

LEVEL ONE – Novice/Basic					
Week	Grammar for Communication I <i>Focus on Grammar I</i>	From Grammar to Writing <i>FOG 1</i>	Writing & Reading I <i>Fundamentals of Academic Writing</i>	Vocabulary Development I <i>For Your Information – Reading and Vocabulary Skills I</i>	Conversation/Pronunciation I <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> <ul style="list-style-type: none"> <li><b>Ch1</b> – <u>A Family Bike Trip</u> Scanning for information Organizing words Improving your reading speed</li> <li><b>Ch2</b> – <u>What’s in a name?</u> Thinking about what you know Learning cardinal and ordinal numbers Writing a journal entry</li> <li><b>Ch3</b> – <u>The Jim Twins</u> Making a chart Learning compound words Reading a birth announcement</li> <li><b>Unit Vocabulary</b> <i>Honest, goal, popular, vacation, choose, twice, intelligent, celebrate, favorite, disease, exciting, customs, special, hobby, similar, headache</i></li> </ul>	<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>Unit 11</b> – The Simple Present: <i>Wh</i> -Questions <b>Unit 12</b> – The Simple Present: Be & Have	<b>Using the Present of Be</b> (Statements) – p. FG-3			<b>Unit 2 – Word Endings</b> <b>Ch4</b> – Final Consonant sounds and Linking <ul style="list-style-type: none"> <li>Supplement 2, 5</li> </ul> <b>Ch5</b> – syllables and –s Endings  <b>Ch6</b> – Syllables and –ed Endings <ul style="list-style-type: none"> <li>Supplement 11</li> </ul>
3	<b>Unit 13</b> – Adverbs of Frequency				
4			<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> <ul style="list-style-type: none"> <li><b>Ch1</b> – <u>A Peanut Butter Restaurant</u> Reading with a purpose Learning synonyms Organizing words Reading a menu</li> <li><b>Ch2</b> – <u>The Tokyo Fish Market</u> Understanding word parts Improving your reading speed</li> <li><b>Ch3</b> – <u>A Cookie with a Surprise Inside</u> Predicting Making a chart Learning antonyms Writing a journal entry</li> <li><b>Unit Vocabulary</b> <i>cookbook, seafood, neighborhood, smelly, fired,</i></li> </ul>	
5	<b>Unit 27</b> – Noun & Adjective Modifiers				
6	<b>Unit 28</b> – Comparative Adjectives	<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 <ul style="list-style-type: none"> <li>Supplement 12 &amp; 13</li> </ul>

7	<b>Unit 30</b> – Prepositions of Time: <i>In, On, At</i>		<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>	<i>invented, noisy, dessert, recipe, huge, note, handmade, famous, menu, unusual</i>	
8				<b>Unit 4 – The Work World</b> • <b>Ch1</b> – <u>What’s New?</u> Reading with a purpose Learning synonyms Organizing words Taking a survey • <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 • <b>Ch3</b> – <u>A Popular Cartoonist</u> Reading with a purpose Understanding word parts: <i>-ist</i> Writing journal entry • <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>	
9	<b>Unit 18</b> – Count & Non-count Nouns; <i>Some &amp; Any</i> <b>Unit 19</b> – <i>A / An</i> and <i>The; One / Ones</i>				<b>Unit 4 – Rhythm in Sentences</b> <b>Ch9</b> – Basic Rhythm – Stressed Words <b>Ch10</b> – Basic Rhythm – Reduced Words
10	<b>Unit 14</b> – The Present Progressive: Statements	<b>Using the Present Progressive</b> – p. FG-6	<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>		
11	<b>Unit 15</b> – The Present Progressive: <i>Yes/No</i> Questions <b>Unit 16</b> – The Present Progressive: <i>Wh</i> -Questions				
12				<b>Unit 5 – Language and Life</b> • <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 • <b>Ch2</b> – <u>Hangul Day</u> Predicting Understanding word parts: <i>-ish</i> Understanding symbols • <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 • <b>Unit Vocabulary</b> <i>wise, disappear, ceremony, kindergarten, fluent, accomplishment, weird,</i>	<b>Unit 5 – Intonation in Discourse</b> <b>Ch11</b> – Focus Words • Supplements 15-18 (exercise 4) <b>Ch12</b> – Intonation – Falling and Rising <b>Ch13</b> – Thought Groups and Pausing
13	<b>Unit 24</b> – Subject & Object Pronouns	<b>Using Imperatives</b> – p. FG-1	<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>		
14	<b>Unit 26</b> – There is / There are				

				<i>expressed, community, simple, enormous, equal, foolish, contest, honor</i>	
15				<p><b>Unit 8 – City Sights</b></p> <ul style="list-style-type: none"> <li>• <b>Ch1 – <u>Istanbul’s Grand Bazaar</u></b> Identifying facts and opinions Understanding word forms Writing an email</li> <li>• <b>Ch2 – <u>An Ice Hotel</u></b> Predicting Skimming for the main idea Understanding word parts: <i>re-</i> Reading emails</li> <li>• <b>Ch3 – <u>Sister Cities Exchange Gifts</u></b> 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>	<p><b>Unit 6 – sound Change in Connected Speech</b> Ch14 – Connected Speech</p> <ul style="list-style-type: none"> <li>• Supplement 8</li> </ul>
16	<b>Unit 21</b> – The Simple Past: Regular Verbs (Statements)		<b>Chapter 6 – Your Hometown</b>		<b>Part 2 – Consonant and Vowel Supplements</b>
17	<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>Using the Simple Past</b> – p. FG-8	<p><u>Part 1: Organization</u> Topic Sentences and Supporting Sentences II</p> <p><u>Part 2: Grammar</u> There Is and There Are A, An, and The</p> <p><u>Part 3: Vocabulary &amp; Sentence Structure</u> Prepositions for Describing Location Prepositional Phrases in Sentences</p> <p><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></p>		<p>* 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.</p>
18	<b>Final Exam</b>		<b>Final Exam</b>	<b>Final Exam</b>	<b>Final Exam</b>

LEVEL TWO – High Beginning					
Week	Grammar for Communication II <i>Focus on Grammar 2</i>	From Grammar to Writing II <i>FOG 2</i>	Writing & Reading II <i>North Star 2 – Reading &amp; Writing</i>	Vocabulary Development II <i>Password 2: A Reading and Vocabulary Text</i>	Conversation\Pronunciation II <i>Interchange (Book A)</i>
1	<b>Unit 8</b> – The Simple Present: Affirmative and negative Statements ( <i>review</i> ) <b>Unit 9</b> – The Simple Present: <i>Yes/No</i> Questions and Short Answers ( <i>review</i> )	<b>Capitalization</b> – p. 31	<b>Unit 1 – Finding the Ideal Job</b> <ul style="list-style-type: none"> <li><u>Writing</u>: descriptive and possessive sentences, organizing listed idea, identifying topic sentences, using supporting sentences, composing a paragraph</li> <li><u>Reading</u>: email, book reviews, predicting, main ideas, scanning, relating personal experiences, organizing and synthesizing</li> </ul>	<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>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> <b>Chapter 3: A Long Distance Runner</b> <u>Reading Skills</u> Scanning Sentences with <i>because</i> Correcting a summary <u>Other Language Skills</u> Discussion	<b>Unit 1 Please call me Beth</b> <u>Speaking</u> : Introducing yourself; introducing someone; checking information; exchanging personal information; saying hello and good-bye  <u>Pronunciation/Listening</u> : Linked sounds; Listening for names and countries <i>Self-study</i> : Listening for personal information  <u>Grammar</u> : Wh-questions and statements with <i>be</i> ; questions: <i>what, where, who, and how</i> ; yes/no questions and short answers with <i>be</i> ; subject pronouns; possessive adjectives
2	<b>Unit 24</b> – Subject and Object Pronouns; Direct and Indirect Objects				
3		<b>Connecting with <i>And</i> and <i>But</i></b> – p. 64			<b>Unit 2 How do you spend your day</b> <u>Speaking</u> : Describing work and school; asking for and giving opinions; describing daily schedules; “Common ground”: Finding similarities in classmates’ daily schedules  <u>Pronunciation/Listening</u> : Syllable stress; Listening to descriptions of jobs and daily schedules <i>Self-study</i> : Listening to a description of a weekly schedule  <u>Grammar</u> : Simple present Wh-questions and statements; question: <i>when</i> ; time expressions: <i>at, in, on, around, early, late, until, before, and after</i>
4	<b>Unit 12</b> – Possessive Nouns and Possessive Adjectives; Questions with <i>Whose</i>	<b>Subjects and Verbs</b> – p. 181	<b>Unit 2 – Country Life or City Life?</b> <ul style="list-style-type: none"> <li><u>Writing</u>: rewriting inaccurate sentences, personal letter, pictures for idea generation, <b>descriptive paragraph</b>, grouping ideas, supporting sentences</li> <li><u>Reading</u>: predicting, main ideas, advantages &amp; disadvantages, identifying inaccurate details, relating reading to personal opinions, organizing and synthesizing</li> </ul>		

5	<p><b>Unit 13 – This / That / These / Those;</b> Questions with <i>Or</i></p>			<p>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                  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></p>	<p><b>Unit 3 How much is it?</b>  <u>Speaking:</u> Talking about prices; giving opinions; discussing preferences; making comparisons; buying and selling things; “Flea market”- Buying and selling Things   <u>Pronunciation/Listening:</u> Sentence stress Listening to people shopping; listening for items, prices, and opinions  <i>Self-study:</i> Listening to people discussing clothing options   <u>Grammar:</u> Demonstratives: <i>this, that, these, those; one</i> and <i>ones</i>; questions: <i>how much</i> and <i>which</i>; comparisons with adjectives</p>
6	<p><b>Unit 5 – Descriptive Adjectives</b></p>	<p><b>Noun-noun Constructions</b> – p. 250</p>		<p>Unit 1 Wrap Up</p>	
7		<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  <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></p>	<p><b>Unit 4 Do you like rap?</b>  <u>Speaking:</u> Talking about likes and dislikes; giving opinions; making invitations and excuses; “What’s the question?”: Writing and asking questions</p>
8	<p><b>Unit 35 – Possessives</b></p>	<p><b>Punctuation I: The Apostrophe, The Comma, The Period, The Question Mark</b> – p. 135</p>	<p><b>Unit 6 – Serious fun</b></p> <ul style="list-style-type: none"> <li><u>Writing:</u> complete a conversation, respond to email, brainstorming list, <b>write a review</b>, show order of importance, edit and evaluate reviews</li> <li><u>Reading:</u> main ideas, matching details, timelines, relating previous knowledge &amp; opinions, comparing concepts, organize and synthesize</li> </ul>	<p><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:</p>	<p><u>Pronunciation/Listening:</u>                  Intonation in questions                  Identifying musical styles; listening for likes and dislikes  <i>Self-study:</i> Listening to people making invitations   <u>Grammar:</u> Yes/no and Wh-questions with <i>do</i>; question: <i>what kind</i>; object pronouns; modal verb <i>would</i>; verb + <i>to</i> + verb</p>
9	<p><b>Unit 11 – When, What + Noun;</b> Prepositions of Time; Ordinal Numbers</p>	<p><b>Time Word Connectors: First, Next, After that, Then, Finally</b> – p. 96</p>			<p><b>Unit 5 Tell me about your family</b>  <u>Speaking:</u> Talking about families and family members; exchanging information about the present; describing family life; “Family facts”: Finding out information about classmates’ families</p>
10	<p><b>Unit 6 – Prepositions of Place</b></p>	<p><b>Time Clauses with When</b> – p. 326</p>			

				<p><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><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</p>	<p><b>Pronunciation/Listening:</b>                      Intonation in statements                      Listening for family relationships  <i>Self-study:</i> Listening to an interview with a new student</p> <p><b>Grammar:</b> Present continuous yes/no and Wh questions, statements, and short answers; quantifiers: <i>all, nearly all, most, many, a lot of, some, not many, a few,</i> and <i>few</i>; pronoun: <i>no one</i></p>
11		<p><b>Organization; Time Sequence Markers</b> – p. 291</p>	<p><b>Unit 9 – What’s Your Medicine</b></p> <ul style="list-style-type: none"> <li><b>Writing:</b> rewriting inaccurate sentences, organizing, completing conversations, brainstorming lists, <b>narrative paragraph</b></li> <li><b>Reading:</b> predicting, main ideas, identifying inaccurate details, organizing and synthesizing, relating personal experiences, inferences</li> </ul>	<p>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></p> <p><b>Chapter 16</b>  <u>Reading Skills</u>                      Pronoun reference                      Sentences w/ <i>because</i>                      Organizing a summary  <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 6 How often do you exercise?</b>  <b>Speaking:</b> Asking about and describing routines and exercise; talking about frequency; discussing sports and athletes; talking about abilities; “Do you dance?”: Finding out about classmates’ abilities</p> <p><b>Pronunciation/Listening:</b>                      Intonation with direct address                      Listening to people talking about free-time activities; listening to descriptions of sports participation  <i>Self-study:</i> Listening to a quiz about health and fitness</p> <p><b>Grammar:</b> Adverbs of frequency: <i>always, almost always, usually, often, sometimes, hardly ever, almost never,</i> and <i>never</i>; questions: <i>how often, how long, how well,</i> and <i>how good</i>; short answers</p>
12	<p><b>Unit 41</b> – Adverbs of Manner</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</p>	
13	<p><b>Unit 42</b> – <i>Enough; Too / Very; As + Adjective + As; Same / Different</i></p>			<p>Using new words                      Writing a paragraph on a holiday you enjoyed as a child</p>	<p><b>Unit 7 We had a great time!</b>  <b>Speaking:</b> Talking about past events; giving opinions about past experiences; talking about vacations; “Vacation disasters”: Describing a terrible vacation</p>
14		<p><b>Expressing and Supporting an Opinion</b> – p. 403</p>	<p><b>Unit 10 – Endangered Cultures</b></p> <ul style="list-style-type: none"> <li><b>Writing:</b> provide examples, write <b>a persuasive letter</b>, predict,</li> </ul>		

			<ul style="list-style-type: none"> <li>interview questions, taking notes, outlines, concluding sentences</li> <li><u>Reading</u>: maps, predicting, using prior knowledge, main ideas, locating supporting details, drawing examples, personal journals, relating</li> </ul>	<p>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>  <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>  <b>Chapter 19</b>  <u>Reading Skills</u>                      What the reading does and doesn't say                      Sentences w/ <i>because</i>                      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</p>	<p><u>Pronunciation/Listening</u>:                      Reduction of <i>did you</i>                      Listening to descriptions and opinions of past events and vacations  <i>Self-study</i>: Listening to a police officer interviewing a possible thief</p> <p><u>Grammar</u>: Simple past yes/no and Wh-questions, statements, and short answers with regular and irregular verbs; past of <i>be</i></p>
15	<p><b>Unit 30</b> – <i>Be going to</i> for the Future</p>				
16	<p><b>Unit 31</b> – <i>Will</i> for the Future</p>	<p><b>A Business Letter</b> – p. 360 in <i>FOG 2</i></p>			<p><b>Unit 8</b>  <u>Speaking</u>: Asking about and describing locations of places; asking about and describing neighborhoods; asking about quantities; “Neighborhood committee”:                      Making a neighborhood a better place</p> <p><u>Pronunciation/Listening</u>:                      Reduction of <i>there is/there are</i>                      Listening for locations and descriptions of places  <i>Self-study</i>: Listening for locations in a neighborhood</p> <p><u>Grammar</u>: <i>There is/there are; one, any, and some</i>; prepositions of place; quantifiers; questions: <i>how many</i> and <i>how much</i>; count and non-count nouns</p>
17	<p><b>Unit 36</b> – <i>Can</i> or <i>May</i> for Permission</p>				

				<p><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><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	Grammar for Communication III <i>Focus on Grammar 3</i>	From Grammar to Writing III <i>FOG 3</i>	Writing & Reading III <i>Introduction to Academic Writing</i>	Intermediate Text Skills <i>World of Reading 3: A Thematic Approach to Reading Comprehension</i>	Intermediate Oral Skills <i>Step Up 2 – Listening, Speaking, and Critical Thinking</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>Chapter 1 – Paragraph Format</b> What Is Academic Writing? <u>Organization</u> Paragraph Format Model: Handwritten Assignment Introducing Myself Model: Computer-Written Assignment Introducing Myself <u>Capitalization</u> Capitalization Rules <u>Sentence Structure</u> Model: Sentence Structure A Person Who Has Made a Difference: George Lucas Simple Sentences Subject-Verb Agreement Fragments Writing <u>The Process of Writing</u> Step 1 Prewriting: Listing Step 2 Organizing Step 3 Writing Step 4 Polishing: Revising and Editing <u>Review</u> <u>Writing Assignment</u>	<b>Student’s Introduction</b> • <u>Reading and study skills</u> : previewing; highlighting important information • <u>Vocabulary skills</u> : steps for handling unfamiliar vocabulary; keeping a word bank  <b>Unit 1 – Friendship</b> <b>Chapters 1, 2, 3, and 4</b> • <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 • <u>Vocabulary skills</u> : word analysis; multi-word expressions; synonyms; word families; polysemous words • <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 • <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, deny, desperately, enlarge,</i>	<b>Unit 2 The World of Inventions: Business &amp; Engineering</b>  <b>Chapter 4: Great Inventions</b> Speaking Focus – Jigsaw Lecture  <u>Step 1 – Pre-Listening</u> Discuss warm up questions Preview vocabulary <u>Step 2 – Speaking and Listening</u> Note the details Organize your notes Summarize main ideas Ask clarifying questions Jigsaw lecture Interrupt politely <u>Step 3 – Stepping It Up</u> Talk about inventions Evaluate your learning
2	<b>Unit 17</b> – Present Perfect: <i>Already</i> & <i>Yet</i>				
3	<b>Unit 18</b> – Present Perfect: Indefinite Past				
4	<b>Unit 19</b> – Present Perfect & Simple Past	<b>Combining Sentences with Time Words</b> – p. 82	<b>Chapter 2 Narrative Paragraphs</b> <u>Organization</u> Model: Narrative Paragraph <i>Earthquake!</i> Time Order Time Order Signals <u>Sentence Structure</u> Model: Compound Sentences <i>Omusubi Kororin</i> Compound Sentences with <i>and, but, so,</i> and <i>or</i> Coordinating Conjunctions <u>Punctuation</u> Three Comma Rules <u>The Writing Process</u> Prewriting: Freewriting Model: Freewriting <i>A Memorable Event in My Life</i> <u>Review</u>	• <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, deny, desperately, enlarge,</i>	<b>Chapter 5: Future Inventions</b> Speaking Focus – Discussion  <u>Step 1 – Pre-Listening</u> Do a warm up survey Discuss warm up questions Preview vocabulary <u>Step 2 – Speaking and Listening</u> Predict the next information Include details in summaries Fill in a summary Play a movie summary game <u>Step 3 – Stepping It Up</u> Practice a news summary Practice speaking for TOEFL success Prepare your project Evaluate your learning
5	<b>Unit 20</b> – Present Perfect Progressive & Present Perfect				

			<u>Writing Assignment</u>		
6			<p><b>Chapter 3 Paragraph Structure Organization</b>                  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>                  Review  <u>Writing Assignment</u>  <u>Summary Writing I</u></p>	<p><i>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><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>	
7	<b>Unit 9</b> – Reflexive and Reciprocal Pronouns	<b>Using Pronouns for Coherence</b> – p. 115		<p><b>Unit 2 – Parents and Children Chapters 5, 6, 7, and 8</b></p> <ul style="list-style-type: none"> <li><b>Reading and study skills:</b> introduction to less structured/more independent previewing; not-taking; distinguishing between reasonable and unreasonable inferences; noticing details</li> <li><b>Vocabulary skills:</b> 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><b>Foundations for Writing:</b> supporting details; text organization; paragraph contribution; definition of essay; personal academic, and creative writing</li> <li><b>Unit Vocabulary</b></li> </ul> <p><b>Chapter 5</b>  <i>accomplish, authoritarian, authoritative, bolster, burst, bursting, cheer, chore, commute, devoted to, disengaged, eventually,</i></p>	<p><b>Chapter 6: To Invest or Not to Invest</b>                  Speaking Focus – Debate</p> <p><u>Step 1 – Pre-Listening</u>                  Discuss warm up questions                  Preview vocabulary</p> <p><u>Step 2 – Speaking and Listening</u>                  Organize a presentation                  Create attention getters                  Debate in teams</p> <p><u>Step 3 – Stepping It Up</u>                  Notice attention getters in ads                  Prepare the project                  Evaluate your learning</p>
8	<b>Unit 10</b> – Phrasal Verbs				
9		<b>Developing a Paragraph with Examples</b> – p. 262	<p><b>Chapter 4 Descriptive Paragraphs Organization</b>                  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, and nor</i>                  Varying Sentence Openings  <u>The Writing Process</u>                  Clustering</p>		
10	<b>Unit 11</b> – Ability: <i>Can, Could, Be able to</i>	<b>Using Appropriate Modals</b> – p. 174			
11	<b>Unit 14</b> – Advice: <i>Should, Ought to, Had better</i>			<p><b>Unit 4 Looking Good: Psychology</b>  <b>Chapter 10: Self Improvement</b>                  Speaking Focus – Jigsaw Lecture</p> <p><u>Step 1 – Pre-Listening</u>                  Do a warm up survey                  Discuss warm up questions                  Preview vocabulary</p>	

			<p>Model: Clustering <i>A Place from My Childhood</i>  <u>Review</u>                  Skill Sharpeners  <u>Writing Assignment</u></p>	<p><i>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></p> <p><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, 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><u>Step 2 – Speaking and Listening</u>                  Refer to a fact                  Deliver a jigsaw lecture                  Use comprehension checks  <u>Step 3 – Stepping It Up</u>                  Practice speaking for TOEFL success                  Check for understanding                  Evaluate your learning</p> <p><b>OR</b></p> <p><u>Unit 3 Joys and Pains of Families Today: Sociology</u>  <b>Chapter 7 Families Today</b>                  Speaking Focus – Jigsaw Lecture</p>
		<p>Using Descriptive</p>	<p>Chapter 7 Comparison/Contrast</p>	<p>Unit 4 – Cultures in Contact</p>	



			<p>Statistics  <u>Review</u>                  Skill Sharpeners  <u>Writing Assignment</u></p>	<p><i>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>	<p>Practice speaking for TOEFL success                  Make recommendations                  Recommend a new school or club                  Debate in four corners                  Describe how a person looks  <u>Step 3 – Stepping It Up</u>                  Create a survey                  Prepare the project                  Evaluate your learning</p> <p><b>OR</b></p> <p><b>Chapter 9 Blending a Family</b>                  Speaking Focus – Debate</p>
18	<b>Final Exam</b>		<b>Final Exam</b>	<b>Final Exam</b>	<b>Final Exam</b>

**LEVEL FOUR – High Intermediate - Advanced**

Week	Grammar for Communication IV <i>Focus on Grammar 4</i>	From Grammar to Writing IV <i>FOG 4</i>	Writing & Reading IV <i>Writing Academic English</i>	Advanced Text Skills <i>Well Read 4: Skills and Strategies for Reading &amp; SEEDFOLKS</i>	Advanced Oral Skills <i>North Star 4 Listening and Speaking</i>
1	<b>Unit 4</b> – Past Perfect and Past Perfect Progressive	<b>Editing for Verb Forms</b> – p. 43	<b>Chapter 2 Unity and Coherence</b> <u>Unity</u>	<b>Read Seedfolks</b>	<b>Unit 1 – Information Overload</b>
2		<b>Avoiding Repetition with Sentence Additions</b> – p. 116	<u>Coherence</u> Repetition of Key Nouns Key Noun Substitutes Consistent Pronouns Transition Signals Logical Order <u>Review</u> <u>Writing Practice</u>	<b>Chapter 1 Reflecting on film</b> • <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	<ul style="list-style-type: none"> <li>• <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</li> <li>• <u>Speaking skills:</u> Summarize points; Act out a scripted conversation; <b>Give a newscast;</b> Express and defend opinions</li> <li>• <u>Pronunciation:</u> Reducing and contracting; auxiliary verbs</li> </ul>
3	<b>Unit 25</b> – Direct and Indirect Speech		<b>Chapter 3 Supporting Details: Facts, Quotations, and Statistics</b> <u>Facts vs. Opinions</u> <u>Using Outside Sources</u> Plagiarism Citing Sources <u>Quotations</u> Direct Quotations Reporting Verbs and Phrases Direct Quotations Indirect Quotations <u>Writing Practice</u> <u>Statistics</u> <u>Writing Practice</u> <u>Review</u>		<b>Unit 2 – The Achilles Heel</b>
4	<b>Unit 26</b> – Indirect Speech: Tense Changes				<ul style="list-style-type: none"> <li>• <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 pose questions</li> <li>• <u>Speaking skills:</u> Share</li> </ul>
5	<b>Unit 29</b> – Embedded Questions	<b>Using Direct and Indirect Speech</b> – p. 413	<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	<b>SEEDFOLKS – Kim, Ana, and Wendell</b>  <b>Chapter 3 Unnatural Resources</b> • <u>Readings:</u> Trash or Treasure Curb Appeal Simple Actions, Real Results Building Tires	

6			<p>Thesis Statements for Logical Division of Ideas                  Thesis Statement Pitfalls                  Transition Signals Between Paragraphs  <u>The Concluding Paragraph</u>  <u>Essay Outlining</u>                  Review  <u>Writing Practice</u>  <u>Applying What You Have Learned</u>                  Reading                  Questions                  Suggestions for Discussion or Writing</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>experiences; Construct and tell a story from provided notes; Conduct an interview; Practice storytelling; <b>Plan and give a three-minute speech</b></p> <ul style="list-style-type: none"> <li>• <u>Pronunciation</u>: Thought groups</li> </ul>
7	<p><b>Unit 5 – Future and Future Progressive</b></p>		<p><b>Chapter 10 Types of Sentences</b>  <u>Clauses</u>                  Independent Clauses                  Dependent Clauses  <u>Kinds of Sentences</u>                  Simple Sentences                  Compound Sentences                  Complex Sentences                  Compound-Complex Sentences  <u>Sentence Types and Writing Style</u>                  Review</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	<p><b>Unit 6 – Future Perfect and Future Perfect Progressive</b></p>	<p><b>Organizing Ideas from Freewriting – p. 262</b></p>	<p><b>Chapter 8 Paraphrase and Summary</b>  <u>Paraphrasing</u>                  Plagiarism                  How to Write a Good Paraphrase                  Using Paraphrases as Support  <u>Summarizing</u>                  How to Write a Good Summary                  Review</p>		<p><u>Pronunciation</u>: Intonation in lists</p>
9			<p><b>Chapter 6 Cause/Effect Essays OR Chapter 7 Comparison/Contrast Essays</b></p>	<p><b>SEEDFOLKS – Gonzalo &amp; Leona</b></p>	
10	<p><b>Unit 13 – Adjective Clauses with Subject Relative Pronouns</b></p>	<p><b>Adding Details with Adjective Clauses – p. 219</b></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> <li>• <u>Reading skills</u>: understanding supporting details</li> <li>• <u>Vocabulary strategies</u>: understanding possessive adjectives; understanding</li> </ul>	
11	<p><b>Unit 14 – Adjective Clauses with Object Relative Pronouns</b></p>				<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</li> </ul>

				<p>vocabulary in context - collocations</p> <ul style="list-style-type: none"> <li>• <u>Graphics</u>: understanding timelines</li> </ul>	<p>information from the listenings</p> <ul style="list-style-type: none"> <li>• <u>Speaking skills</u>: Express opinions; Restate information for clarification; Restate statements; Perform a role play; Conduct a town meeting</li> <li>• <u>Pronunciation</u>: Stressed and unstressed vowels</li> </ul>
12		<b>Avoiding Sentence Fragments – p. 79</b>		<p><b>SEEDFOLKS – Sam, Virgil and Sae Young</b></p>	
13	<b>Unit 21 – Present Real Conditionals</b>		<p><b>Chapter 11 Using Parallel Structures and Fixing Sentence Problems</b>  <u>Parallelism</u>                  Parallelism with Coordinators--And, Or, But                  Parallelism with Correlative (Paired)                  Conjunctions  <u>Sentence Problems</u>                  Sentence Fragments                  Choppy Sentences                  Run-On Sentences and Comma Splices                  Stringy Sentences  <u>Review</u>  <u>Editing Practice</u></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>	
14	<b>Unit 22 – Future Real Conditionals</b>	<b>Showing Cause and Effect – p. 359</b>	<p><b>Chapter 9 Argumentative Essays</b>  <u>Organization of Argumentative Essays</u>  <u>The Introductory Paragraph</u>                  Thesis Statement  <u>Review</u>  <u>Writing Practice</u></p>		<p><b>Unit 9 – Finding a Niche: The Challenge of Young Immigrants</b></p> <ul style="list-style-type: none"> <li>• <u>Listening skills</u>: Make predictions; Identify main ideas; Listen for details; Interpret speakers’ tone and pitch; Relate the listenings to personal values; Understand and interpret song lyrics</li> </ul>
15		<b>Using Parallel forms: Gerunds and Infinitives – p. 149</b>	<p>Applying What You Have Learned                  Topic 1, Reading 1                  Questions                  Topic 1, Reading 2                  Questions                  Topic 2, Reading 1                  Questions                  Topic 2, Reading 2                  Questions</p>	<p><b>SEEDFOLKS – Maricela, Amir &amp; Florence</b></p>	
16	<b>Unit 7 – Negative Yes/No Questions and Tag Questions</b>			<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>	<ul style="list-style-type: none"> <li>• <u>Speaking skills</u>: Express opinions; Practice gambits to hesitate in response to a question; Ask and answer questions about a chart; <b>Prepare and present information on immigration</b>; Conduct an interview</li> <li>• <u>Pronunciation</u>: <i>ship</i> /ʃ/, <i>measure</i> /ɪ/, <i>cheap</i> /tʃ/, and <i>jazz</i> /dʒ/</li> </ul>
17	<b>Unit 18 – The Passive: Overview</b>	<b>Changing the Focus with the Passive – p. 306</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>		
18	<b>Final Exam</b>		<b>Final Exam</b>	<b>Final Exam</b>	<b>Final Exam</b>

