. Make statements using **any, some** to describe what the boy wants and doesn't want. Pretend you are in the hospital and repeat the practice (U5 –pg. 87).

#### Listening:

- Listen and answer True-False questions and multiple choice questions to demonstrate understanding of the main idea of a reading (U4 – pg. 75-76).
- Practice listening comprehension and writing dictation of passages using modal auxiliaries (U4 – pg. 74) and possessive pronouns and **some/any** (U5 – pg. 86), aural identification at the word level and critical thinking skills (U4 – pg. 74; U5 – pg. 86).

#### Reading and Vocabulary:

- Read a 230-word passage about being healthy, learn vocabulary related to the subject, and answer reading multiple choice and reading comprehension questions (U4 - pg. 75-76)

#### Writing:

- Write a one-paragraph composition about a friend that you used to know (**WB** pg. 29).
- Write a letter to a department store about losing an important item. Use modal auxiliaries (**WB**– pg. 34).
- Complete additional exercises, activities, and practice essays as assigned (**WB**– pg. 24-34).

#### Grammar:

- Learn and understand the past meaning of the modal auxiliary **could** (U4 – pg. 67-68) compared to the polite request meaning of **could** (U4 – pg. 69-70).



## 2019 Intensive Program Level 3 Syllabus

- Learn and practice using **had to, must not, don't have to** (U4-pg.71-73)
- Understand and practice writing using possessive pronouns (U5 – pg. 81-82).
- Understand and practice using and writing **any, some** in statements and questions (U5 – pg. 83-85).

### Pronunciation:

- **The sounds [l] and [r]:** Pronounce and distinguish between the sounds at the word and sentence level. Practice discriminative listening skills for the sounds with a classmate and through an audio recording (U4 – pg. 78).
- **The sound [ou]:** Pronounce and distinguish between the sounds at the word and sentence level and in conversation with classmates (U5 – pg. 88).

### Review for Midterm Exam.

- Review Unit 1 to 5 paying attention to information presented in Study boxes.
- Review SPEAK sections in textbook. Review communicative games and exercises (Appendix)

### 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 activities. (App – pg. 6-9).

## Week 3: Unit 6 through Unit 8

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

### Speaking:

- Discuss musicians and instruments with classmates (U6 – pg. 89-90).
- Look at an illustration with classmates. Ask and answer questions using indefinite pronouns (U6 – pg. 95).
- Participate in a game to review past tense forms (U6 – pg. 97; U7 – pg. 116; U8 -pg.134)
- Ask and answer questions with classmates about interests and hobbies that people do after work or class and on weekends (U6 – pg. 96, 100-101).
- Pretend to order pizza for the class. Discuss what type of pizza to order and use indefinite pronouns in your conversation (U6 – pg. 102).
- Talk about shopping for gifts at stores (U7 – pg. 107-108).
- Practice making comparisons with adjectives (U7 – pg. 111, 112-113, 120-121) and superlatives with adjectives (U8 – pg. 127- 128, 130, 131-132,) in class games, activities and small group discussions.
- Discuss travel to your country and tourism with classmates (U7 – pg. 119).
- Talk about Olympic sports with classmates (U8 – pg. 124)



## 2019 Intensive Program Level 3 Syllabus

- With a classmate, verbally review important grammar and vocabulary from Unit 5 (U6 – pg. 99 and Appendix pg. 12).

### Listening:

- Practice aural identification at the word level, critical thinking skills, listening comprehension and writing dictation of passages using indefinite pronouns (U6 – pg. 98) and comparatives (U7 – pg. 117; U8 – pg. 136-137).

### Reading and Vocabulary:

- Read 191- to 238-word passages about hobbies (U6 – pg. 100-101), travel and tourism (U7 – pg. 118-119), and birthday celebrations (U8-,pg. 136-137) learn vocabulary related to the subject, and answer reading multiple choice and reading comprehension questions.
- Understand and be able to use the phrasal verbs **get away, go down, go up** correctly by way of a matching exercise and in context in conversation (U6 – pg. 103-104).

### Writing:

- Write classmates' answers to questions in a comparison chart (U7 – pg. 109).
- Write a one-paragraph composition about exercise that you used to do (**WB** – pg. 40).
- Compare two cities or towns in your country using comparatives and write a comparative essay (**WB** pg. 47).
- Write a descriptive essay about an important celebration in your family, city, or country (**WB**– pg. 53).
- Complete additional exercises, activities, and practice essays as assigned (**WB**– pg. 35-53).

### Grammar:

- Understand and practice using indefinite pronouns **some-, any-, every-, no-** with **-body** and **-one** (U6 – pg. 91-93) and with **-thing, -where** (U6 – pg. 94-96).
- Learn verbs with an irregular past form (U6 – pg. 97; U7 – pg. 114-116; U8 – pg. 133-134)
- Understand and practice comparatives with **like, the same as, different from** (U7 – pg. 109), **the same ... as, as ... as** (U7 – pg. 110), **more ... than** (U7 – pg. 111), and adjectives with **-er than** (U7 – pg. 112-113).
- Understand and practice using superlatives of adjectives with **the most** (U8 – pg. 127-128), **the ... -est** (U8 – pg. 129-130),
- Learn and practice writing irregular comparatives and superlatives of adjectives with **the best, better, the worse, worse (U8-pg 129-130) the least, less** (U8 – pg. 131-132)

### Pronunciation:

- Practice a classroom chant using **everything, anything, nothing** (U6 – pg. 96).
- **The sound [oʊ]:** Learn and practice pronunciation past forms of irregular verbs containing the sound (U6 – pg. 97).



## 2019 Intensive Program Level 3 Syllabus

- **The sound [ʊ]:** Pronounce and practice the sound at the word and sentence level and in a passage. Practice listening discrimination skills (U6 – pg. 105).
- **The sound [p, t, k] followed by [s]:** Pronounce correctly the sound of –s after [p, t, k] compared to other consonants at the word level. Demonstrate listening comprehension by filling in the blanks in a reading (U6 – pg. 106).
- **The sound [ɔ]:** Learn and practice pronunciation of past forms of irregular verbs containing the sound (U7 – pg. 114-116). Pronounce and practice the sound at the word and sentence level and in conversation with classmates. Practice listening discrimination skills (U7 – pg. 122).
- **The sound [ɛɪ]:** Learn and practice pronunciation of past forms of irregular verbs containing the sound (U8 – pg. 140). Pronounce and practice the sound at the word and sentence level and in conversation with classmates. Practice listening discrimination skills (U8 – pg. 140)

### 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 activities (Appendix– pg. 10-16).

## **Week 4: Unit 9 through Unit 10,**

## **Review & Final Exam**

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

### Speaking:

- Practice the use of comparative adverbs using Class Survey (U9 – pg. 144, Appendix pg. 17)). Share results with the class.
- Practice making comparisons with adverbs (U9 – pg. 147, 149, 154) and superlatives with adverbs (U9 – pg. 154, 157) in class games, activities and small group discussions.
- With a partner, practice using phrasal verbs, break down, get off, get on. ( Unit 9, pg. 159)
- With a classmate, verbally review important grammar and vocabulary from Units 7-9 (U9 – pg. 154, 157 ) and Appendix–pg. 18).
- Discuss birthday celebrations in your family and country (U10 – pg. 161-162)
- Review and practice **how much** with **how many** (U10 – pg. 164)
- Participate in a preposition scavenger hunt with the class (U10 – pg. 169)
- Look at an illustration. Make statements using prepositions. Ask and answer questions about the picture with classmates (U10 – pg. 73)
- Role play one of three situations with classmates to plan a party. Practice using **how much, how many, prepositions and ordinal numbers** (U10 – pg. 175 )





## 2019 Intensive Program Level 3 Syllabus

### Listening:

- Practice aural identification at the word level, critical thinking skills, listening comprehension and writing dictation of passages using adverbs (U9 – pg.-153 and prepositions (U10 – pg. **172**)
- Practice pronouncing numbers correctly and clearly with a classmate (U10 – pg. 166)

### Reading and Vocabulary:

- Read a 236-word story and recognize comparatives and superlatives, learn vocabulary related to the story, and answer True/False and reading comprehension questions (U9 – pg. 155-156)
- Understand and be able to use the phrasal verbs **break down, get off, get on** correctly in context in conversation (U9 - pgs.158-159)

### Writing:

- Write a paragraph about food in your country (**WB** – pg. 59).
- Write an email to someone about planning a party (**WB**– pg. 67).
- Complete additional exercises, activities, and practice essays as assigned (**WB**– pg. 54-67).

### Grammar:

- Understand and practice writing and spelling adverbs (U9 – pg. 143)
- Understand and practice comparatives of adverbs with **more ... than, less....than**, and with **-er than** (U9 – pg. 145)
- Understand and practice using superlatives of adjectives with **the most** and **the least** (U9 – pg. 147 ) and with **the ... -est** (U9 – pg 150 )
- Learn and practice writing irregular comparatives and superlatives of adverbs with **the best, better, the worse, worse** (U9 – pg. 152 )
- Learn and practice writing with mass noun units of measure (U10- pg. 163-164 )
- Learn and pronounce ordinal numbers in dates, addresses, phone numbers and with a calendar (U10 – pg. 165-167)
- Understand and practice prepositional phrases with the prepositions **in front of, behind, near, far from, next to, between** (U10 – pg. 168-169 ) and their position (U10 – pg. 170 - 171 )

### Pronunciation:

- **The sound [æ]:** Pronounce and practice the sound at the word and sentence level and in conversation with classmates. Practice listening discrimination skills (U9 – pg. 160).
- **The sound [a]:** Pronounce and practice the sound at the word and sentence level. Practice listening discrimination skills. Practice a class chant using the sound (U10 – pg. 174).
- **Intonation:** Understand, identify and practice rising and falling intonation in listing items. Practice listing grocery items with a classmate (U10 – pg. 175, 177).



## **2019 Intensive Program Level 3 Syllabus**

### Review for Final Exam:

- Review Unit 6 to 10 paying attention to information presented in Study boxes.
- Review SPEAK sections in textbook
- Review communicative games and exercises (U9 – pg. 157) (Appendix )

### Communication:

- 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. Discuss and have student-to-student interactions using role play practices, survey exercises, games and other Appendix activities (Appendix-pg. 17-22).