Richland College
Teaching, Learning, Community Building

American English & Culture Institute
Level One Syllabus
World Languages, Cultures & Communications
Class Time-8:00 a.m. to 12:20 p.m. (MTWTF)
Classrooms: Neches 117 and C 282
Session 3, 2015

Instructor: Mercy Fernandes
email: mfernandes@dccc.edu
Tel: (972) 761-6774
Office: Wichita Hall 270
Classroom: C 282
Office Hours: 1:30 p.m.-2:30 p.m.
on M, W, and F.

Instructor: Janie Mehta
email: jmehta@dccc.edu
Tel: (972) 238-6140
Office: A 110
Classroom: Neches 117
Office Hours: By appointment only

Instructor: RT Rush
Email: RTRush@dccc.edu
Tel: (972) 238-6140
Office: A 110
Classroom: N 117
Office Hours: By appointment

Prerequisites
Eligibility for Level One at the American English & Culture Institute (AECI) is determined through appropriate scores on the COMPASS test and a departmental writing sample,

Special Information: Institution Policies
1. ADA Statement: If you are a student with a disability and/or special needs who requires ADA accommodations, please contact the Richland College Disability Services Office.

2. Religious Holidays: The AECI is a multicultural institution that realizes that the holidays on the academic calendar may not include all religious holidays. Absences for observance of a religious holiday are excused. Students may make up work and/or tests that occur on a recognized religious holiday and complete the assignment within a reasonable time after the absence. Instructors may ask students for additional information about the holiday.

3. If you are receiving any form of Financial Aid, you should check with the Financial Aid Office prior to withdrawing from classes. Withdrawals may affect your eligibility to receive further aid and could cause you to be in a position of repayment for the current semester. Students who fail to attend or participate after the drop date are also subject to this policy.

Financial Aid Statement For Distance Learning Classes
If you are receiving Financial Aid grants or loans and are enrolled in a Distance Learning class, you must show participation in this class prior to the certification date by either e-mailing or contacting the instructor or logging on to eCampus. Do not drop or stop attending any class without consulting the Financial Aid Office. Changes in your enrollment level and failing grades may require that you repay financial aid funds.

<table>
<thead>
<tr>
<th>NEW</th>
<th>STOP BEFORE YOU DROP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Six Drop Issue Syllabus Statement</td>
<td>For students who enrolled in college level courses for the first time in the fall of 2007, Texas Education Code 51.907 limits the number of courses a student may drop. You may drop no more than 6 courses during your entire undergraduate career unless the drop qualifies as an exception. Your campus counseling/advising center will give you more information on the allowable exceptions. Remember that once you have accumulated 6 non-exempt drops, you cannot drop any other courses with a “W”. Therefore, please exercise caution when dropping courses in any Texas public institution of higher learning, including all seven of the Dallas County Community Colleges. For more information, you may access:</td>
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</table>

https://www1.dcccd.edu/coursedrops |

Emergency Preparedness

"To help ensure your safety on campus, please watch this video on keeping safe in a campus emergency at http://video.dcccd.edu/rtv/DO/emergency_dcccd.wmv"

Plan for temporary closure of Richland College

In the event of a school closing temporarily, please check your email, eConnect and eCampus for more information. This information will tell you how long the school will be closed, what assignments must be completed and where to check for more information.

COURSE OUTLINE

The English for Speakers of Other Languages (ESOL) credit curriculum is designed to develop a student's pre-academic language proficiency in the areas of listening, speaking, reading, and writing. The plan of study consists of sixteen courses divided into four proficiency levels and four skill areas (Listening-Speaking, Reading, Writing, and Grammar). The credit curriculum is designed to interface both with other ESOL programs and with developmental studies or college level programs on each campus. A student enters this program by taking an English placement test and then by being advised by a specially trained ESOL academic advisor.

Grammar: ESOL 0066.8821 For grammar, students will be able to:

- Understand and use basic pronouns.
- Understand parts of speech.
- Understand simple present and present progressive tenses.
- Understand simple past and past progressive tenses.

**Reading: ESOL 0046.8821** For reading, students will be able to:

- Identify a main idea.
- Learn vocabulary.
- Learn dictionary skills.
- Learn vocabulary through context.

**Writing: ESOL 0056 8821**
For writing, students will be able to:

- Learn dictionary skills.
- Learn parts of speech.
- Create a sentence.
- Create a paragraph.
- Write a basic paragraph.
- Understand complete thoughts.

**Listening/Speaking: ESOL 0036.8821**
For listening/speaking, students will be able to:

- Pronounce basic sounds and word groups or pronunciation pairs.
- Use long and short vowels.
- Make basic sentences in speaking situations.

**Grammar:ESOL 0061.83816/83817**

This course is designed to complement the ESOL 0051-0054 writing series. It provides instruction and practice with discrete grammar points necessary for effective writing.

**Learning Outcomes:** The student will be able to:

A. create simple sentences
B. use verb tenses i.e. present, past, future, present and past progressive
C. use yes or no questions and WH-questions
D. identify modals for ability, permission, advice, and request
E. identify and use basic parts of speech i.e. articles, count/non-count nouns, pronouns, adjectives, and adverbs
F. apply subject-verb agreement to basic verb tense
G. identify present perfect

**Reading:ESOL 0041.83816/83817**

This course engages students in reading material from daily experience and prepares them for college reading tasks. Each course instructs students in reading skills, vocabulary development, critical thinking skills, and the use of resources.

**Learning Outcomes:** The student will be able to:
A. recognize stated and implied main ideas
B. identify supporting details
C. use basic reading strategies i.e. pre-reading, skimming, and scanning
D. use context clues in reading
E. practice vocabulary building strategies
F. recognize word formation
G. read basic texts about real-life topics
H. use an English dictionary

**Listening/Speaking ESOL 0031.8822 (Communication Studies/Speech Communication and Rhetoric)**

Course Title: Effective Public Speaking
Course Level: Introductory
Course Description: Speaking publicly without stress. Emphasizes use of verbal and non-verbal skills to make points clear and effective.

**Learning Outcomes:** The student will be able to:

A. listen and response to texts and recordings for main ideas, specific information, and getting meaning from the context
B. restate information by taking notes on specific information and main idea
C. discuss daily dialogues, for example, asking and giving directions, ordering at a restaurant, describe the weather & sports
D. create and present publicly personal presentations
E. use vocabulary to communicate
F. emphasize the use of verbal and non-verbal skills to make points clear
G. understand, recognize, produce morphemes and basic sound contrasts
H. distinguish stressed pronunciation, for example, -s, -ed, teens vs. tens, can vs. can’t

**Writing ESOL 0051.83816/83817** This course is designed to help students increase fluency and build confidence in writing. The course focuses on writing as a process. Through inventing, drafting, and revising, students write for specific audiences and purposes.

**Learning Outcomes:** The student will be able to:

A. demonstrate formatting skills
B. organize ideas for a paragraph by using pre-writing techniques such as brainstorming, clustering, and outlining
C. develop drafts of paragraphs
D. revise the drafts for audience, purpose, or word choice errors
E. edit the drafts for grammar errors
F. demonstrate the use of a topic sentence, detailed support, and concluding sentences
G. compose paragraphs with listing order, time order transitions & spatial order
H. compose paragraphs to narrate, explain, and describe
I. identify and revise fragments, run-on, and comma splices

In general, you will spend your time in the classroom and in the computer lab in a variety of ways to include listening to lectures, participating in seminars/workshops, and receiving one-on-one instruction.
As a part of this course, you are enrolled in a computer lab course which is designed to help you with the skills needed to successfully complete this level. You should plan to spend at least half an hour a day on your lab course assignments as directed by your instructor.

Course Policies and Classroom Atmosphere

Attendance/Punctuality
As an F-1 student, you are enrolled fulltime in the American English and Culture Institute. You are expected to attend class from Monday to Friday as part of your visa requirement. By attending class on a regular basis, you will receive the instruction and practice necessary to develop your language skills. If you are absent, you are causing problems for yourself, your instructor, and other students in the class. You will often be required to participate in group activities, and many assignments cannot be made up. Excessive absences can affect your status with the institute.

Attendance Policy: In order to be successful, students must attend and participate in enrolled courses.

Punctuality is important for success in American culture. We will begin class promptly. We expect you to be on time and stay until dismissal.

Absenteeism:
3 lates = 1 absence

If a student misses more than one hour of class, it is an absent. If a student is absent for 30 minutes from a 1-hour class, it is counted as an absence.

Students have been allotted five absences for the session, and students are responsible for determining how they will utilize these absences.
Instructors will follow the attendance policy outlined in the syllabus. If a student has an extenuating circumstance or illness causing the student to exceed the allotted five absences, the student should inform all instructors and an international student advisor in the Multicultural Center. Excessive absenteeism will be reported to the Multicultural Center.

6 or more absences = 10 points off final grade

Sometimes it may be necessary for you to miss a class due to illness or for personal reasons. If possible, notify your instructor ahead of time or leave a message for him/her at the office number listed on the first page. When you return to class after being absent, it is your responsibility to check with classmates or your instructor to find out what assignments you have missed and to request handouts which may have been given during your absence. It is always a good idea to exchange telephone numbers with a classmate so you can give each other homework assignments if one of you misses class. Academic Progress: Students are encouraged to discuss academic goals and degree completion with their instructors. Specific advising is available throughout the semester. Check www.richlandcollege.edu/admissions/process.php for more details.

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**Homework**
In this intensive course, you can expect to have at least two hours of homework each day. You must turn in homework when it is due. No late homework will be accepted unless you have made prior arrangements with the instructor.

**Classroom Atmosphere**
In this course, you will be expected to participate in cooperative learning activities as well as individualized projects and assignments. You will want to share your ideas and encourage your classmates to talk as much as possible during small group sessions and class discussions. At all times, you should do your best to make other students feel relaxed and at ease. When you are given class time to complete individual assignments, please focus on the assignments and do not disturb other students who are working.

**Academic Honesty and Integrity**
Cheating is considered to be a serious offense at the American English and Culture Institute. If you are caught cheating in class, you will receive an “F” in this course, and you could be expelled from the institute. Academic dishonesty includes but is not limited to cheating on tests, plagiarism and collusion. **Cheating** includes copying the work of others, and/or using notes, books or information from other students during tests or exams, using materials not authorized, collaborating with or seeking aid from another student during a test, knowingly using, buying, selling, stealing, or soliciting the contents of an unadministered test, and substituting for another person to take the test. **Plagiarism** is the appropriating, buying, receiving as a gift, obtaining another’s work and the unacknowledged submission or incorporation of it in one’s own written work. **Collusion** is the unauthorized collaboration with another person in preparing written work for fulfillment of course requirements. Academic dishonesty is a serious offense in college. Students who are involved in such activities shall be punished as prescribed by college and Board policies outlined in the [Student Code of Conduct](http://www1.dcccd.edu/cat0506/ss/code.cfm)

**Smoking, Eating and Drinking, Cell Phones**
College policy restricts students from smoking in the building. Eating and drinking, with the exception of water, is not allowed in the classroom. Students are responsible for keeping the classroom neat and clean. Please be respectful of your instructors and classmates by having your cell phones turned off while you are in class.

**Drop Policy and Procedure**
If you cannot finish this course for personal reasons, you must officially drop the course. Your instructor cannot do this for you. Only you can complete the paperwork to do this. To drop a course, you must see your International Student Advisor and officially complete paperwork. If you stop coming to class and do not drop the course, you will receive a grade of “F”.

**The last date you may drop this session:** February 28, 2015.

**Course Grading and Recommendations**
Your final course grade will be determined by your overall performance and by your language proficiency at the end of the course. In each course you will be required to take tests, quizzes, a midterm exam and a final exam.
Promotion to the next level will be based on the instructors’ assessment of your overall performance. To be promoted to the next level, you must:

1. Receive a C grade or higher to pass this course
2. Attend class on a regular basis
3. Complete all assignments, quizzes and exams, and participate in all activities.

A = 90-100  
B = 80-89  
C = 75-79  
D = 74-60  
F = 59 and below

Grade Calculation:

<table>
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<tr>
<th>Subject</th>
<th>Weight</th>
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<tbody>
<tr>
<td>Writing</td>
<td>25%</td>
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<tr>
<td>Grammar</td>
<td>25%</td>
</tr>
<tr>
<td>Listening/Speaking</td>
<td>25%</td>
</tr>
<tr>
<td>Reading</td>
<td>25%</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
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</table>

**Class Participation:** This is how your participation grade works. You begin each class with 5 points for participation. You will lose all 5 points if one or more of the following occurs:

- Your cell phone rings or vibrates during class.
- You are using an electronic dictionary during class.
- You do not have your required textbooks for class.
- You have pencil writing in your used textbooks.
- You do not have the homework that was given for the day.
- Your instructor has to tell you twice during the same class period NOT to speak in your native language.

**Cell Phone Use:**

The instructor will determine if cell phones may be used during a classroom setting. Cell phone privileges will be removed if the instructor determines the cell phone is not being used for academic purposes or if the cell phone use becomes disruptive to the classroom instruction. Students who disrupt classroom instruction are in violation of the Student Code of Conduct.

Within each skill area, for level 1, homework equals 5% of the grade, tests and quizzes equal 30% of the grade, the midterm exam equals 20% of the grade, the final exam equals 25% of the grade, lab assignments equal 10% of the grade, and class participation equals 10% of the grade. For the Writing course, midterm exam equals 20%, final exam equals 25%, paragraphs equal 20%, mechanics equal 5%, lab quizzes equal 10%, class participation equals 10%, homework equals 5%, writing journal equals 5%. For the Listening/Speaking class, 10% is for speeches and
15% is for the Poster-Presentation. Since there is no lab, homework equals 20%. A student must have a 75% or higher average of the four skills areas to pass the class. Also, a student must have a 75% average in Reading and Writing to pass the class.

**Final Grade Calculation:**

A = 90 - 100  
B = 80 - 89  
C = 75 - 79  
D = 74 - 60 (Poor performance; repeat level of instruction)  
F = 59 and below (Failing performance; repeat level of instruction)

**ESOL Corner**

AECI students needing additional help with listening/speaking, reading and writing/grammar are welcomed to come to the ESOL Corner. The ESOL Corner is a drop-in tutoring center located on the second floor of Wichita Hall, across from the ESOL Lab (WH261). A tutoring schedule will be posted listing the days and times a tutor will be available to help you. Be certain to read the schedule carefully.

**Third Attempt to Enroll in a Course**

Effective for fall semester 2005, The Dallas County Community Colleges will charge additional tuition to students registering the third or subsequent time for a course. Developmental Education and some other courses will not be charged additional tuition. Third attempts include courses taken at any of the Dallas County Community Colleges since the fall 2002 semester. Students should take care in dropping a course, as the third or future attempt to retake a course will result in additional tuition. There is not an appeal process. See Third Attempt to Enroll in a Course at http://www.dcccd.edu/thirdcourseattempt/

**Obtaining Final Course Grades Using eConnect**

Final Grade Reports are no longer mailed. Convenient access is available online at www.econnect.dcccd.edu or by telephone at 972-613-1818. Use your identification number when you log onto eConnect, an online system developed by the DCCCD to provide you with timely information regarding your college record. Your grades will also be printed on your Student Advising Report, which is available in the Admissions and Student Records Office, T170.

**No Classes**

There will be no classes on the following days:  
February 19-Employee Development Day  
February 20-Day of Service  
Spring Break: March 9-13
**Level 1 Book Titles**
Focus on Grammar (3)
Fourth Edition
Fuchs, Bonner, Westheimer
Pearson
0-13-254648-5

Ready to Read Now
Blanchard, Root
Longman
0-13-1776479

Interactions One: Speaking/Listening
Sixth Edition
Tanka-Most
McGraw-Hill
0-07-759518-1

Longman Dictionary of American English
Pearson Education
0-13-0988936

**First Steps in Academic Writing**
Second Edition (Level 2)
Ann Hogue
Addison-Wesley Longman
0-13-241488-0

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**WRITING: First Steps in Academic Writing Second Edition by Ann Hogue Level 2**

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<tr>
<th>Week</th>
<th>Activities</th>
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<tr>
<td>Week 1</td>
<td>Introductions, icebreaker activities, Writing Diagnostic</td>
</tr>
<tr>
<td></td>
<td>Unit 1-Introducing People pages 3, 4, 5</td>
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<tr>
<td></td>
<td>The Writing Process, what is academic writing</td>
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<tr>
<td></td>
<td>What is a Paragraph-3 parts of a paragraph</td>
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<tr>
<td></td>
<td><strong>Writing Practice: Introducing my Classmate</strong></td>
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<td></td>
<td>Journal Writing: page 173</td>
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<tr>
<td></td>
<td><strong>Writing Journal: My First Day of Class</strong></td>
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<tr>
<td>Week 2</td>
<td>Unit 1-Part 2 Grammar &amp; Capitalization-page 10</td>
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<tr>
<td></td>
<td>What is a Sentence-Recognizing Sentences-page 12</td>
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<td></td>
<td>Subjects, Verbs and Objects-page 14</td>
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<td></td>
<td>Capitalization-Six Rules page 16</td>
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<td></td>
<td><strong>Writing Journal: Introducing Myself</strong></td>
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<tr>
<td>Week 3</td>
<td>Part 3-Sentence Structure page 20</td>
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<td></td>
<td>Simple Sentences</td>
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<td>Connecting Words page 23</td>
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</table>
| Week 4       | Chapter 2-Listing-Order Paragraphs page 33  
|             | Prewriting Activity-Clustering, Brainstorming  
|             | Organization, 3 parts of a paragraph  
|             | Topic and Controlling Idea  
|             | Listing-Order Signals  
|             | Paragraph Unity  
|             | Concluding Sentence  
|             | **Midterm Exam**|
| Week 5     | Outlining-page 52  
|            | Unit 2-Part 2 page 53  
|            | Sentence Structure-Compound sentences, simple versus  
|            | compound, Coordinating conjunctions FANBOYS  
|            | Sentence Errors-Run-Ons, Comma Splices  
|            | **Writing Journal**|
| Week 6     | Chapter 3-Part 3-page 86  
|            | Capitalization: Four More Rules  
|            | Commas: Four Rules page 89  
|            | Chapter 4-Describing a Place-page 94  
|            | Sentence Structure-Preposition, prepositional phrases page 112  
|            | **Writing Practice: My Bedroom**|
| Week 7     | Chapter 5-page 139  
|            | Capitalization: Two More Rules  
|            | Commas-Four More Rules  
|            | Adjectives-page 104 Part 2  
|            | **Quiz-Commas**|
| Week 8     | Review-practice for final exam.  
|            | Final Exam  
|            | Graduation|

**GRAMMAR: FOCUS ON GRAMMAR 3 Fourth Edition by Fuchs, Bonner, Westheimer (Pearson)**

| Week 1      | Diagnostic test  
|            | **Unit 1-Simple Present and Present Progressive (page 2)**  
|            | Quiz-Irregular Verbs (Appendices A-1) Study 20 verbs a week.|
| Week 2     | **Unit 1-Simple Present and Present Progressive**  
|            | **Unit 2-Simple Past Tense (page 16)**  
|            | Quiz-Simple Present and Present Progressive  
|            | Irregular Verbs|
| Week 3     | **Unit 3-Past Progressive and Simple Past**  
|            | **Unit 5-Used To/Didn't Use To**  
|            | Quiz-Past tense  
|            | Irregular Verbs|
| Week 4 | Unit 6-Future tense  
Irregular Verbs  
Quiz-Past tense and Past Progressive  
Midterm Exams |
|--------|--------------------------------------------------|
| Week 5 | Unit 5-WH-Questions  
Yes and No Questions  
Quiz-WH-Questions |
| Week 6 | Unit 8-Present Perfect: Since and For  
Unit 9-Present Perfect: Already and Yet  
Quiz-Present Perfect tense |
| Week 7 | Unit 13-Modals: Ability-Can, Could, Be able to  
Unit 14-Modals: Permission-Can, Could, May, Do you mind if…  
Unit 15-Modals: Request-Can, Could, Will, Would, Would you mind….  
Unit 16-Modals: Advice-Should, Ought to, Had Better |
| Week 8 | Quiz-Modals  
Exam Review  
Final Exams |

**READING: READY TO READ NOW by KAREN BLANCHARD & CHRISTINE ROOT**

| Week 1 | **Chapter 1. Get the Picture**  
Reading Skills: Identifying topics and main ideas  
Vocabulary Skills: Using a dictionary – guide words; multiple meanings  
Main Reading: *It Happened by Accident* |
|--------|------------------------------------------------------------------|
| Week 2 | **Chapter 2. Take a Closer Look**  
Reading Skills: Identifying Supporting Details  
Vocabulary Skills: Using a dictionary – parts of speech  
Main Reading: *Unusual Fads of the 1920s* |
| Week 3 | **Chapter 3. Make Guesses**  
Listening Skills: Previewing and Predicting  
Vocabulary Skills: Word parts: Prefixes  
Main Reading: *Funny Business* |
|---|---|
| Week 4 | **Chapter 4. Read Quickly**  
Reading Skills: Skimming and Scanning  
Vocabulary Skills: Synonyms and antonyms  
Main Reading: *Bear Necessities*  
Midterm exam |
| Week 5 | **Chapter 5. Figure It Out**  
Reading Skills: Using Context Clues  
Vocabulary Skills: Definition context clues, Example context clues  
Main Reading: *Idioms and Proverbs* |
| Week 6 | **Chapter 6. Put Things in Order**  
Reading Skills: Recognizing Sequence  
Vocabulary Skills: Word parts: Suffixes  
Main Reading: *The Story of the Two Brothers* |
| Week 7 | **Chapter 7. Believe it or Not**  
Reading Skills: Fact vs. opinion  
Vocabulary Skills: Using word maps  
Main Reading: *The Godfather: A Movie Classic* |
| Week 8 | **Chapter 8. Read Between the Lines**  
Vocabulary Skills  
Main Reading: *Swimming Buddies*  
Review for final exams |
| | **Final Exam** |

**Public Speaking: Course Overview**

*Listening/Speaking: Interactions 1 Listening/Speaking Silver (5th) ed. by J. Tanka and P. Most*
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<th><strong>Chapter 1. School Life Around the World</strong></th>
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<td><strong>Listening skills:</strong></td>
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<tr>
<td></td>
<td>- Listening for main ideas</td>
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<td>- Listening for specific information</td>
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<td>- Getting meaning from context</td>
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<td><strong>Listening Tasks:</strong></td>
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<tr>
<td></td>
<td>- Listening to a speech by a school advisor</td>
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<td>- Taking notes on main ideas</td>
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<td>- Listening to telephone messages.</td>
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<td><strong>Speaking tasks:</strong> Making telephone reservations</td>
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<td><strong>Pronunciation:</strong> Telephone numbers. Pronouncing -s endings.</td>
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</tbody>
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<thead>
<tr>
<th>Week 2</th>
<th><strong>Tips for Public Speaking: Making a presentation</strong></th>
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<tbody>
<tr>
<td></td>
<td><strong>Showcase presentation</strong></td>
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<td></td>
<td><strong>Poster presentation: Introducing Myself</strong></td>
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<tr>
<th>Week 3</th>
<th><strong>Chapter 2: Experiencing Nature</strong></th>
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<tr>
<td></td>
<td><strong>Listening Skills:</strong></td>
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<tr>
<td></td>
<td>- Listening for main ideas and specific information. Taking notes on details.</td>
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<td>- Identifying stressed words and reductions</td>
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<td>- Getting meaning from context</td>
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<td><strong>Listening tasks:</strong></td>
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<tr>
<td></td>
<td>- Listening to weather forecasts</td>
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<td>- Taking notes on specific information</td>
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<td>- Listening for temperatures</td>
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<td><strong>Using Language:</strong></td>
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<td></td>
<td>- Talking about likes and dislikes</td>
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<td>- Talking about abilities</td>
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<td><strong>Speaking tasks:</strong></td>
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<td></td>
<td>- Talking about seasons and weather</td>
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<td></td>
<td>- Describing sports</td>
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<tr>
<td></td>
<td><strong>Vocabulary:</strong> Weather</td>
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<td></td>
<td><strong>Pronunciation:</strong> <em>can vs. can’t</em></td>
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<tr>
<td>Week 4</td>
<td><strong>Chapter 3. Living to Eat or Eating to Live</strong></td>
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<tr>
<td></td>
<td><strong>Listening skills:</strong></td>
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<td></td>
<td>• Listening for main ideas and specific information</td>
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<td>• Identifying stressed words and reductions</td>
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<td>• Getting meaning from context</td>
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<td><strong>Listening tasks:</strong></td>
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<td>• Healthy eating habits</td>
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<td>• Listening to people talk about shopping habits</td>
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<td></td>
<td><strong>Using language:</strong></td>
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<td></td>
<td>• Ordering food in a restaurant.</td>
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<td>• Refusing food politely.</td>
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<td>• Following recipes</td>
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<td></td>
<td><strong>Vocabulary:</strong></td>
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<td></td>
<td>Food. Count and Non-count nouns</td>
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<td></td>
<td><strong>Pronunciation:</strong></td>
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<td></td>
<td><em>teens</em> vs. <em>tens</em></td>
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</tbody>
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|     | **Midterm Exam**                             |

<table>
<thead>
<tr>
<th>Week 5</th>
<th><strong>Chapter 4: In the Community</strong></th>
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<tbody>
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<td><strong>Listening skills:</strong></td>
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<td></td>
<td>• Listening for main ideas and specific information.</td>
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<td>• Identifying stressed words and reductions</td>
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<td>• Getting meaning from context</td>
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<td><strong>Listening tasks:</strong></td>
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<td></td>
<td>• Following directions.</td>
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<td>• Getting direction on the phone.</td>
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<td><strong>Using language:</strong></td>
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<td>• Describing locations.</td>
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<td></td>
<td>• Asking for and giving directions.</td>
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<td><strong>Reading a map.</strong></td>
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<tr>
<th>Week 6</th>
<th><strong>Chapter 5: Home</strong></th>
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<td><strong>Listening tasks:</strong></td>
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<td>• Listening to information about apartments.</td>
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<td>• Listening to moving instructions.</td>
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<td></td>
<td><strong>Speaking tasks:</strong></td>
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<tr>
<td></td>
<td>• Asking for information about apartments</td>
</tr>
</tbody>
</table>
- Interviewing potential roommates
  Vocabulary: Furniture. Moving
  Using language:
    Making requests. Answering requests.
  Pronunciation: *ed endings*

### Week 7
**Chapter 6: Cultures of the World**

Listening skills:
- Listening for main ideas and specific information.
- Identifying stressed words and reductions
- Getting meaning from context

Listening tasks:
- Listening to a lecture about customs

Speaking tasks:
- Talking about customs.
- Discussing cultural differences.
- Discussing dining customs.

Using language: Apologizing

### Week 8
**Chapter 7: Health**

Listening skills:
- Listening for main ideas and specific information.
- Identifying stressed words and reductions
- Getting meaning from context

Listening tasks:
- Listening to medical advice
- Taking notes on telephone conversations

Using language: Asking for advice and giving advice.

Speaking tasks:
- Discussing health
- Making appointments

Vocabulary: Health and sickness

Pronunciation: Intonation with tag questions.

Final Exam