



2019 Intensive Program Level 4 Syllabus

Course Hours: 76.5

CEFR Level: **A2** Can understand sentences and frequently used expressions related to areas of most immediate relevance (e.g. very basic personal and family information, shopping, local geography, employment). Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters. Can describe in simple terms aspects of his/her background, immediate environment and matters in areas of immediate need.

Course Goal: To build on students’ low intermediate English language skills and to provide them with the listening, pronunciation, speaking, reading, writing and grammar skills necessary to conduct daily activities in English, to initiate and maintain conversations in social, professional and academic environments and to read and write for social, professional and academic purposes.

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%



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Textbook: *Lado Communicative English - BOOK 4 (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 be able to:

Speaking:

- Compare the size and population of the US states using the model conversation. Talk about the size and population of their own countries based on the model. (U1- pg 1-2)
- Make quantitative and qualitative comparisons in describing people, objects and places. Talk about what they did last summer, using **a lot of/much/many** (U1 – pg. 6: EXERCISE). Talk about relatives using **as many as/as much as** (U1 pg. 8 EXERCISE) and using **more than/less than/fewer than** (EXERCISE U1 pg.11.) Survey classmates about activities (U1 pg.13). Describe a city in their country (U1 pg. 15). Compare countries, Facilitation practice, Play a guessing game. (U1 pgs. 22-23).
- Review count and mass nouns with classmates (U1 – pg. 23).
- With a classmate, verbally review important grammar and vocabulary from Unit 1 (SPEAK U1 – pg. 17 and Appendix, pg. 5).
- Discuss lateness in your country and compare information with classmates (U2 – pg. 25-26).
- Play a matching game with classmates to understand the meaning of different adverbs of frequency (U2 – pg. 27).
- Discuss weekend routines (U2 – EXERCISE pg. 32, 39)
- Understand and practice using phrasal verbs **put away, sit down, stand up, take out, turn off, turn on, fill-in** (U2 – pg. 35-36).
- Make short conversations using adverbs of frequency (U2 – FACILITATION pg. 49-50).
- Ask and answer questions related **in, on, and at** for place and time with weekend plans
- (U3 – pg. 42, pg.55,57-59) **using how often, how early, how late, how far and how near** (THINK pg.48, FACILITATION pgs.49-50), and a daily routine (U3 – pg. 61).
- Look at illustrations. Compare countries within South America with classmates (U1 – pg. 1, 2, 21)
- Discuss advantages and disadvantages of living in a city and a country (U3 – pg. 67).

Listening:

- Practice listening comprehension, aural identification, dictation, and critical thinking skills (U1 – pg. 16; U2 - pg. 43; U3 - pg. 64).

Reading and Vocabulary:

- Read three 190-285 word non-fiction essays and answer True/False and comprehension questions. Discuss answers with classmates and share opinions related to the readings. Underline vocabulary words in readings (U1 - pg. 18-19; U2 - pg. 45-46; U3 - pg. 65-66).
- Learn new vocabulary related to Global Warming by playing a matching game with classmates (U1 - pg. 18).
- Learn vocabulary related to Amelia Earhart by playing a card game with classmates (U2 – pg. 44, Appendix pg. 8)).

Writing:

- Learn and identify topic sentences and body parts of a paragraph. Play a matching game with classmates (U1 – pg. 20).



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- Learn and practice writing a paragraph by completing a summary of a reading (U2 – pg. 47).
- Complete additional exercises, activities, and practice essays as assigned (**WB** pg. 1-24).

Grammar:

- Comparisons using **a little, a few, a lot of, much, and many** (U1 – pg. 3-5), **as much as, as many as, more than, less than, fewer than** (U1 – pg. 7-11) and **the most, the least, the fewest** (U1, pg. 12-13).
- Comparisons using **as much as, more than, less than, the most and the least** with verbs (U1 – pg. 14-15).
- Understand and use adverbs of frequency with the verb **be, other verbs, modal auxiliaries** and in questions with **ever, how often, and how** (U2 – pg. 28-34, 37-42).
- Understand and use the prepositions **in, on and at** indicating place and time, order of expressions with those prepositions, and questions with **how + adverb** (U3 – pg. 56-61, 62-63).

Pronunciation:

- **The sound [m]:** Pronounce the sound in isolated words and in sentences. Demonstrate understanding via listening discrimination practice (U1 - pg. 24).
- **The sounds [n] and [ŋ]:** Pronounce the sounds in isolated words. Demonstrate understanding via listening discrimination practice (U2 - pg. 51).
- Discriminate between the sounds [m], [n] and [ŋ] in isolated words and in sentences. Demonstrate understanding via listening discrimination practice (U3 - pg. 71).

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. 1-13).

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

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

Speaking:

- Discuss television shows and movies with classmates (U4 - pg. 73-74, 92.)
- Discuss recent activities with classmates (U4 – EXERCISE pg. 79, 81, 83; U5 – C pg. 107).
- Participate in a class game using the present perfect and **never** (U4 - pg. 85).
- With a classmate, verbally review important grammar and vocabulary from Unit 2-4 (SPEAK U4 – pg. 89 and APPENDIX pg.-15).
- Understand and be able to use the phrasal verbs **log in, log out, check out, hear about and the verb download** (U4 - pg. 86-87).
- Look at illustrations. Ask and answer questions using the present perfect verb tense with **how long, for and since** (U5 – pg. 110).
- Practice the conversation. Talk about video/computer games with class (U5 – pg. 95-96).



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- Play Fact or Fiction (THINK) with classmates. (FACILITATION) and talk about personal achievements (U4 – pg. 92).
- Interview classmates. Ask and answer questions about their hobbies and occupations and life experiences using the present perfect and ever (U5 –EXERCISES pg. 105, and B. pg. 110).

Listening:

- Practice listening comprehension, aural identification at the word level and critical thinking skills (U4 – pg. 88; U5 – pg. 108).

Reading and Vocabulary:

- Read two 156-word non-fiction essays and answer True/False and comprehension questions. Discuss answers with classmates and share opinions related to the readings (U4 - pg. 90-91; U5 - pg. 109).

Writing:

- Write a one paragraph summary of one non-fiction reading on vending machines (U5 – pg. 109).
- Play a dictation game on the classroom board (U5 – pg. 96).
- Complete additional exercises, activities, and practice essays as assigned (**WB** pp. 25-40).

Grammar:

- Understand and practice writing the present perfect verb tense in statements, yes/no questions, short answers, information questions and question forms with **ever** (U4, pg. 75-77, 80-85).
- Understand and practice writing **other** and **another** as noun modifiers (U5 – pg. 97-99) and **other** and **others** as noun substitutes (U5 – pg. 100-102).
- Learn common irregular past participles (U4 – pg. 78-79; U5 – pg. 103-105).
- Understand and practice using **since** and **for** with the present perfect verb tense (U5 - pg. 106-107).

Pronunciation:

- Pronounce contractions of **'s** and **'ve** with the present perfect verb tense (U4– pg. 75)
- **The sound [g]:** Pronounce the sound in isolated words and in sentences. Demonstrate understanding via listening discrimination practice (U4 - pg. 93).
- **The sound [w]:** Pronounce the sounds in isolated words and sentences. Demonstrate understanding via listening discrimination practice (U5 - pg. 111).

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. 14--20).

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 (U1 –SPEAK pg. 17 and Appendix pg. 5; U4 SPEAK– pg. 89 and Appendix pg. 19).
- Review communicative games and exercises (Appendix-pg. 1-20).



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Week 3: Unit 6 through Unit 8

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

Speaking:

- Pair up and practice the conversation about buying a car and role play for the class. Practice a conversation using your own information.(U6 – pg. 113-114). Complete the scenarios and act them out for the class (U6 -pg 115)
- Pair up and practice a conversation about children and television (U6 pg. 128)
- Pair up and practice a conversation about a person you admire (U7 – pg. 147 D).
- Practice the conversation sample. Understand and use subordinate clauses in descriptions (U7 – pg. 131-132) (THINK / ROLE PLAY U7 pg. 148)
- Practice the conversation about confusion in the concert hall , make a conversation using your own information (U8 pg 151-152) THINK (U8 – pg. 164) and practice short conversations using **whose** (U8 – FACILITATION pg. 165).
- Understand and be able to use the phrasal verbs **look around, give up, break down, hurry up** (U6 - pg. 124).

Listening:

- Practice listening comprehension, aural identification at the word level and critical thinking skills (U6 – pg. 125; U7 - pg. 143; U8 - pg. 161).

Reading and Vocabulary:

- Read three 267-505 word non-fiction essays and answer comprehension questions with classmates (U6 – pg. 126-128; U7 – pg. 145-147; U8 – pg. 162-163).
- Learn vocabulary related to Wangari Maathai by playing a matching game with classmates (U7 – pg. 145).
- Underline vocabulary related to dolphins and research meanings with classmates (U8 – pg. 162).

Writing:

- Write a paragraph about television and internet use in your country using a topic sentence and supporting sentences (U6 – pg. 128).
- Play a game using past participles with the class (U7 – pg. 142).
- Complete additional exercises, activities, and practice essays as assigned (**WB** pg. 41-59).

Grammar:



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- Understand and practice using subordinate sentences with relative pronouns as subjects, objects, in object position using **that, which, who, whom** (U7 – pg. 133-140).
- Understand and practice using **already, yet, still** and **anymore** with the present perfect verb tense (U6 – pg. 116-119).
- Learn and practice using irregular past participles ending in **-en** (U6 – pg. 120-121), with the sound [ɔ] (U6 – pg. 122-123), that have the same simple form, past, and past participle forms (U7 – pg. 141-142), and ending in **-own** and [əʊ] (U8 – pg. 160).
- Learn and use information questions and subordinated sentences with **whose** (U8 – pg. 154-158).
- Understand and practice using subordinate clauses with time and place (U8 – pg. 158-159).

Pronunciation:

- Recite a classroom chant to practice the sound [ɔ] (U6 – pg. 123).
- **The sounds [g] and [w]:** Pronounce the sounds in isolated words and sentences. Demonstrate understanding via listening discrimination practice (U6 - pg. 130).
- **The sound [h]:** Pronounce the sound in isolated words and in sentences. Demonstrate understanding via listening discrimination practice (U7 - pg. 149).
- **The sounds [uw] and [u]:** Pronounce the sounds in isolated words and demonstrate understanding via listening discrimination practice (U8 - pg. 167).

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. 21-25).

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

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

Speaking:

- Discuss getting lost. Recite and practice the sample conversation “Asking For Directions” and practice an original conversation about directions. Using a map ask politely for directions. (U9 – pg. 169-170, 183,)
- Discuss writing letters and how to address an envelope. Recite and practice the sample conversation and answer questions. Pair up and practice an original conversation using the question prompts. (U10 – pg. 185-186).
- Complete Practice 3 pg. 177 and Practice reading the conversation aloud with a classmate about shopping (U9 – pg. 177).
- Ask and answer questions with classmates about how you travel to school or work (U10 – EXERCISE pg. 188).



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- Verbally review important grammar and vocabulary from Units 9-10 with a classmate (U10 – pg. 193 and Appendix pg. 22)
- Ask and answer questions with classmates to practice **by + -ing** (U10 – pg. 189 -190)
- Practice verbs guessing game and practice a conversation about getting a job. (U10 pg 196 E and F)
- Practice a conversation about “How to” books, using the prompt questions. (U9- pg. 182)

Listening:

- Practice listening comprehension, aural identification at the word level and critical thinking skills (U9 – pg. 180; U10 – pg. 192).
- Listen and Read/ answer T/F questions about writing cover letters(U10 pg. 194)
- Listen to the READ and answer questions about “How to” books. (U9- pg. 181)

Reading and Vocabulary:

- Read a 262-word non-fiction essay and answer comprehension questions with classmates (U9 – pg. 181-182).
- Read a 303-word essay on writing a cover letter and a sample cover letter. Answer True/False and comprehension questions with classmates (U10 – pg. 193-195).
- Research vocabulary words related to looking for a job meanings with classmates (U10 – pg. 195).

Writing:

- Write a cover letter for a job including introducing yourself, your qualifications and how you will contact the employer. Organize the letter by looking at the sample cover letter (U10 – pg. WRITE pg. 196)
- Complete additional exercises, activities, and practice essays as assigned (**WB** pp. 60-68).

Grammar:

- Understand and practice using subordinated information questions using **where, who, when, why and what**. (U9 pg. 171)
- Understand and use subordinated-yes/no questions using **if, whether, whether or not** (U9 pg. 174)
- Understand and use question words +to + infinitive (**what to, how to, when to, where to**) (U9 pg. 176)
- Understand and use interrogative pronouns with the infinitive and **who** + infinitive phrases ending in a preposition (U9 pg 178-179)
- Learn and practice **how** questions with answers (U10 pg. 187) and using short answers to **how** questions using **by + -ing** (U10 – pg.189-190).

Pronunciation:

- Recite a classroom chant to practice subordinated information questions using **know** (U9 – pg. 179).
- **The sounds [p], [t] and [k]:** Pronounce the sounds in isolated words and sentences. Demonstrate understanding via listening discrimination practice (U10 - pg. 198-199).
- **The sounds [aw] and [ɔ]:** Pronounce the sounds in isolated words and in sentences (U9 - pg. 184).

Communication:



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- 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. 20-26).

Review for Final Exam:

- Review Unit 1 to 10, paying attention to information presented in **STUDY** boxes.
- Verbally review grammar and vocabulary from Units 6-10 with a classmate (U7 – SPEAK pg. 144 and Appendix – pg. 21; U10 – pg.193 Appendix – pgs 1-22).
- Review communicative games and exercises (Appendix)