



2019 Intensive Program Level 6 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' high 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%



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Textbook: *LADO Communicative English - BOOK 6 (2nd. Edition)*

Other

Materials:

Audio files associated with the textbook

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:

- UNIT 1 : Recite and Practice conversation “ Using Free Time”. Discuss free time activities and least and favorite errands with classmates (U1, pg. 1-3).
- Use **if** conditional clauses in speaking practice exercises with classmates (U1, p. 5, 9.; U2, pg. 32-33).
- Role play a talk show interview with classmates using **if** clauses, **unless, whether or not** (U1,B. EXERCISE pg. 19).
- Participate in a class game creating a conditional chain of actions (U1, pg. 7; U2, pg. 33).
- UNIT 2: Warm Up: Talk about what you would do if you won the lottery.
Recite and Practice conversation “Meeting New Neighbors”
Practice using greetings and conversation endings Hello/ Goodbye (U2, pg. 28, 44).
- Talk with classmates about hypothetical actions using **were, would, could** and then act out the situation (U2, pg. 43).
- UNIT 3: Recite and Practice conversation “ Wedding Day” (U3 pg. 49-51)
- Talk about ceremonies in different cultures (U3, pg. 52)
- ROLE PLAY (U3, pg. 67).
- Use the phrasal verbs **get along with, give away, turn into** (U1, pg.20-21), **get over, give away, look out for** (U2, pg. 45-46) and **get ahead, show up, take after** (U3, pg. 69-71)..

Listening:

- LISTEN: Listen and answer questions to demonstrate understanding of the main idea of a reading (U1, pg. 12, 13, 14; U2, pg. 36, 38; Unit 3, pg. 59, 61).
- LISTEN: Practice listening comprehension, aural identification at the word level and critical thinking skills (U1, pg. 12; U2, pg. 36; Unit 3, pg. 60).
- Understand conditionals in spoken information including contractions **could've, would've, should've** and answer comprehensive questions.

Reading and Vocabulary:

- Read three 300-465 word non-fiction essays:
- “Jazz” and answer comprehension questions. Answer questions (U1 pg. 15) and discuss the essays with classmates on the following day.
- “King Sejong the Sage” and answer questions. (U2, pg. 38-40)
- “Understanding Cultural Differences” and answer questions. (Unit 3, pg. 59-61).
- Use Idioms: **how about, what about, what if, how come** (U1, pg. 23),
Get over, Give away, Look out for (U2 pg.45-46) **to compare apples and oranges, couch potato, piece of cake** (U2, pg.47) and
get ahead, show up, take after (U3, pg. 69-71) correctly in context in conversation.



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Writing:

- Punctuation symbols (comma, period, question mark, start of quotation, end of quotation, exclamation mark) in a story format (U1, WRITE 1 pg. 16).
- Learn **for example, for instance, also, in addition, moreover, and furthermore** related to music and musicians (U1,WRITE pg. 17-18).
- Write a summary or restatement of a passage using **in in short, in summary, in other words** (U3, WRITE pg. 41-42).
- Relate ideas as an exception or limitation and practice writing using **but, however, nevertheless, and on the other hand** (U3, WRITE pg. 64-66).
- Complete additional exercises, activities, and practice essays as assigned (WB , pg. 1-23).

Grammar:

- **if, unless, whether or not** in conditional clauses (U1, pg. 8-9).
- **if** conditional clause in present tense and a main clause in either the present or future tense (U1, STUDY 1 and STUDY 2 pg. 4-7).
- past perfect verb tense (U1, pg.6-7).
- Second Conditional: **if** in contrary-to-fact present and past conditionals (U2, pg. 29-30).
- Third Conditional: (U2 pg.31-32)
- quantifiers as noun substitutes (U3, STUDY 1 pg. 53-54 and STUDY 2 pg. 55)
- quantifiers in the form of requests (U3, STUDY 3 pg. 58-59).

Pronunciation:

- Pronounce contractions of **had** with the past perfect verb tense (U1, pg. 10).
- Listen to and pronounce [**d + y**] and [**t + y**] sound combinations in recorded conversation and classmates' speech (U3, pg. 74).
- Homographs: Learn stress and pronunciation of homographs. Practice discriminative listening and identify verb or noun (U1, pg. 24).

Communication:

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

Ensure plenty of **S2S** (student-to-student) interactions using role play practices, survey exercises, games and other Appendix activities (Appendix pg. 1-5).



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

Speaking:

- Listen and Practice the conversation “Unwanted Advice”. Ask about and express feelings and give advice about a family conflict (U4, pg. 75-77).
- Discuss chores with classmates (U4, pg. 78) and morning routines (U4, pg. 85).
- Participate in a class game using **make** and **do** (U4, pg. 81). U4 pg.8
- Describe past events or a sequence of events using past perfect tense and **when, while** (U4 pg 84) **after, before** (U4, pg. 82- 83).
- Role play a university or job interview situation with classmates using the past perfect and time clauses (U4, pg. 92).
- Look at an illustration with classmates. Imagine and discuss what people in the picture need to **do** and **make** (U4, pg. 93).
- Express agreement and disagreement in a debate situation (U4, pg. 93).
- Express varying degrees of advice using idioms **had better, ought to, would rather** (U4, pg. 96).
- Use phrasal Verbs: **follow up, move on, turn down** (U4, pg. 92-93) and **go on, put out, turn out** (U5, pg. 108-109)

Listening:

- Practice listening comprehension, aural identification at the word level and critical thinking skills (U4, LISTEN pg. 87; Unit 5, pg. 105).

Reading and Vocabulary:

- Read a 390-word non-fiction essay on job interview preparation and answer multiple choice and comprehension questions for homework. Discuss the essay with classmates on the following day (U4, LISTEN AND READ pg. 88-89).
- Understand and be able to use the idioms **had better, ought to, would rather** (U4, pg. 96) and **change one’s mind, have one’s hands full, play it by ear** (U5, pg. 110)

Writing:

- Be able to organize a set of ideas or instructions in sequences of sentences such as how to prepare for a job interview or a party using **first, second, next, then, finally** (U4, pg. 90-91).
- Complete additional exercises, activities, and practice essays as assigned (WB, pg. 24-35).

Grammar:

- Understand and practice using **make** and **do** and the difference between them (U4, pg. 79-80).
- Understand the use of the past perfect, complex temporal relationships between activities, and unexpected intervening actions (U4, STUDY 2 pg. 82-83).
- Understand and practice with series of modifiers of a noun and adverbs expressions as modifiers of nouns (U5, STUDY 2 pg.103-104).

Pronunciation:

- Pronounce contractions of **had better** and **would rather** (U4, pg. 96).



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- Listen to and recognize suprasegmental intonation and stress styles to indicate friendliness, anger, suspicion, and shock. Repeat the stress patterns of model questions and practice production and identification of which styles are represented with classmates (U4, PRONOUNCE pg. 97).

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. 6-7).

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 (U2, SPEAK pg. 37; Unit 5, SPEAK pg. 105).
- Practice writing and remember how to use **if** and the conditionals (U5, pg. 101).
- Review communicative games and exercises (Appendix , pg. 1-7).

Week 3: Unit 6 through Unit 8

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

Speaking:

- **UNIT 6:** Listen/Recite/Practice the conversation “Making Decisions” (Unit 6 pg.111) and answer questions using Think/Pair/Share. Use and understand reported speech in a conversation with a classmate and between three classmates (U6, pg. 112-113, 118).
- Look at an illustration with classmates. Imagine and discuss what people in the picture are saying and asking using reported speech (U6, FACILITATION pg. 128)..
- **UNIT 7:** Listen/Recite/Practice the conversation “ Problems With a Roommate” Ask and answer questions using the present progressive and future progressive verb tenses to tell about recent activities and future plans (U7, pg. 135-137 ,139,, 141.)
- Role play a conversation about someone’s bad habits with classmates using the present progressive with **always** or **constantly** (U7, pg. 146).
- Use negative questions and tag questions (U8, pg. 158-159).
- **UNIT 8:** Listen/Recite/Practice “ A Few Good Jokes” and answer questions. T/P/S (Think/Pair/Share) (U8 153-155) Discuss humor in different cultures and tell jokes to classmates (U8, pg. 153)
- Verify information using negative questions and natural intonation for tag questions (U8, pg. 157).
- Use phrasal verbs **come down with, count on, take off** (U6, pg. 129), **break up (with), bring up, get over** (U7, pg. 147- 149) and **calm down, keep up (with), speak up** (U8, pg. 164 -165).



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Listening:

- LISTEN : Practice listening comprehension, aural identification at the word level and critical thinking skills (U6, pg. 119; Unit 7, pg. 144; Unit 8, pg. 162).
- Listen and answer factual questions to demonstrate understanding of specific details in a reading (U6, pg. 120-122).

Reading and Vocabulary:

- Read a 377-word non-fiction essay about the giant panda and answer comprehension questions for homework. Discuss the article with classmates on the following day (U6, pg. 120-122).
- Unit 6 :Use the idioms **on second thought, so far, to tell you the truth** (U6, pg. 132-133),
Unit 7 : **fit like a glove, put oneself in someone else's shoes, tighten one's belt**
and Unit 8: **be able to, be supposed to, have got to** (U8, pg. 166-167)

Writing:

- Learn about descriptive essays and practicing writing thesis statements and a three-paragraph descriptive composition using a thesis statement, an introduction, a body, and a conclusion. Organize ideas by way of a graphic organizer (U6, pg. 123-125).
- Review a classmate's essay for all parts of a three-paragraph descriptive composition (U6, pg. 126).
- Complete additional exercises, activities, and practice essays as assigned (WB, pg. 36-60).

Grammar:

- REPORTED SPEECH: Understand and practice using reported speech with change of person and change of tense (U6, pg.-114-118).
- PRESENT PROGRESSIVE: Understand and practice writing the present progressive verb tense for habitual action and with **always, constantly** and **forever** to complain (U7, pg. 138-139).
- PRESENT PROGRESSIVE Understand and practice writing the present progressive verb tense for near future reference and actions of limited duration (U7, STUDY 2 pg. 140).
- Understand and practice writing the future progressive verb tense for polite questions and actions in the far future (U7, pg. 140-142).
- TAG QUESTIONS: Understand and practice writing negative questions and tag questions (U8, pg. 152-155).
- ORDINAL NUMBERS: Learn and practice writing the order of numbers with cardinal numbers and other adjectives (U8, pg. 160-161).

Pronunciation:

- Listen to and recognize suprasegmental **word stress** clues to indicate a central meaning in content. Repeat the stress patterns of model sentences and practice production and identification of which words are stressed with classmates (U6, pg. 134).
- Understand and practice pausing after thought groups by marking written conversation and practicing pauses in conversation with classmates (U7, pg. 152).
- Learn and practice three intonation patterns with tag questions in conversation with classmates (U8, pg. 167-168).



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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 (Appendix 1, pg. 8-12).

Week 4: Unit 9 through U10,

Review & Final Exam

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

Speaking:

- UNIT 9: “Choosing a Career” Talk about careers and salaries (U9, pg. 169-171).
- Discuss activities you have done yourself and **by** yourself and what children are able to do by themselves in different cultures (U9, pg. 179).
- Discuss men’s and women’s roles in society and in occupations (U9, pg. 182).
- Work with a classmate to match sample sentences with present progressive verb tense functions (U9, pg. 187 and Workbook 1, pg. 13C).
- UNIT 10 : “Sightseeing in Washington DC.” Talk about sightseeing in Washington, D.C., the United States and in other countries (U10, pg. 197).
- Discuss and share wishes, desires and regrets in conversations with classmates (U10, pg. 210).
- Express probability, possibility in both past and present tenses and conditionals in the past with **must** and **might** in response to circumstances (U10, pg. 210).
- Role play a conversation about a missing item and regrets with classmates using **wish, must (have), might (have)** (U10, pg. 206).
- Use phrasal verbs **keep on, put down, put up with** (U9,) and **get on, take in, think over** (U10) correctly in context in conversation.

Listening:

- LISTEN: Practice listening comprehension, aural identification at the word level and critical thinking skills (U9, pg. 180 ; U10, pg. 209).

Reading and Vocabulary:

- LISTEN AND READ : Read a 628-word non-fiction essay about women’s roles and answer reading comprehension questions (U9, p. 182-185).
- Understand and be able to use the idioms **break someone’s heart, get on someone’s nerves, see eye to eye** (U9) and **as a matter of fact, by the way, in any case** (U10) correctly in context in conversation.



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Writing:

- Write a 3-paragraph opinion essay about women's and men's roles composition using topic sentences, introduction, body, and conclusion. Organize ideas by way of a graphic organizer (U9, pg. 182-187).
- Review a classmate's essay for all parts of a three-paragraph descriptive composition (U9 pg. 189).
- Complete additional exercises, activities, and practice essays as assigned (WB, pg. 61-73).

Grammar:

- REFLEXIVE PRONBOUNS: Understand and practice writing reflexive pronouns as emphasizees (U9, STUDY 1pg. 172-173, as direct objects as indirect objects and the object of a preposition such as by and at (U9,STUDY 2 pg.175, STUDY 3 pg. 177)
- WISH: Understand and practice writing with **wish** and the subjunctive verb tense (U10, pg. 201-203).
- Understand and practice using **must** for probability and **might** for possibility in written exercises in both present and past tenses (U10, STUDY 2 pg. 204-206).
- Must have and Might have (U10 STUDY 3 pg 207)

Pronunciation:

- STRESS: Listen to and recognize suprasegmental stress in adjective-noun compounds to indicate importance. Repeat the stress patterns of model phrases and practice production and identification of adjective-noun compound stress with classmates (U10, pg. 215).

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. 13A-14).

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
- Review communicative games and exercises (Appendix).