

LEVEL ONE – Basic					
Week	<b>ESL-021</b> <b>Grammar for Communication I</b>  <i>Focus on Grammar I</i>	<b>From Grammar to Writing</b>  <i>FOG 1</i>	<b>ESL-041</b> <b>Writing &amp; Reading I</b>  <i>Fundamentals of Academic Writing Level 1</i>	<b>ESL-011</b> <b>Vocabulary Development I</b>  <i>For Your Information – Reading and Vocabulary Skills I</i>	<b>ESL-031</b> <b>Conversation/Pronunciation I</b>  <i>Well Said Intro</i>
1	<b>Unit 9</b> – The Simple Present: Statements <b>Unit 10</b> – The Simple Present: <i>Yes/No</i> Questions	<b>Using the Simple Present</b> – p. FG-5	<b>Chapter 1 – Introducing Yourself</b> Chapter Preview <u>Part 1: Organization</u> From Words to Sentences to Paragraphs What Does a Paragraph Look Like? <u>Part 2: Sentence Structure &amp; Mechanics</u> What Is a Sentence? What Does a Sentence Look Like? <u>Part 3: Grammar and Vocabulary</u> Verbs Nouns <u>Part 4: The Writing Process</u> What Is a Process? <u>Expansion Activities</u> Keeping a Journal	<b>Unit 1 – All in the Family</b> • <b>Ch1</b> – <u>A Family Bike Trip</u> Scanning for information Organizing words Improving your reading speed • <b>Ch2</b> – <u>What’s in a name?</u> Thinking about what you know Learning cardinal and ordinal numbers Writing a journal entry • <b>Ch3</b> – <u>The Jim Twins</u> Making a chart Learning compound words Reading a birth announcement • <b>Unit Vocabulary</b> <i>Honest, goal, popular, vacation, choose, twice, intelligent, celebrate, favorite, disease, exciting, customs, special, hobby, similar, headache</i>	<b>Unit 1 – Getting Started</b> <b>Ch1</b> – Your Pronunciation Needs  <b>Ch2</b> – Setting Goals  <b>Ch3</b> – Syllables & Dictionary Basics
2		<b>Using the Present of Be</b> (Statements) – p. FG-3			
3	<b>Unit 11</b> – The Simple Present: <i>Wh</i> -Questions <b>Unit 12</b> – The Simple Present: Be & Have				
4	<b>Unit 13</b> – Adverbs of Frequency		<b>Chapter 2 Describing Your Morning Routine</b> <u>Part 1: Organization</u> What Should Your Paper Look Like? Papers Typed on a Computer <u>Part 2: Grammar and Sentence Structure</u> Subject Pronouns The Simple Present of Be Basic Sentence Patterns with Be <u>Part 3: Mechanics</u> Rules for Capitalization <u>Part 4: The Writing Process</u> The Steps in the Writing Process Your Paragraph: Getting Ready for the Day Results of the Writing Process <u>Expansion Activities</u> Your Journal Challenge: <i>Sleep Habits</i>	<b>Unit 2 – Let’s Eat</b> • <b>Ch1</b> – <u>A Peanut Butter Restaurant</u> Reading with a purpose Learning synonyms Organizing words Reading a menu • <b>Ch2</b> – <u>The Tokyo Fish Market</u> Understanding word parts Improving your reading speed <b>Ch3</b> – <u>A Cookie with a Surprise Inside</u> Predicting Making a chart Learning antonyms Writing a journal entry • <b>Unit Vocabulary</b> <i>cookbook, seafood, neighborhood, smelly, fired,</i>	
5					
6	<b>Unit 18</b> – Count & Non-count Nouns; <i>Some &amp; Any</i> <b>Unit 19</b> – <i>A / An</i> and <i>The</i> ; <i>One / Ones</i>	<b>Using Comparative and Superlative Adjectives</b> – p. FG-10		<b>Unit 3 – Stress in Words</b> <b>Ch7</b> – Stressed Syllables – Numbers, Nouns, and Verbs  <b>Ch8</b> – Stressed Syllables – Suffixes • Supplement 12 & 13	

7			<p><b>Chapter 3 Every Picture Tells a Story</b>  <u>Part 1: Organization</u>                      Topic Sentences  <u>Part 2: Sentence Structure</u>                      Subjects of Sentences                      What Makes a Complete Sentence?                      Part 3: Grammar and Vocabulary                      Adjectives                      The Simple Present  <u>Part 4: The Writing Process</u>                      Your Paragraph: The Face in the Photo                      Results of the Writing Process  <u>Expansion Activities</u>                      Your Journal                      Challenge: <i>An Important Person</i></p>	<p><i>invented, noisy, dessert, recipe, huge, note, handmade, famous, menu, unusual</i></p>	
8	<p><b>Unit 27</b> – Noun &amp; Adjective Modifiers  <b>Unit 28</b> – Comparative Adjectives</p>			<p><b>Unit 4 – The Work World</b></p> <ul style="list-style-type: none"> <li>• <b>Ch1</b> – <u>What’s New?</u>                      Reading with a purpose                      Learning synonyms                      Organizing words                      Taking a survey</li> <li>• <b>Ch2</b> – <u>A Job Change</u>                      Skimming for the main idea                      Understanding word parts: <i>-er</i>                      Learning expressions with <i>take</i>                      Reading ads</li> <li>• <b>Ch3</b> – <u>A Popular Cartoonist</u>                      Reading with a purpose                      Understanding word parts: <i>-ist</i>                      Writing journal entry</li> <li>• <b>Unit Vocabulary</b>  <i>disappoint, for a living, successful, adventure, fashionable, jewelry, report, forecasted, earns, occupation, boss, draw, career, challenge, continued, take a break, interviewed</i></li> </ul>	
9					<p><b>Unit 4 – Rhythm in Sentences</b>  <b>Ch9</b> – Basic Rhythm – Stressed Words  <b>Ch10</b> – Basic Rhythm – Reduced Words</p>
10	<p><b>Unit 14</b> – The Present Progressive: Statements  <b>Unit 15</b> – The Present Progressive: <i>Yes/No</i> Questions</p>	<p><b>Using the Present Progressive</b> – p. FG-6</p>	<p><b>Chapter 4 Saturdays</b>  <u>Part 1: Organization</u>                      Time Order  <u>Part 2: Sentence Structure &amp; Vocabulary</u>                      Simple Sentence Patterns I                      Adverbs of Frequency  <u>Part 3: Grammar and Mechanics</u>                      Common Verbs                      Using Prepositions to Show Time                      Titles  <u>Part 4: The Writing Process</u>                      Your Paragraph: My Partner’s Saturdays                      Results of the Writing Process  <u>Expansion Activities</u>                      Your Journal                      Challenge: <i>My Favorite Holiday</i></p>		
11	<p><b>Unit 16</b> – The Present Progressive: <i>Wh</i>-Questions</p>				
12				<p><b>Unit 5 – Language and Life</b></p> <ul style="list-style-type: none"> <li>• <b>Ch1</b> – <u>Languages of the World</u>                      Thinking about what you know                      Predicting                      Scanning for information                      Understanding word parts: <i>dis-</i>                      Reading charts</li> <li>• <b>Ch2</b> – <u>Hangul Day</u>                      Predicting                      Understanding word parts: <i>-ish</i>                      Understanding symbols</li> <li>• <b>Ch3</b> – <u>Students Save Their Native Language</u>                      Skimming for the main idea                      Understanding word parts: <i>un-</i>                      Writing a journal entry</li> <li>• <b>Unit Vocabulary</b>  <i>wise, disappear, ceremony, kindergarten, fluent, accomplishment, weird,</i></li> </ul>	<p><b>Unit 5 – Intonation in Discourse</b>  <b>Ch11</b> – Focus Words</p> <ul style="list-style-type: none"> <li>• Supplements 15-18 (exercise 4)</li> </ul> <p><b>Ch12</b> – Intonation – Falling and Rising  <b>Ch13</b> – Thought Groups and Pausing</p>
13	<p><b>Unit 24</b> – Subject &amp; Object Pronouns  <b>Unit 26</b> – There is / There are</p>	<p><b>Using Imperatives</b> – p. FG-1</p>	<p><b>Unit 5 – What’s Going On</b>  <u>Part 1: Organization</u>                      Topic Sentences and Supporting Sentences I  <u>Part 2: Sentence Structure</u>                      Simple Sentence Patterns II  <u>Part 3: Grammar</u>                      The Present Progressive                      Non-action Verbs  <u>Part 4: The Writing Process</u>                      Your Paragraph: What Is Happening in This Photo?                      Results of the Writing Process  <u>Expansion Activities</u>                      Your Journal                      Challenge: <i>My Own Photo</i></p>		
14	<p><b>Unit 30</b> – Prepositions of Time: <i>In, On, At</i></p>				

				<i>expressed, community, simple, enormous, equal, foolish, contest, honor</i>	
15	<b>Unit 21</b> – The Simple Past: Regular Verbs (Statements)			<b>Unit 8 – City Sights</b>	<b>Unit 6 – sound Change in Connected Speech</b>
16	<b>Unit 22</b> – The Simple Past: Regular and Irregular Verbs; ( <i>Yes/No</i> Questions) <b>Unit 23</b> – The Simple Past: <i>Wh</i> -Questions		<b>Chapter 6 – Your Hometown</b> <u>Part 1: Organization</u> Topic Sentences and Supporting Sentences II <u>Part 2: Grammar</u> There Is and There Are A, An, and The <u>Part 3: Vocabulary &amp; Sentence Structure</u> Prepositions for Describing Location Prepositional Phrases in Sentences <u>Part 4: The Writing Process</u> Your Paragraph: Describing My Hometown Results of the Writing Process <u>Expansion Activities</u> Your Journal Challenge: <i>A Favorite Place</i>	<ul style="list-style-type: none"> <li>• <b>Ch1</b> – <u>Istanbul’s Grand Bazaar</u> Identifying facts and opinions Understanding word forms Writing an email</li> <li>• <b>Ch2</b> – <u>An Ice Hotel</u> Predicting Skimming for the main idea Understanding word parts: <i>re</i>- Reading emails</li> <li>• <b>Ch3</b> – <u>Sister Cities Exchange Gifts</u> Skimming for the main idea Identifying facts and opinions Understanding word parts: <i>-ful</i> Writing a journal entry</li> <li>• <b>Unit Vocabulary</b> <i>employee, capital, socialize, crowded, guests, make a reservation, explore, citizens, international, gorgeous, relax, rebuild, tourists, melt, bargain</i></li> </ul>	<b>Ch14</b> – Connected Speech <ul style="list-style-type: none"> <li>• Supplement 8</li> </ul>
17		<b>Using the Simple Past</b> – p. FG-8			<b>Part 2 – Consonant and Vowel Supplements</b> * This section can be used throughout the course at various points and does not have to be left to the end of the semester. The use of this section – for in-class support, homework, and/or lab work is left to the individual instructor’s pedagogical discretion.
18	<b>Final Exam</b>		<b>Final Exam</b>	<b>Final Exam</b>	<b>Final Exam</b>

LEVEL TWO – High Beginning						
Week	ESL-022 Grammar for Communication II <i>Focus on Grammar 2</i>	From Grammar to Writing II <i>FOG 2</i>	ESL-042 Writing & Reading II <i>First Steps in Academic Writing – Level 2</i>	ESL-012 Vocabulary Development II <i>New Password 2: A Reading and Vocabulary Text</i>	ESL-032 Conversation/Pronunciation II <i>North Star Listening &amp; Speaking 2</i>	
1	Unit 6 – Prepositions of Place	Capitalization – p. 31	<b>Chapter 1 Introducing People</b> (PLEASE NOTE – Much of this chapter will be a review for students coming from ESL-041) <u>Part 1: Organization</u> What is a paragraph? Model: What is a paragraph? <i>Mrs. Robinson</i> Paragraph Form Model: Handwritten Assignment <i>My Classmate</i> Model: Computer Written Assignment <i>My Classmate</i> <u>Part 2: Grammar and Capitalization</u> What is a sentence? – Command Sentences Subjects, Verbs, Objects Capitalization: Six Rules Journal Writing <u>Part 3: Sentence Structure</u> Simple Sentences Connecting Words: <i>and, or</i> Sentence Combining <u>Part 4: Writing</u> Review Questions The Writing Process: Step 1 Prewrite to get ideas – freewriting Step 2 Write the first draft Step 3 Edit the first draft Step 4 Write the final copy Writing Assignment – A person in your family introduction paragraph	<b>Unit 1 Free Time</b> <b>Chapter 1: Daring to Breakdance</b> <u>Reading Skills</u> Guessing word meanings from context Identifying topic and main idea Interpreting a title Identifying topics of paragraphs Correcting a summary <u>Other Language Skills</u> Discussion Using new words Write about your free time Word grammar: <i>myself</i> and other reflexive pronouns <u>Vocabulary</u> <i>add, alone, basic, describe, each other, get interested in, myself, own, practice respect shy, style</i>	<b>Unit 1 Offbeat Jobs</b> <u>Critical Thinking:</u> Classify information; Rank personal values and preferences in work; Relate personal skills to job responsibilities; Infer word meaning from context; Infer situational context; Support opinions w information from interviews; Interpret illustrations <u>Listening:</u> Predict content; Listen for main ideas; Interpret speakers’ attitudes; Sort information from the interview; Relate listening to personal experience; Organize and synthesize information from the listenings <u>Speaking:</u> Express and defend opinions; Act out a conversation; Make small talk interview a classmate; Talk about skills and characteristics; Assess classmates’ skills and recommend a job <u>Vocabulary:</u> Use context clues to find meaning; Define words; Use expressions for small talk <u>Grammar:</u> Descriptive adjectives <u>Pronunciation:</u> Stress patterns of noun and adjectives	
2	Unit 11 – When, What + Noun; Prepositions of Time; Ordinal Numbers			<b>Chapter 2 Listing-Order Paragraphs</b> <u>Part 1: Organization</u>	<b>Chapter 2: In the Kitchen with Hannah</b> <u>Reading Skills</u> Identifying topics of paragraphs Sentences with <i>because</i> Identifying main idea <u>Other Language Skills</u> Discussion Using new words Write about things you’re looking forward to Word grammar: Nouns <u>Vocabulary</u> <i>age, become, even, give up, good at, look forward to, opinion, product, result, surprise, sweet take, while</i>	
3		Connecting with <i>And</i> and <i>But</i> – p. 64			<b>Chapter 3: A Long Distance Runner</b> <u>Reading Skills</u> Scanning	<b>Unit 2 Building a Better Community</b> <u>Critical Thinking:</u>
4	Unit 12 – Possessive Nouns and Possessive Adjectives; Questions with <i>Whose</i>	Subjects and Verbs – p. 181				

5	<p><b>Unit 13</b> – <i>This / That / These / Those</i>; Questions with <i>Or</i></p>		<p>Listing-Order Paragraphs                  Model: Listing-Order Paragraphs  <i>Flight Attendants</i>                  The Three Parts of a Paragraph                  The topic sentence                  Listing-Order Transition Signals                  Paragraph Unity                  The Concluding Sentence                  Outlining                  Model: Simple Outline <i>Flight Attendants</i>  <u>Part 2: Sentence Structure</u>                  Compound Sentences                  Coordinating Conjunctions: <i>and, but, or, so</i>                  Two Sentence Errors: Run-ons and Comma Splices  <u>Part 3: Writing</u>                  Review Questions</p>	<p>Sentences with <i>because</i>                  Correcting a summary  <u>Other Language Skills</u>                  Discussion                  Using new words                  Write about feeling nervous                  Word grammar: Verbs  <u>Vocabulary</u>  <i>about crazy, distance, enough, exercise, give, up, go on, health, mind, mountain, nervous, race, several, soft</i>  <b>Chapter 4: A Long Distance Runner</b>  <u>Reading Skills</u>                  Identifying topics of paragraphs                  Scanning                  Identifying the main idea  <u>Other Language Skills</u>                  Interviewing                  Using new words</p>	<p>Analyze photographs; Evaluate advantages &amp; disadvantages of different living environments; Interpret bar graphs and maps; Infer information not explicit in a text; Infer word meaning from context; Redesign a neighborhood  <u>Listening:</u>                  Predict content; Listen for main ideas; Listen for details; Interpret speaker’s tone &amp; attitude                  identify contrasting view points; relate listening to personal opinions; Organize and synthesize information from listenings  <u>Speaking:</u>                  Discuss and find locations on a map; Classify negative and positive information; Share opinions; Express agreement; Talk about your community; Interview classmates about neighborhood preferences; discuss costs and benefits of different neighborhood designs; Present a redesigned neighborhood  <u>Vocabulary:</u>                  Use context clues to find meaning; Define words; Demonstrate vocabulary usage  <u>Grammar:</u>                  This/That/These/Those and One  <u>Pronunciation:</u>                  TH sounds</p>
6		<p><b>Noun-noun Constructions</b> – p. 250</p>	<p>Writing Assignment Various Topics for Listing-Order paragraph</p>	<p>Write a paragraph on your choice of topic                  Word grammar: <i>another</i> and <i>the other</i>  <u>Vocabulary</u>  <i>another, education, especially, fact, favorite, look up, luck, simple, skill, spell, tiny, travel, well, worth</i>                   Unit 1 Wrap Up</p>	
7	<p><b>Unit 24</b> Subject and Object Pronouns; Direct and Indirect Object</p>	<p><b>The Order of Adjectives Before Nouns</b> – p. 447</p>		<p><b>Unit 4</b>  <b>Chapter 13</b><u>Reading Skills</u>                  Scanning                  Organizing a summary</p>	<p><b>Unit 4 Innocent or Guilty</b>  <u>Critical Thinking:</u>                  Interpret an illustration; analyze eyewitness testimony; formulate</p>

8		<p><b>Punctuation 1: The Apostrophe, The Comma, The Period, The Question Mark</b> – p. 135</p>	<p><b>Chapter 3 Giving Instructions</b>  <u>Part 1: Organization</u>                  “How To” Paragraphs                  Model: “How To” paragraphs How to Have a Successful Garage Sale                  Topic and concluding sentences for “How To” Paragraphs                  Time-Order Signals                  Listing and Outlining                  Model: Listing                  Model: Edited List                  Model: Simple Outline  <u>Part 2: Sentence Structure</u>                  Independent and Dependent Clauses                  Adverb Subordinators                  Complex Sentences                  Sentence Errors – Fragments                  Summary – Three Types of Sentences  <u>Part 3: Capitalization and Punctuation</u>                  Capitalization: Four More Rules                  Commas: Four Rules  <u>Part 4: Writing</u>                  Review Questions                  Writing Assignment Various Topics for “How To” paragraph</p>	<p><u>Other Language Skills</u>                  Discussion                  Using new words                  Writing a paragraph about yourself growing up                  Word grammar: Verbs in the simple past  <u>Vocabulary</u>  <i>be born, career, celebration, dream, electricity, finally, grow up mark midnight, news, pretty, situation, sound, throughout, trouble</i>  <b>Chapter 14</b>  <u>Reading Skills</u>                  Pronoun reference                  Sentences w/ <i>because</i>                  Organizing a summary  <u>Other Language Skills</u>                  Discussion                  Using new words                  Writing a paragraph on what makes a good job                  Word grammar: Word families: <i>graduation</i>  <u>Vocabulary</u>  <i>along, at first, away, ever, get to graduation, profession, program, project, proud, regular, relax, schedule, serious, variety</i></p>	<p>and support a moral position; infer word meaning from context; classify information as general statements or examples; prioritize items based on an array of criteria  <u>Listening:</u>                  Predict content; listen for main ideas; listen for details; infer speakers’ attitudes; relate listening to personal experiences; organize and synthesize information from the listenings  <u>Speaking:</u> m                  Make predictions; share opinions and experiences; describe a drawing in detail; conduct an interview; express and support opinions; role-play a conversation; negotiate with classmates to reach agreement  <u>Vocabulary:</u>                  Use context clues to find meaning; define words  <u>Grammar:</u>                  Simple past: yes/no questions and wh-questions  <u>Pronunciation:</u>                  -ed endings – a sound or a syllable</p>
9	<p><b>Unit 41 Adverbs of Manner</b></p>	<p><b>Time Word Connectors: First, Next, After that, Then, Finally</b> – p. 96</p>	<p><b>Chapter 4 Describing a Place</b>  <u>Part 1: Organization</u>                  Description                  Space Order                  Model: Space Order <i>The Shared Refrigerator</i>                  Topic &amp; Concluding Sentences for Descriptive Paragraphs                  Specific Details                  Planning a Space-Order Paragraph  <u>Part 2: Grammar</u>                  Adjectives                  Order of Adjectives  <u>Part 3: Sentence Structure</u>                  Prepositions                  Prepositional Phrases                  Model: Prepositional Phrases of Place in a Description <i>My Desk</i>                  Using prepositional phrases to vary sentence openings  <u>Part 4: Writing</u>                  Review Questions</p>	<p><b>Chapter 15</b>  <u>Reading Skills</u>                  Identifying topics of paragraphs                  Writing about topics in the reading                  Completing a summary  <u>Other Language Skills</u>                  Discussion                  Using new words                  Writing a paragraph on a job with a lot of responsibility                  Word grammar: Word families: <i>Disagreement</i>  <u>Vocabulary</u>  <i>ability, among, argue, confident, court, disagreement, doubt, enter, follow, judge, law, lawyer, promise, responsibility, tell the truth</i>  <b>Chapter 16</b>  <u>Reading Skills</u>                  Pronoun reference                  Sentences w/ <i>because</i>                  Organizing a summary</p>	<p><b>Unit 8 An Ice Place to Stay</b>  <u>Critical Thinking:</u>                  Interpret a photograph; rank personal preferences in travel; categorize information; evaluate vacation places according to criteria  <u>Listening:</u>                  Predict content; listen for main ideas; listen for details; infer speaker’s tone and attitude; organize and synthesize information from the listening; take notes; compare and contrast sounds  <u>Speaking:</u>                  Express opinions; make polite requests; role-play a conversation; survey classmates; discuss vacation options; talk about travel; express likes and dislikes  <u>Vocabulary:</u>                  Use context clues to find meaning;</p>
10		<p><b>Time Clauses with When</b> – p. 326</p>			
11	<p><b>Unit 36 Can or May for Permission</b></p>	<p><b>Organization; Time Sequence Markers</b> – p. 291</p>	<p><b>Chapter 4 Describing a Place</b>  <u>Part 1: Organization</u>                  Description                  Space Order                  Model: Space Order <i>The Shared Refrigerator</i>                  Topic &amp; Concluding Sentences for Descriptive Paragraphs                  Specific Details                  Planning a Space-Order Paragraph  <u>Part 2: Grammar</u>                  Adjectives                  Order of Adjectives  <u>Part 3: Sentence Structure</u>                  Prepositions                  Prepositional Phrases                  Model: Prepositional Phrases of Place in a Description <i>My Desk</i>                  Using prepositional phrases to vary sentence openings  <u>Part 4: Writing</u>                  Review Questions</p>	<p><b>Chapter 15</b>  <u>Reading Skills</u>                  Identifying topics of paragraphs                  Writing about topics in the reading                  Completing a summary  <u>Other Language Skills</u>                  Discussion                  Using new words                  Writing a paragraph on a job with a lot of responsibility                  Word grammar: Word families: <i>Disagreement</i>  <u>Vocabulary</u>  <i>ability, among, argue, confident, court, disagreement, doubt, enter, follow, judge, law, lawyer, promise, responsibility, tell the truth</i>  <b>Chapter 16</b>  <u>Reading Skills</u>                  Pronoun reference                  Sentences w/ <i>because</i>                  Organizing a summary</p>	<p><b>Unit 8 An Ice Place to Stay</b>  <u>Critical Thinking:</u>                  Interpret a photograph; rank personal preferences in travel; categorize information; evaluate vacation places according to criteria  <u>Listening:</u>                  Predict content; listen for main ideas; listen for details; infer speaker’s tone and attitude; organize and synthesize information from the listening; take notes; compare and contrast sounds  <u>Speaking:</u>                  Express opinions; make polite requests; role-play a conversation; survey classmates; discuss vacation options; talk about travel; express likes and dislikes  <u>Vocabulary:</u>                  Use context clues to find meaning;</p>



			Writing Assignment Description of a Place paragraphs	<p><u>Other Language Skills</u>                  Sharing opinions                  Using new words                  Writing a paragraph about yourself and a family member                  Word grammar: <i>one</i> and <i>ones</i>  <u>Vocabulary</u>  <i>chance, compare, crowd, explain, factory, fail, grade, one, prison, relative, research, smart, succeed, success, wonder</i></p> <p><b>Unit 4 Wrap Up</b></p> <p><b>Unit 5</b>  <b>Chapter 17</b><u>Reading Skills</u>                  What the reading does and doesn't say                  Completing a summary  <u>Other Language Skills</u>                  Interviewing                  Using new words                  Writing a paragraph on a holiday you enjoyed as a child                  Word grammar: <i>used to</i>  <u>Vocabulary</u>  <i>culture, expect, extremely, fresh, had better, holiday, last, pour, put on, religion, shoot, take place, traditional, used to, wish</i></p> <p><b>Chapter 18</b>  <u>Reading Skills</u>                  Identifying topics of paragraphs                  Writing about topics in the reading                  Completing a statement of the main idea  <u>Other Language Skills</u>                  Discussion                  Using new words                  Writing a paragraph about the perfect meal                  Word grammar: measure words + adjectives  <u>Vocabulary</u>  <i>afterwards, be able to, couple, experience, festival, guest, narrow, order, perfect, regular, sound, thick, while, wide, would rather</i></p> <p><b>Chapter 19</b>  <u>Reading Skills</u>                  What the reading does and doesn't say                  Sentences w/ <i>because</i></p>	define words; use idiomatic expressions and synonyms <u>Grammar:</u> Can and can't <u>Pronunciation:</u> Can and can't
12	<b>Unit 38</b> Advice: <i>Should, Shouldn't, Ought to, Had Better, and Had Better Not</i>				
13	<b>Unit 39</b> Necessity: <i>Have to, Don't Have to, Must, Mustn't</i>				
14		<b>Expressing and Supporting an Opinion</b> – p. 403	<b>Chapter 5 Stating Reason and Using Examples</b> Part 1: <u>Organization</u> Model: Reasons and Examples <i>Costa Rica</i> Outlines with Details Model: Detailed Outline – <i>Costa Rica</i> Reasons and Examples Transition Signals with Reasons Conclusion Signals with Reasons Transition Signals with Examples Part 2: <u>Sentence Structure</u> More about complex sentences Reason and Condition Subordinators Part 3: <u>Capitalization and Punctuation</u> Capitalization: Two More Rules Commas: Four More Rules Part 4: <u>Writing</u> Review Questions Writing - Recommending a vacation place paragraph		<b>Unit 10 Endangered Languages</b> <u>Critical Thinking:</u> Interpret photographs; infer information not explicit in a text; infer word meaning from context; hypothesize reasons; support opinions with reasons; correlate examples to broad themes; summarize and evaluate classmates findings <u>Listening:</u> Predict content; listen for main ideas; listen for details; infer speaker's tone and attitude; organize and synthesize information from the listening; relate listening to personal opinions <u>Speaking:</u> Share personal history; express opinions; survey classmates; role-play situations about language learning; talk about preserving languages; report findings on endangered languages; make predictions and suggestions <u>Vocabulary:</u> Use context clues to find meaning; define words; use idiomatic expressions <u>Grammar:</u> Future with will, may, and might
15	<b>Unit 30</b> <i>Be Going to</i> for the Future				
16	<b>Unit 31</b> <i>Will</i> for the Future; Future Time Markers	<b>A Business Letter</b> – p. 360 in <i>FOG 2</i>			

				<p>Writing a summary  <u>Other Language Skills</u>                  Discussion                  Using new words                  Writing a paragraph about your life                  Word grammar: count and non-count nouns  <u>Vocabulary</u>  <i>common, cultural, dress up, event, exciting, gift, have (something) in common, plant, protection, religious, rule, so, until, wedding, wonderful</i>  <b>Chapter 20</b>  <u>Reading Skills</u>                  What the reading does and doesn't say                  Writing a summary  <u>Other Language Skills</u>                  Discussion                  Using new words                  Writing a paragraph on your choice of topics                  Word grammar: quantifiers and non-count nouns  <u>Vocabulary</u>  <i>be supposed to, calendar, end up, friendship, funny, invent, less, make sense, make up, pound, public, single, toes, weird, wild</i></p>	<p><u>Pronunciation:</u>                  Using contractions with will</p>
17				<p><b>Unit 5 Wrap Up</b></p>	
18	<b>Final Exam</b>		<b>Final Exam</b>	<b>Final Exam</b>	<b>Final Exam</b>



LEVEL THREE - Intermediate					
Week	ESL-023 Grammar for Communication III  <i>Focus on Grammar 3</i>	From Grammar to Writing III  <i>FOG 3</i>	ESL-043 Writing & Reading III  <i>Introduction to Academic Writing Level 3</i>	ESL-013 Intermediate Text Skills  <i>World of Reading 3: A Thematic Approach to Reading Comprehension</i>	ESL-033 Intermediate Oral Skills  <i>Q: Skills for Success Listening and Speaking 3</i>
1	<b>Unit 16</b> – Present Perfect: <i>Since</i> and <i>For</i>	<b>The Topic Sentence and Paragraph Unity</b> – p. 232	<b>THIS IS REVIEW MATERIAL – do not spend too long on this chapter</b> <b>Chapter 3 Paragraph Structure</b> <u>Organization</u> Three Parts of a Paragraph Model: Three Parts of a Paragraph <i>A Hawaiian Wedding</i> The Topic Sentence Supporting Sentences and Examples The Concluding Sentence <u>Punctuation</u> Apostrophes <u>The Writing Process</u> Outlining Model: <i>Outline with Details Music Styles and Fashion</i> <u>Review</u> <u>Summary Writing I</u> Write a summary	<b>Student’s Introduction</b> <ul style="list-style-type: none"> <li><u>Reading and study skills:</u> previewing; highlighting important information</li> <li><u>Vocabulary skills:</u> steps for handling unfamiliar vocabulary; keeping a word bank</li> </ul> <b>Unit 1 – Friendship Chapters 1, 2, 3, and 4</b> <ul style="list-style-type: none"> <li><u>Reading and study skills:</u> note-taking; interpreting the author’s ideas; main ideas; awareness of voice; understanding how sources are cited in academic writing; finding supporting details; point of view</li> <li><u>Vocabulary skills:</u> word analysis; multi-word expressions; synonyms; word families; polysemous words</li> <li><u>Foundations for Writing:</u> note-taking; defining and paraphrasing; making ext clearer with specific examples; ordering lists; citing sources in academic writing; chronological order; dividing the story into sections; personal, academic, and creative writing</li> <li><u>Unit Vocabulary</u> <b>Chapter 1</b> <i>blind with rage, broaden, depressed, disparity, enhance, enliven, enrich, expose, furthermore, gratification, intensity, intimate, intrusive, mentor, mutual aid, obligation, ongoing, overweight, pinched, reassurance, routinely intersect, silverware, unequal</i> <b>Chapter 2</b> <i>a lifetimes worth of, apologize, back out of beat up break up with, bulk, bullying, cautious, core,</i></li> </ul>	<b>Unit 1 First Impressions</b> <u>Listening:</u> Use prior knowledge and personal experience to predict content; listen for main ideas and details; maker inferences to fully understand; listen for opinions to understand a book review; listen for reduced verb forms to understand everyday speech <u>Speaking:</u> Make notes and prepare for a presentation or group discussion; take turns to make a conversation go smoothly; imply opinions to avoid stating them too directly; use verb contractions to increase naturalness of speech <u>Vocabulary:</u> Assess your prior knowledge of vocabulary; use suffixes to change a word’s part of speech <u>Grammar:</u> Auxiliary verbs do, be, and have <u>Pronunciation:</u> Use contractions with auxiliary verbs <u>Critical Thinking:</u> Assess your prior knowledge of content; relate personal experiences to listening topics; integrate information from multiple sources; evaluate the truthfulness of traditional wisdom; identify your decision-making processes; examine your reasons for forming impressions of people <u>Unit Outcome:</u> Describe in detail an inaccurate first impression
2	<b>Unit 17</b> – Present Perfect: <i>Already</i> & <i>Yet</i>				
3	<b>Unit 18</b> – Present Perfect: Indefinite Past	<b>Combining Sentences with Time Words</b> – p. 82	<b>THIS IS REVIEW MATERIAL – do not spend too long on this chapter</b> <b>Chapter 4 Descriptive Paragraphs</b> <u>Organization</u> Model: Descriptive Paragraph <i>The Stairway</i> Spatial Order Spatial Order Signals Topic Sentences for Descriptive Paragraphs Supporting Sentences for Descriptive Paragraphs Model: Descriptive Details <i>My Banana Garden</i> Paragraph Unity <u>Sentence Structure</u> Model: Compound Sentences <i>Supai Village</i> Compound Sentences with <i>yet, for,</i> and <i>nor</i> Varying Sentence Openings <u>The Writing Process</u> Clustering Model: Clustering <i>A Place from My Childhood</i>		
4	<b>Unit 19</b> – Present Perfect & Simple Past				

			<p><u>Review</u> Skill Sharpeners</p>		
5	<p><b>Unit 20</b> – Present Perfect Progressive &amp; Present Perfect</p>		<p><b>Chapter 5 Logical Division of Ideas</b> Model: Logical Division of Ideas Paragraph <i>Why I don't have a credit card</i> Logical Division of Ideas Coherence using Nouns and Pronouns Consistently Transition Signals <u>Sentence Structure</u> Run-Ons and Comma Splices <u>Review</u> Skill Sharpeners <u>Writing Assignment</u> – Write a paragraph</p>	<p><i>deny, desperately, enlarge, fabulous, forever, gossip, hang out with, just as good as, keep in touch with, keep up (with), link, look over, outlet, pose as, profile, quarrel, realm, take over, tremendous</i></p>	<p>experience to predict content; listen for main ideas and details; listen for opinion statements to understand a speaker's positive and negative attitudes; match people with ideas to understand their attitudes; listen for exact words or phrases to improve your word recognition</p>
6				<p><b>Chapter 3</b> <i>a good deal of, chances, are, contradict, evoke, exposure, folk wisdom, frankness, keep confidences, peer, physical attractiveness, promote, proximity, reciprocity, respondent, sense of humor, similarity, stem from, trait, verdict, virtually</i></p> <p><b>Chapter 4</b> <i>all the way, amazed, blush, delighted, desperate haste, despise, frighten, funny, get along all right, know intimately, on the way home, scare, startled, sullen, try (someone/something) out, utterly</i></p>	<p><u>Speaking:</u> Make notes and prepare for a presentation or group discussion; ask for clarification so you understand difficult concepts; include time for questions after a presentation so your audience can ask for clarification; clarify what you say so others understand you better</p> <p><u>Vocabulary:</u> Assess your prior knowledge of vocabulary; understand and use prefixes for negatives (dis-, im-, and ir-) and other meanings (co-, re-, multi-, and anti); understand prefixes to increase comprehension; use prefixes to expand vocabulary</p> <p><u>Grammar:</u> Gerunds and infinitives as the objects of verbs</p> <p><u>Pronunciation:</u> Correctly place stress on important words in sentences</p> <p><u>Critical Thinking:</u> Assess your prior knowledge of content; relate personal experiences to listening topics; integrate information from multiple courses; understand, interpret, and evaluate others' attitudes toward success and failure; identify your attitudes toward success and failure; consider your hopes and ambitions; evaluate the consequences of decisions</p> <p><u>Unit Outcome:</u> Discuss successful and unsuccessful personal experiences and explain what you learned from them</p>

7	<b>Unit 9</b> – Reflexive and Reciprocal Pronouns	<b>Using Pronouns for Coherence</b> – p. 115	<b>Chapter 7 Comparison/Contrast Paragraphs</b> <u>Organization</u> Models: Comparison/Contrast Paragraphs Paragraph 1: <i>Right Brain/Left Brain</i> Paragraph 2: <i>Two Job Applicants</i> Block Organization Point-by-point Organization <u>Sentence Structure</u> Model Comparison/Contrast Signals <i>Two Varieties of English</i> Comparison Signals Contrast Signals <u>Review</u> Skill Sharpeners <u>Writing Assignment</u> – Write a paragraph	<b>Unit 2 – Parents and Children Chapters 5, 6, 7, and 8</b>	<b>Unit 6 Advertising</b> <u>Listening:</u> Use prior knowledge and personal experience to predict content; listen for main ideas and details; listen for evidence to distinguish fact from opinion; listen for modal verbs to understand obligations, prohibitions, and recommendations; listen for intonation to distinguish between statements and questions; listen for exact words or phrases to improve your word recognition <u>Speaking:</u> Make notes and prepare for presentation or group discussion; use modals to express obligation, prohibition, and recommendation; ask questions and make statements with correct intonation to be understood clearly; give reasons and examples to support opinions you express <u>Vocabulary:</u> Assess your prior knowledge of vocabulary; use context to understand meanings of unfamiliar words and phrases <u>Grammar:</u> Modals that express attitude <u>Pronunciation:</u> Correctly use intonation in ye/no and wh-questions; use intonation to make statements into questions to express surprise <u>Critical Thinking:</u> Assess your prior knowledge of content; relate personal experiences to listening topics; integrate information from multiple sources; assess your personal experiences with advertising and your responses to it; judge real-life situations according to your ethical standards; summarize a discussion in a group; express and support a personal opinion <u>Unit Outcome:</u> State and support your opinions
8				<ul style="list-style-type: none"> <li>• <u>Reading and study skills:</u> introduction to less structured/more independent previewing; not-taking; distinguishing between reasonable and unreasonable inferences; noticing details</li> </ul>	
9	<b>Unit 10</b> – Phrasal Verbs	<b>Developing a Paragraph with Examples</b> – p. 262		<ul style="list-style-type: none"> <li>• <u>Vocabulary skills:</u> using a dictionary – synonyms: general compared to more detailed meaning; using paraphrases to learn vocabulary; using a dictionary: words that pain pictures; word families; polysemous words</li> <li>• <u>Foundations for Writing:</u> supporting details; text organization; paragraph contribution; definition of essay; personal academic, and creative writing</li> <li>• <u>Unit Vocabulary</u> <b>Chapter 5</b> <i>accomplish, authoritarian, authoritative, bolster, burst, bursting, cheer, chore, commute, devoted to, disengaged, eventually, exhausted, flatter, gaze out, hectic, hustle, indomitable, infectious, insignificant, inspire, isolated, landmark, limp, manage to, nurture, parenting styles, permissive, point out, portrait, potential, put your mind to, puzzled, radiant, recount, reflect on, rummage through, shortcoming, spy, stare, stumble, tangible, thrive, urge with a jolt, wobbly</i></li> <li>• <b>Chapter 6</b> <i>accurately, annoyance, annoyed, articulate, ashamed, bear, beyond (one’s) grasp, blur, bulbous, clutch, consequently, console, dumb, exhaustion, fascinating, fling, frustrated, frustration, furious, fury, glance, grab, guilt, guilty, hatred, herd, hero, humble, humiliate, humiliation, ignorance,</i></li> </ul>	
10	<b>Unit 27:</b> Gerunds: Subject and Object	<b>Using Appropriate Modals</b> – p. 174	<b>Chapter 9 Essay Organization</b> <u>Organization</u> Three Parts of an Essay Model: Essay Structure <i>Styles of Popular Music</i> The Introductory Paragraph Body Paragraphs The Concluding Paragraph Transitions between Paragraphs Essay Outlining Model Essay Outlining <u>Planning an Essay</u> Step 1 Prewriting Step 2 Organizing Step 2A Group Ideas Logically Step 2B Make an Outline <u>Review</u> Skill Sharpeners <u>Writing Assignment</u> – WRITE AN ESSAY <u>Summary Writing II</u>		

<p>11</p>	<p><b>Unit 29:</b> Infinitives after Certain Verbs</p>			<p><i>illiterate, lawn, leering, multisyllabic, painstaking, proficient, resent, resentment, restrain, scribble, shame, sheepishly, smirk, solemn, squinty, squirm, stagger, stomp, stumble, swelling, throb, twist away, weep, wistful, yell</i></p> <p><b>Chapter 7</b> <i>convince, day off, drawn, envy, frown, hire, make up (one’s) mind, nod, prune, show up, shrug, unequivocally, visa</i></p> <p><b>Chapter 8</b> <i>brief, craziness, fog, grunt, imply, mull over, panorama, ponder, pursue, rage, terrified, vow, wanderings, wonder</i></p>	<p>concerning the influence of advertising on our behavior</p> <p><b>Unit 8 Cities</b> <u>Listening:</u> Use prior knowledge and personal experience to predict content; listen for main ideas and details; understand figurative expressions to interpret a speaker’s true meaning; listen for comments that help you match a city to a description <u>Speaking:</u> Make notes to prepare for presentation or group discussion; use summary or recap techniques to end a presentation; use a T-chart to take notes for a presentation <u>Vocabulary:</u> Assess your prior knowledge of vocabulary; understand phrasal verbs to accurately interpret statements <u>Grammar:</u> Separable and inseparable phrasal verbs <u>Pronunciation:</u> Effectively link consonants and vowels <u>Critical Thinking:</u> Assess your prior knowledge of content; relate personal experiences to listening topics; integrate information from multiple sources; evaluate the strengths and weaknesses of several entities; classify items according to shared features; assess the significance of an item’s characteristics; analyze personal preferences <u>Unit Outcome:</u> Give and recap a presentation highlighting what you like and dislike about a particular city</p>
<p>12</p>	<p><b>Unit 22 – Articles: Indefinite and Definite (this is an “extra” chapter meant for review and refinement. Do not TEST students on this chapter)</b></p>	<p><b>Using Descriptive Adjectives – p. 307</b></p>		<p><b>Unit 4 – Cultures in Contact Chapters 13, 14, 15, and 16</b></p> <ul style="list-style-type: none"> <li>• <u>Reading and study skills:</u> note-taking; elements of fiction: characters</li> <li>• <u>Vocabulary skills:</u> using paraphrases to learn vocabulary; synonyms; word families; collocations</li> <li>• <u>Foundations for Writing:</u> paragraph contribution; word order; supporting general statements; characteristics of essays; personal and academic writing</li> <li>• <u>Unit Vocabulary</u> <b>Chapter 13</b> <i>abhorrent, bewildered, blueprint, connotation, constitute, crystallize, devilish, feminine companionship, gait, heritage, impressive, in a huff, incest taboo, indignation, infancy, instinct, legacy, mate, mode, nonrational, pelt, potentiality, query, rear, reminiscent of, remote, restrict, selfish, standardized unreason, trace descent, undergo,</i></li> </ul>	

				<p><i>undesirous</i></p> <p><b>Chapter 14</b>  <i>accuse, aloofness, avert one’s eyes, code, collide, confront, dilemma, famine-stricken, finder-crunching handshake, ignore, innocuous, invade, jam, jerk, law suit, linger, misconstrue, molestation, on behalf of, protest, quintessential, reject, retreat, ritual, row, sexual harassment, somewhat, steely resolve, stunned, unanimous, unhesitatingly, untoward, uproar</i></p> <p><b>Chapter 15</b>  <i>acquit, anchor, assimilate, bias, compliance, fortress, get along, grief, make ends meet, neglect, plaintively, preconceived notion, prejudice, racial harmony, rationalize, restore, riot, stereotype, surmise, trend, vulnerable</i></p> <p><b>Chapter 16</b>  <i>alike, a trifle, accomplished, apiece, assorted, at your disposal, bargain, bonus, dawdle, dye, exclusively, exquisite, extract, fertile, go astray, go insane, grasp, highest bidder, ignore, inhabitant, in stock, lend (someone) a hand, marvel, mission, nasty, oversight, pass away, peasant, peddle, sake / for their own sake, sinful, starve to death, the salt of the earth, utter despair, vagrant, venture into, wares, weave</i></p>	
13	<b>Unit 24</b> – Adjectives: Comparisons with <i>As...as</i> and <i>Than</i>				
14		<b>Combining Sentences with <i>and, but, and so</i></b> – p. 367	<p><b>Chapter 10 Opinion Essay</b>                  Model: Opinion Essay <i>The Right to Die</i>  <u>Organization</u>                  The Introductory Paragraph                  Body Paragraphs                  The Concluding Paragraph  <u>Developing Supporting Details</u>                  Quotations                  Rules for Using and Punctuating Quotations                  Statistics  <u>Review</u>                  Skill Sharpeners  <u>Writing Assignment</u> WRITE AN ESSAY</p>		<p><b>Unit 10 Keeping in Touch</b>  <u>Listening:</u>                  Use prior knowledge and personal experience to predict content; listen for main ideas and details; listening for rhetorical questions to understand the structure of a lecture; recognize definitions in a passage to understand unfamiliar vocabulary; listen for exact words in sentences to improve your word recognition  <u>Speaking:</u>                  Take notes to prepare for a presentation or group discussion; ask questions to confirm your understanding of definitions; practice using idioms to increase the naturalness of your speech; use adjectives, fixed phrases, and idioms to express emotions; prepare a dialogue with a partner to improve your conversation skills  <u>Vocabulary:</u>                  Assess your prior knowledge of vocabulary; understand idioms to accurately interpret statements; correctly use idiomatic expressions  <u>Grammar:</u>                  Comparatives with adjectives  <u>Pronunciation:</u>                  Correctly pronounce unstressed connecting words  <u>Critical Thinking:</u></p>
15	<b>Unit 26</b> – Adverbs: <i>As...as</i> , Comparatives and Superlatives	<b>Combining Sentences with <i>because, although, and even though</i></b> – p. 426			
16	<b>Unit 33</b> – Preferences: <i>Prefer, Would prefer, would rather</i>				
17					

					<p>Assess your prior knowledge of content; relate personal experiences to listening topics; integrate information from multiple sources; reflect on personal styles of communication; speculate about the origins of communication practices; evaluate the effect of technology on language and communication; decide how to resolve communication problems</p> <p><u>Unit Outcome:</u>                  Role-play a phone call discussing an emotional event you have experienced</p>
18	<b>Final Exam</b>		<b>Final Exam</b>	<b>Final Exam</b>	<b>Final Exam</b>

LEVEL FOUR – High Intermediate - Advanced					
Week	ESL-024 Grammar for Communication IV <i>Focus on Grammar 4</i>	From Grammar to Writing IV <i>FOG 4</i>	ESL-044 Writing & Reading IV <i>Writing Academic English Level 4</i>	ESL-014 Advanced Text Skills <i>Well Read 4: Skills and Strategies for Reading &amp; SEEDFOLKS</i>	ESL-034 Advanced Oral Skills <i>North Star Listening and Speaking 4</i>
1	Unit 4 – Past Perfect and Past Perfect Progressive	Editing for Verb Forms – p. 43	Chapter 10 Types of Sentences Clauses Independent Clauses Dependent Clauses Kinds of Sentences Simple Sentences Compound Sentences Complex Sentences Compound-Complex Sentences Sentence Types and Writing Style Review	Read <i>Seedfolks</i>	Unit 1 – Information Overload • <u>Listening skills</u> : Make predictions; Listen for main ideas; Listen for details; Provide evidence to support answers; Relate listenings to personal values; Organize and synthesize information from the listenings; Listen to student broadcasts and analyze them • <u>Speaking skills</u> : Summarize points; Act out a scripted conversation; <b>Give a newscast</b> ; Express and defend opinions • <u>Pronunciation</u> : Reducing and contracting; auxiliary verbs
2		Avoiding Repetition with Sentence Additions – p. 116		Chapter 1 Reflecting on film • <u>Readings</u> : Hollywood Dreams A Movie Close to Home At the Movies Movies – Bollywood Style • <u>Reading skills</u> : previewing online articles, magazines, and academic texts • <u>Vocabulary strategies</u> : skipping words and phrases • <u>Graphics</u> : understanding tables	
3	Unit 7 – Negative <i>Yes/No</i> Questions and Tag Questions		Chapter 2 Unity and Coherence Unity Coherence Repetition of Key Nouns Key Noun Substitutes Consistent Pronouns Transition Signals Logical Order Review Writing Practice		Unit 2 – The Achilles Heel • <u>Listening skills</u> : Make predictions; Summarize main ideas; Listen for details; Relate listenings to knowledge of the world; Identify connecting themes between two listenings; Identify thought groups in speech; Listen to classmates’ reports and
4					
5	Unit 5 – Future and Future Progressive	Using Direct and Indirect Speech – p. 413	Chapter 3 Supporting Details: Facts, Quotations, and Statistics Facts vs. Opinions Using Outside Sources Plagiarism Citing Sources Quotations Direct Quotations Reporting Verbs and Phrases	<i>SEEDFOLKS – Kim, Ana, and Wendell</i>  Chapter 3 Unnatural Resources • <u>Readings</u> : Trash or Treasure Curb Appeal Simple Actions, Real Results Building Tires	



6	<b>Unit 6</b> – Future Perfect and Future Perfect Progressive		<p>Direct Quotations Indirect Quotations  <u>Writing Practice</u>  <u>Statistics</u>  <u>Writing Practice</u>  <u>Review</u></p>	<ul style="list-style-type: none"> <li>• <u>Reading skills</u>: understanding main idea</li> <li>• <u>Vocabulary strategies</u>: understanding vocabulary in context – phrasal verbs, examples</li> <li>• <u>Graphics</u>: previewing and scanning tables</li> </ul>	<p>pose questions</p> <ul style="list-style-type: none"> <li>• <u>Speaking skills</u>: Share experiences; Construct and tell a story from provided notes; Conduct an interview; Practice storytelling; <b>Plan and give a three-minute speech</b></li> <li>• <u>Pronunciation</u>: Thought groups</li> </ul>
7			<p><b>Chapter 4 From Paragraph to Essay</b>  <u>The Three Parts of an Essay</u>  <u>The Introductory Paragraph</u>                  Funnel Introduction                  Attention-getting Introduction                  Thesis Statements  <u>Body Paragraphs</u>                  Logical Division of Ideas                  Three Keys                  Thesis Statements for Logical Division of Ideas                  Thesis Statement Pitfalls                  Transition Signals Between Paragraphs</p>		<p><b>Unit 6 - Giving to Others: Why Do We Do It?</b></p> <ul style="list-style-type: none"> <li>• <u>Listening skills</u>: Make predictions; Identify main ideas; Listen for details; Listen and take notes using a graphic organizer; Organize and synthesize information; from the listenings; Listen to and evaluate students' presentations</li> <li>• <u>Speaking skills</u>: Express opinions about philanthropy; Discuss examples of charitable efforts; Prioritize and rank ideas; Practice correct intonation; <b>Develop and perform a public service announcement</b></li> </ul>
8	<b>Unit 13</b> – Adjective Clauses with Subject Relative Pronouns	<b>Organizing Ideas from Freewriting</b> – p. 262	<p><u>The Concluding Paragraph</u>  <u>Essay Outlining</u>  <u>Review</u>  <u>Writing Practice</u>  <u>Applying What You Have Learned</u></p>		
9			<p><u>Reading</u>  <i>Questions</i>  <i>Suggestions for Discussion or Writing</i></p>	<b>SEEDFOLKS – Gonzalo &amp; Leona</b>	
10	<b>Unit 14</b> – Adjective Clauses with Object Relative Pronouns	<b>Adding Details with Adjective Clauses</b> – p. 219	<p><b>Chapter 11 Using Parallel Structures and Fixing Sentence Problems</b>  <u>Parallelism</u>                  Parallelism with Coordinators--<i>And, Or, But</i>                  Parallelism with Correlative (Paired)                  Conjunctions  <u>Sentence Problems</u>                  Sentence Fragments                  Choppy Sentences                  Run-On Sentences and Comma Splices                  Stringy Sentences</p>	<p><b>Chapter 4 Uncovering History</b></p> <ul style="list-style-type: none"> <li>• <u>Readings</u>: Stealing History Recreating an Army Ancient Egypt: A Timeline A Newly Discovered Ancient City</li> </ul>	<p><u>Pronunciation</u>: Intonation in lists</p>
11			<p><u>Sentence Problems</u>                  Sentence Fragments                  Choppy Sentences                  Run-On Sentences and Comma Splices                  Stringy Sentences  <u>Review</u>  <u>Editing Practice</u></p>	<ul style="list-style-type: none"> <li>• <u>Reading skills</u>: understanding supporting details</li> <li>• <u>Vocabulary strategies</u>: understanding possessive adjectives; understanding vocabulary in context - collocations</li> </ul>	<p><b>Unit 7 – Homing in on Education</b></p> <ul style="list-style-type: none"> <li>• <u>Listening skills</u>: Predict content; Listen for main ideas; Listen for details; Support answers with details; Relate listenings to personal experiences; Organize and synthesize information from the listenings</li> </ul>
12	<b>Unit 18</b> – The Passive: Overview	<b>Avoiding Sentence Fragments</b> – p. 79	<b>Chapter 8 Paraphrase and Summary</b> <u>Paraphrasing</u>	<ul style="list-style-type: none"> <li>• <u>Graphics</u>: understanding timelines</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Speaking skills</u>: Express</li> </ul>

			<p>Plagiarism How to Write a Good Paraphrase Using Paraphrases as Support <u>Summarizing</u> How to Write a Good Summary <u>Review</u></p>	<p><b>SEEDFOLKS – Sam, Virgil and Sae Young</b></p> <p><b>Chapter 5 Strange Phenomena</b></p> <ul style="list-style-type: none"> <li><u>Readings:</u> Psychic or Not? New York Taste Believe It or Not Coincidence or Random Chance</li> <li><u>Reading skills:</u> reading critically – fact and opinion</li> <li><u>Vocabulary strategies:</u> understanding vocabulary in context - contrasts</li> <li><u>Graphics:</u> understanding bar graphs</li> </ul>	<p>opinions; Restate information for clarification; Restate statements; Perform a role play; Conduct a town meeting</p> <ul style="list-style-type: none"> <li><u>Pronunciation:</u> Stressed and unstressed vowels</li> </ul>
13	<b>Unit 25 – Direct and Indirect Speech</b>		<p><b>Chapter 12 Noun Clauses</b> <u>That-Clauses</u> Sentences Beginning with It Special Verb Tenses in That-Clauses <u>If/Whether Clauses</u> <u>Question Clauses</u> <u>Review</u> <u>Editing Practice</u> <u>Writing Practice</u></p>		
14	<b>Unit 26 – Indirect Speech: Tense Changes</b>	<b>Showing Cause and Effect – p. 359</b>			
15		<b>Using Parallel forms: Gerunds and Infinitives – p. 149</b>	<p><b>Chapter 6 Cause/Effect Essays</b> <u>Organization for Cause/Effect Order</u> Block Organization Chain Organization <u>Cause/Effect Signal Words and Phrases</u> Cause Signal Words Effect Signal Words <u>Review</u> <u>Writing Practice</u></p>	<p><b>SEEDFOLKS – Maricela, Amir &amp; Florence</b></p> <p><b>Chapter 6 Rethinking Business</b></p> <ul style="list-style-type: none"> <li><u>Readings:</u> The Future of Business Are businesses Out of Control The Cycle of Motivation When Beauty Meets Business</li> <li><u>Reading skills:</u> reading critically – making inferences</li> <li><u>Vocabulary strategies:</u> understanding vocabulary in context – parallel clauses;</li> <li>understanding demonstrative pronouns</li> <li><u>Graphics:</u> understanding diagrams</li> </ul>	
16	<b>Unit 29 – Embedded Questions</b>				
17		<b>Changing the Focus with the Passive – p. 306</b>	<p><u>Applying What you Have Learned</u> Reading Questions Suggestions for Discussion or Writing</p>		
18	<b>Final Exam</b>		<b>Final Exam</b>	<b>Final Exam</b>	<b>Final Exam</b>

**Unit 9 – Finding a Niche: The Challenge of Young Immigrants**

- Listening skills: Make predictions; Identify main ideas; Listen for details; Interpret speakers’ tone and pitch; Relate the listenings to personal values; Understand and interpret song lyrics
- Speaking skills: Express opinions; Practice gambits to hesitate in response to a question; Ask and answer questions about a chart; **Prepare and present information on immigration;** Conduct an interview
- Pronunciation: *ship /ʃ/, measure /□/, cheap /tʃ/, and jazz /d□/*