



2019 Intensive Program Level 5 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 to medium 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 Axes. 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%

Textbook: *Lado Communicative English Book 5 (2nd edition)*



2019 Intensive Program Level 5 Syllabus

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



2019 Intensive Program Level 5 Syllabus

Week 1: Unit 1 through Unit 2

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

Speaking:

- UNIT 1 Conversation. Recite and Practice “Deciding Between Work and Fun”. Role Play conversation with a classmate.
- Answer the question “Why” using **because** and **because of** (EXERCISE U1 - pg. 8).
- Talk about deciding whether to go to a concert or study. Practice countering an argument and practice persuasion using **because, because of, to+ verb of purpose, very, too, and enough** and vocabulary **go over**. (FACILITATION B U1 - pg. 18).
- Discuss and defend preferred activities and routines in the morning (FACILITATION A U1 - pg. 18).
- Understand and be able to use the phrasal verbs **find out, get off, go out** (U1 - pg. 21-22) correctly in context in conversation.
- UNIT 2 Conversation. Recite and Practice “Going On Vacation”. Role Play with a classmate.
- Discuss your freedom as a child with classmates using **let** and **make** (U2 - pg. 37).
- Write and perform a conversation with classmates about a scenario from the past and about plans for the weekend in the near future using verbs of perception (EXERCISES U2 - pg. 41)
- Participate in a team game creating words with the prefixes **mis-** and **re-** (U2 - GASME pg. 45).
- Understand and be able to use the phrasal verbs **get into, make up, put on** (U2 - pg. 42-43) correctly in context in conversation.

Listening:

- Listen and answer True-False questions and multiple questions to demonstrate understanding of the main idea of a reading (LISTEN and READ U1 - pg. 14).
- Practice listening comprehension, aural identification at the word level and critical thinking skills (U1 – LISTEN pg. 13; U2 – LISTEN pg. 37).

Reading and Vocabulary:

- Read a 255-word non-fiction essay expressing a common problem with writing and answer comprehension questions for homework. Discuss the article with classmates on the following day (U1 - pg. 15).
- Learn and understand the meaning of prefixes (**pre-, post-, semi-, in-/im-/il-/ir-** in U1 - pg. 24-27; **mis-, re-** in U2 - pg. 44-45) in order to expand active vocabulary in conversations.
- Learn and understand the meaning of suffixes **-less** and **-ly** in order to expand activity vocabulary in conversations (U2 - pg. 46-47).

Writing:

- Be able to organize a set of ideas or instructions in sequences of sentences such as a recipe or instructions on how to start a car. (U1 - pg. 16-17).
- Learn and practice using **for example** and **for instance** related to vacation plans (PRACTICE U2 - pg. 38-39).
- Write an example about their favorite activity using **for example** and **for instance** (U2 - pg. 38-39).
- Write a paragraph about a popular vacation place using a topic sentence and supporting sentences with **also, in addition, moreover, and furthermore** (PRACTICE B U2 - pg. 40).



2019 Intensive Program Level 5 Syllabus

- Learn how to relate ideas by addition and complete writing practice using **also**, **in addition**, **moreover**, and **furthermore** (PRACTICE A U2 - pg. 40).
- Complete additional exercises, activities, and practice essays as assigned (Appendix , pg. 1-12).

Grammar:

- UNIT 1: Understand and use **because of + noun phrase** and **because** to give reasons (U1 pg. 4-6)
- and the infinitive, **to + verb of purpose** (U1 pg. 7-8) to express purpose.
- Learn the difference in meaning and use of **very** and **too**. (U1 pg.9-10)
- Learn the meaning and use of **enough** with adjectives and adverbs. (U1 pg.11-12)
- Learn about separable and non-separable phrasal verbs with direct and indirect objects and use the separable phrasal verbs in both forms (U1 - pg. 22-23).
- UNIT 2: Understand and practice using verbs of perception (**hear** and **saw**) and the simple form of the verb (U2 - pg. 32-34).
- Understand and practice using the simple form of the verb with **help**, **let** and **make** (U2 - pg. 35-36, EXERCISES on pg. 37).

Pronunciation:

- Unit 1: Pronounce initial consonant clusters with **s-**. Practice listening discrimination and repeat a passage containing the sounds (U1 - pg. 28).
- Unit 2: Pronounce the sound [ay] as in “buy” after hearing it, while reading isolated words containing the sound, and while reading sentences containing the sound (U2 - pg. 48).
- Suprasegmental word stress clues to indicate importance in content. Repeat the stress patterns of model sentences and identify which words are stressed (U2 - pg. 48).

Communication:

- Engage in self-correction and peer correction in all the above areas of language learning. Interact with classmates every day in THINK/PAIR/SHARE and/or small group work. Have S2S (student-to-student) interactions using role play practices, survey exercises, games and other Appendix activities (Appendix , pg. 1-8).

Week 2: Unit 3 through Unit 4, Review & Midterm Exam

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

Speaking:

- **UNIT 3:** WarmUp: Talk about ways to make new friends. (U3 pg. 49)
- Recite and Practice the conversation “Meeting New People” (U3 pg. 49-50) Role Play with classmates.
- Ask about and express feelings and give advice about meeting new people (U3 - pg. 51).
- Discuss your emotions about a past event with classmates (EXERCISE U3 - pg. 57).
- Look at an illustration with classmates. Imagine and discuss how people in the picture are feeling and what they are thinking (FACILITATION U3 - pg. 64)



2019 Intensive Program Level 5 Syllabus

- Understand and use the phrasal verbs **follow up, move on, turn down** (U3 - pg. 65-66) correctly in conversation.
- **UNIT 4: WARM UP.** Talk about how to say “no” in your country. (U4 pg. 73)
- Recite/Practice conversation “Refusing An Invitation” . Role Play with classmates. (U4 pg. 73-74)
- Ask classmates about what they like and dislike doing (EXERCISE U4 - pg. 77), make recommendations or suggestions (U4 - pg. 81) and discuss recent activities using certain verbs (U4 - pg. 81).
- Converse with your classmates to plan a weekend activity and/or plan and organize a party. Invite other people (U4 - pg. 85).
- Politely decline an invitation (PRACTICE U4 - pg. 84).
- Understand and use the phrasal verbs **get away with, pick up, put away** (U4 - pg. 86-87) correctly in context in conversation.

Listening:

- Practice listening comprehension, aural identification at the word level and critical thinking skills (U3 - pg. 61; U4 - pg. 82).

Reading and Vocabulary:

- Learn and understand the meaning of prefixes **inter-, extra-, over-, under-, in-, and out-** in order to expand active vocabulary in conversations (U3 - pg. 67-69).
- Learn and understand the meaning of suffixes **-ful** and **-ship** in order to expand activity vocabulary in conversations (U4 - pg. 88-89).

Writing:

- Write a summary or restatement of a passage using **in other words, in short, to summarize, and in summary** (U3 - pg. 62-63).
- Learn how to relate ideas as an exception or limitation using **but, however, nevertheless, and on the other hand** (U4 - pg. 83).
- Complete additional exercises, activities, and practice essays as assigned (**WB** pg. 13-26).

Grammar:

- Form sentences with **It** in the subject position with a delayed infinitive, and the **-ing** form of the verb in the subject position in place of **it** (U3 - pg. 52-54).
- Understand and use the **-ing** form of the verb as **subject** (U3 – STUDY 2 pg. 55) and as **object** (U4 – STUDY 3 pg. 80-81).
- Understand and use adjectives with the infinitive (STUDY 3 U3 - pg. 56-57).
- Understand and practice the use of the infinitive after certain verbs (U3 – STUDY 4 pg. 58-59).
- Use infinitives and the **-ing** form of the verb as objects of verbs (U4 – STUDY 2 pg. 78-79).
- Use the **-ing** form of the verb as an object with specific verbs (U4 - pg. 82).

Pronunciation:

- Pronounce the sound [ʒ], as in “Asia”, in isolated words and in sentences (U3 - pg. 70).

2019 Intensive Program Level 5 Syllabus

- Contrastive stress in sentences. Demonstrate listening discrimination practice (U3 - pg. 71).
- Pronounce final consonant clusters with regular past and past participle forms ending in [-t], [-d], [-did] and [-tid] (U4 - pg. 90-91).

Communication:

- Engage in self-correction and peer correction in all the above areas of language learning. Interact with classmates every day in pairs or in small groups. T/P/S (Think, Pair, Share). Have S2S (student-to-student) interactions using role play practices, survey exercises, games and other Appendix activities (Appendix, pg. 9-12).

Review for Midterm Exam:

- Review Unit 1 to 4 paying attention to information presented in Study boxes.
- Verbally review important grammar and vocabulary from Units 1-3 with a classmate (U3 – SPEAK pg. 60).
- Review communicative games and exercises (Appendix , pg. 1-12).

Week 3: Unit 5 through Unit 6

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

Speaking:

- UNIT 5: Warm Up : Talk about favorite food from your country. Recite and Practice the conversation “ A Healthy Lifestyle” (U5 pg. 93).
- be able to correctly use the phrasal verbs **get into, keep on, take off** (U5 - pg. 104-105) and **look up to, make fun of, watch out for** (U6 - pg. 124-125).
- Give your opinion about healthy habits using **because** and **since**(U5 - pg. 96-97).
- Talk about cause and effect by way of class activity (U5 – EXERCISE pg. 97, FACILITATION 103).
- Share your own experience with trying to achieve something difficult (U5 - pg. 102 #2).
- Practice SPEAK with a classmate (U6 – SPEAK pg. 120).
- Combine similar ideas and contradictions using **and ... too** (U6 pg. 115), **and ... either** (U6 pg. 117), **but , and....neither** by way of surveying classmates (U6 - pg. 123).
- Discuss holidays celebrated in your country with other classmates (U6 – D pg. 125).

Listening:

- Practice listening comprehension, aural identification at the word level and critical thinking skills (U5 - pg. 100; U6 - pg. 119).
- Listen and answer factual questions about the main idea of a reading (U5 - pg. 102).

Writing:

- Practice writing sentences using cause and purpose connectors (U5 - pg. 96-97).
- Practice writing sentences related by cause and consequence (U5 - pg. 98-99).
- Complete additional exercises, activities, and practice essays as assigned (**WB**, pg. 27-37).



2019 Intensive Program Level 5 Syllabus

Reading and Vocabulary:

- Read a 482-word non-fiction essay about Diana Nyad and answer comprehension questions. (U5 pg 101-102)
- Read a 510-word non-fiction essay about the Fourth of July and answer comprehension questions. (U6 - pg. 121-123).
- Formulate and use nouns with suffix endings **-ation** and **-ition** (U5 - pg. 106-108)
- and **-ness** and **-ment** (U7 - pg. 153-155) to expand active vocabulary in conversations.
- Understand the meaning of prefixes **un-** and **dis-** (U6 - pg. 126-128).
- Formulate and actively use nouns with the suffix endings **-er** and **-or** (U6 - pg. 129) and **-able** and **-ible** (U6 - pg. 130-131) in conversations.
- Learn vocabulary related to the Fourth of July by playing a matching game with classmates (U6 – LISTEN AND READ pg. 121).

Grammar:

- Understand and use conjunctions, **and...too** with auxiliaries, **and...either** with auxiliaries, and **but** with auxiliaries (U6 - pg. 114-118).

Pronunciation:

- Pronounce syllabic consonants with [-l], [-m] and [-n] in individual words and repeat words and in context (U5 - pg. 109).
- Pronounce final consonant clusters and third person singular verbs ending in [-s] and [-z] at the word and sentence level (U6 - pg. 132).

Communication:

- Engage in self-correction and peer correction in all the above areas of language learning. Interact with classmates every day in pair or small group work. Have S2S (student-to-student) interactions using role play practices, survey exercises, games and other activities (Appendix , pg. 13-16).

Week 4: Unit 7 through Unit 8, Review & Final Exam

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

Speaking:

- UNIT 7: Warm Up: Share experiences about having had something stolen.

2019 Intensive Program Level 5 Syllabus

- Practice and recite the conversation “Crime and Punishment” . Role Play and answer questions about the conversation and about crime and punishment in your country (U7 - pg. 133- 135)
- UNIT 8: Recite and Practice the conversation “ A Crime on Campus” and answer questions. (U8 - pg. 157-159)). Give your opinions about appropriate punishment for stealing something.
- Role play an emergency situation with classmates using the passive voice (U7 - pg. 149).
- Use correctly in context the phrasal verbs **call off, figure out, set up** (U7 - pg. 151-152) and **deal with, point out, take on** (U8 - pg. 175-176) .

Listening:

- Practice listening comprehension, aural identification at the word level and critical thinking skills (U7 - pg. 144; U8 - pg. 169).
- Listen to Parts One through Four of a fictional mystery story and answer inference questions (U7 - pg. 145-148).
- LISTEN AND READ. Aesop’s Fables “The Tortoise and the Hare” (U8 pg. 171-172) and “The Wind and the Sun” answer questions

Reading and Vocabulary:

- Learn new crime story vocabulary by way of a class matching game (U7 - pg. 145).
- Read a fictional mystery story and answer comprehension questions for Parts One, Two , Three and Four (U7 - pgs. 145-148).
- Read two Aesop fables and answer reading comprehension questions (U8 - p. 171-172).
- Actively formulate and use nouns with the suffix endings **–ness** and **–ment** (U7 - pg. 153-154), and **-sion, –ssion** (U8 - pg. 177) and **–ion** and **–tion** (U8 - pg. 178) in conversations.

Writing:

- Write an essay about why you are studying English using cause and purpose connectors, **to + verb of purpose, for example/instance**, and connectors to relate ideas as an exception and by addition (U7 - pg. 149).
- Write a crime article in newspaper style using the passive voice (U8 - pg. 173).
- Complete additional exercises, activities, and practice essays as assigned (**WB**, pg. 38-49).

Grammar:

- Understand and practice the passive voice with the verb **be** in the simple verb tenses (U7 - pg. 136-137-139) and the progressive verb tenses (U7 - pg. 140-141).
- Understand and practice writing the passive voice with the verb **get** compared to the verb **be** (U7 - pg. 142-143).
- Learn and practice writing the passive voice with the verbs **be** and **get** in the form of a question (U8 - pg. 162-164).
- Understand and practice writing adjectives ending in **–ing** compared to adjectives ending in **–ed** (U8 - pg. 165-166).



2019 Intensive Program Level 5 Syllabus

- Understand and practice writing the passive voice with the verbs **be** and **get** in the present perfect verb tense (U8 – STUDY 1 pg. 160-161) and with modal verb forms (U8 – STUDY 2 pg. 162-163).

Pronunciation:

- Repeat and practice words containing the unstressed vowels [ə] and [i] in isolation and in sentences. Demonstrate understanding via listening discrimination practice (U7 - pg. 155).
- Listen and identify friendly and angry intonation patterns in speech. Repeat and practice the intonation patterns with classmates. (U7 - pg. 156).
- Pronounce and contrast the sounds [j] and [y] in isolated words and in sentences. Demonstrate understanding via listening discrimination practice (U8 - pg. 180).
- Listen and identify friendly and sarcastic intonation patterns in speech. Repeat and practice the intonation patterns with classmates. (U8 - pg. 181).

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 1 activities (Appendix , pg. 17-22).

Review for Final Exam:

- Review Unit 5 to 8, paying attention to information presented in Study boxes.
- Verbally review important grammar and vocabulary from Units 7-8 with a classmate (U8 - pg. 170).
- Review communicative games and exercises (Appendix).