

### Basic Course Information

Semester:	<b>Spring 2021</b>	Instructor Name:	<b>Edward Scheuerell</b>
Course Title & #:	<b>Speaking &amp; Listening for ESL 2</b>	Email:	<b>ed.scheuerell@imperial.edu</b>
CRN #:	<b>20331</b>	Webpage (optional):	<b>CANVAS</b>
Classroom:	<b>online</b>	Office #:	<b>2784</b>
Class Dates:	<b>16 FEB 2021 11 JUN 2021</b>	Office Hours:	<b>MTWR : 5:00 to 6:00pm</b>
Class Days:	<b>online</b>	Office Phone #:	<b>760-355-6349</b>
Class Times:	<b>online</b>	Emergency Contact:	<b>Dept Secretary = Lency Lucas760-355-6337</b>
Units:	<b>5 units</b>		

### Course Description

*[ ESL 012 is a grammar-based speaking class in an English-only Environment, for the low intermediate ESL student Students will further develop listening comprehension and will increase fluency, accuracy, and confidence in oral production. (Nontransferable, nondegree applicable)*

### Course Prerequisite(s) and/or Corequisite(s)

*[ESL 011 or appropriate placement*

### Student Learning Outcomes

- 1. Apply knowledge of English pronunciation rules in oral and/or aural exercises. (ILO 1)**
- 2. Participate in speeches/ conversations/ presentations utilizing the format and vocabulary of the identified speech act. (ILO 1, ILO 2)**
- 3. Listen to a passage or conversation and identify the main ideas and supporting details, either orally or in writing. (ILO 1, ILO2)**

## Course Objectives

*[Required language: Use from [CurricUNET](#) course outline of record.]*

Upon satisfactory completion of the course, students will be able to:

1. Demonstrate competency in using and recognizing the simple present, present progressive, future plans (be going to), simple past, and the ability to use and recognize the past progressive, and future certainty or willingness (will and simple present),
2. Demonstrate in competency to recognizing, responding to, and producing affirmative, negative and interrogative sentences in aural and oral exercises.
3. Demonstrate the ability to use and recognize the modal auxiliary verbs for ability, permission, and requests in oral and aural exercises.
4. Demonstrate competency in using, recognizing, and producing adjectives in correct word order as well as adverbs of frequency in oral and aural exercises, and the ability to use, recognize, and produce comparative, superlative, and equative forms.
5. Demonstrate competency in using, recognizing, and producing singular and plural nouns, subject and object pronouns, possessive adjective forms, and with singular, plural, and possessive noun forms in oral and aural exercises.
6. Demonstrate competency in using, recognizing, and producing prepositions of time and location in oral and aural exercises.
7. Demonstrate competency in recognizing and producing vowel and consonant contrasts in minimal pairs, /t/ and /th/, /b/ and /v/, /j/ and /y/, /ch/ and /sh/, long and short vowel sounds, the third person singular, possessive, and plural (/s/, /z/, /iz/), the past tense (/tid/, /did/ /d/, or /t/), and /s/+ consonant combinations.
8. Create and present short dialogs on limited topics illustrating a particular function or situation.
9. Create and present impromptu conversations on limited topics illustrating a particular function or situation.
10. Demonstrate the ability to use, produce, and recognize level appropriate vocabulary in a variety of oral, aural, and written exercises.

## Textbooks & Other Resources or Links

*[Required Information: Describe which textbooks and/or other resources are required for the course.*

*Take textbook information from [CurricUNET](#) or list. Be sure to include ISBN number.]*

- Molinsky, S., & Bliss, B. 2008. *Side by Side 2 3*. Pearson ISBN: 978-0-13-026757-3.
- Molinsky, S. 2007. *Word By Word Picture Dictionary*. Pearson. ISBN: 978-0132358385

## Course Requirements and Instructional Methods

**[Required Information:** Provide detailed information related to types of class activities, assignments, tests, homework, etc. Online and Hybrid courses must demonstrate compliance with the IVC [Regular and Effective Contact Policy for Distance Education](#). ]

- 1: Canvas quizzes
- 2: Canvas discussions
- 3: PowerPoint Homework
- 4: Word Document Homework
- 5: Midterm Exams
- 6: Final Exams

Out of Class Assignments: The Department of Education policy states that one (1) credit hour is the amount of student work that reasonably approximates not less than one hour of class time and two (2) hours of out-of-class time per week over the span of a semester. WASC has adopted a similar requirement.

## Course Grading Based on Course Objectives

**[Required Information:** Provide detailed information related to grading practices and grading scale, including values and totals. Consider adding final grade calculation, rubrics, late assignment policy, and other grading practices.]

1. Canvas Quizzes	= 20%
2. Canvas Discussions	= 10%
3. PowerPoint Homework	= 15%
4. Word Document Homework	= 15%
5. Midterm Exams	= 20%
6. Final Exams	= 20%

## Attendance

**[Required Information:** The below information is the IVC attendance policy. Use this information in addition to any specific attendance policies you have for your course.]

- A student who fails to attend the first meeting of a class or does not complete the first mandatory activity of an online class will be dropped by the instructor as of the first official meeting of that class. Should readmission be desired, the student's status will be the same as that of any other student who desires to add a class. It is the student's responsibility to drop or officially withdraw from the class. See [General Catalog](#) for details.
- Regular attendance in all classes is expected of all students. A student whose continuous, unexcused absences exceed the number of hours the class is scheduled to meet per week may be dropped. For online courses, students who fail to complete required activities for two consecutive weeks may be considered to have excessive absences and may be dropped.

- Absences attributed to the representation of the college at officially approved events (conferences, contests, and field trips) will be counted as ‘excused’ absences.

### Classroom Etiquette

**[Required Information:** Describe your policies regarding classroom conduct. The below is suggested language and may be modified for your course.]

- Electronic Devices: Cell phones and electronic devices must be turned off and put away during class, unless otherwise directed by the instructor.
- Food and Drink are prohibited in all classrooms. Water bottles with lids/caps are the only exception. Additional restrictions will apply in labs. Please comply as directed by the instructor.
- Disruptive Students: Students who disrupt or interfere with a class may be sent out of the room and told to meet with the Campus Disciplinary Officer before returning to continue with coursework. Disciplinary procedures will be followed as outlined in the [General Catalog](#).
- Children in the classroom: Due to college rules and state laws, only students enrolled in the class may attend; children are not allowed.
- 1. DO NOT make counseling or financial aid appointments during class time.
- 2. Try to be on time because many quizzes are given at the beginning of class.
- 3. If you are late for class, DO NOT interrupt the class to explain why you were late. Just sit down and start to work. Talk to me after class to mark you on the attendance list.
- 4. No make up quizzes will be given for any reason.
- 5. Please do not sharpen pencils during the class. It is very distracting to students when they are trying to do work. You may want to bring 3 or 4 sharpened pencils to class.
- 6. No beepers or cell phones in class. Please! They are very distracting
- 7. No food in the room. No drinks in the room. Water is OK if it is in a bottle with a top.
- 8. Be respectful of others. When someone is talking, please listen. You may be removed from class for cause.
- 9. Speak English in class.
- 10. Don't cheat. You will get an F. You may be removed for cause.
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### Online Netiquette

**[Required Information for web-enhanced, hybrid and online courses:** Describe your policies regarding netiquette. The below is suggested language and may be modified for your course.]

- What is netiquette? Netiquette is internet manners, online etiquette, and digital etiquette all rolled into one word. Basically, netiquette is a set of rules for behaving properly online.
- Students are to comply with the following rules of netiquette: (1) identify yourself, (2) include a subject line, (3) avoid sarcasm, (4) respect others' opinions and privacy, (5) acknowledge and return messages promptly, (6) copy with caution, (7) do not spam or junk mail, (8) be concise, (9) use appropriate language, (10) use appropriate emoticons (emotional icons) to help convey meaning, and (11) use appropriate intensifiers to help convey meaning [do not use ALL CAPS or multiple exclamation marks (!!!!)].

## Academic Honesty

### *[Required language.]*

Academic honesty in the advancement of knowledge requires that all students and instructors respect the integrity of one another's work and recognize the important of acknowledging and safeguarding intellectual property.

There are many different forms of academic dishonesty. The following kinds of honesty violations and their definitions are not meant to be exhaustive. Rather, they are intended to serve as examples of unacceptable academic conduct.

- Plagiarism is taking and presenting as one's own the writings or ideas of others, without citing the source. You should understand the concept of plagiarism and keep it in mind when taking exams and preparing written materials. If you do not understand how to "cite a source" correctly, you must ask for help.
- Cheating is defined as fraud, deceit, or dishonesty in an academic assignment, or using or attempting to use materials, or assisting others in using materials that are prohibited or inappropriate in the context of the academic assignment in question.

Anyone caught cheating or plagiarizing will receive a zero (0) on the exam or assignment, and the instructor may report the incident to the Campus Disciplinary Officer, who may place related documentation in a file. Repeated acts of cheating may result in an F in the course and/or disciplinary action. Please refer to the [General Catalog](#) for more information on academic dishonesty or other misconduct. Acts of cheating include, but are not limited to, the following: (a) plagiarism; (b) copying or attempting to copy from others during an examination or on an assignment; (c) communicating test information with another person during an examination; (d) allowing others to do an assignment or portion of an assignment; (e) using a commercial term paper service.

## Additional Student Services

### *[Suggested Language.]*

Imperial Valley College offers various services in support of student success. The following are some of the services available for students. Please speak to your instructor about additional services which may be available.

- **CANVAS LMS.** Canvas is Imperial Valley College's main Learning Management System. To log onto Canvas, use this link: [Canvas Student Login](#). The [Canvas Student Guides Site](#) provides a variety of support available to students 24 hours per day. Additionally, a 24/7 Canvas Support Hotline is available for students to use: 877-893-9853.
- **Learning Services.** There are several learning labs on campus to assist students through the use of computers and tutors. Please consult your [Campus Map](#) for the [Math Lab](#); [Reading, Writing & Language Labs](#); and the [Study Skills Center](#).
- **Library Services.** There is more to our library than just books. You have access to tutors in the [Study Skills Center](#), study rooms for small groups, and online access to a wealth of resources.

## Disabled Student Programs and Services (DSPS)

### *[Required language.]*

Any student with a documented disability who may need educational accommodations should notify the instructor or the [Disabled Student Programs and Services](#) (DSP&S) office as soon as possible. The DSP&S office is located in Building 2100, telephone 760-355-6313. Please contact them if you feel you need to be evaluated for educational accommodations.

## Student Counseling and Health Services

### *[Required language.]*

Students have counseling and health services available, provided by the pre-paid Student Health Fee.

- **Student Health Center.** A Student Health Nurse is available on campus. In addition, Pioneers Memorial Healthcare District provide basic health services for students, such as first aid and care for minor illnesses. Contact the IVC [Student Health Center](#) at 760-355-6128 in Room 1536 for more information.
- **Mental Health Counseling Services.** Short-term individual, couples, family and group counseling services are available for currently enrolled students. Services are provided in a confidential, supportive, and culturally sensitive environment. Please contact the IVC Mental Health Counseling Services at 760-355-6310 or in the building 1536 for appointments or more information..

## **Veteran's Center**

### ***[Required language.]***

The mission of the [IVC Military and Veteran Success Center](#) is to provide a holistic approach to serving military/veteran students on three key areas: 1) Academics, 2) Health and Wellness, and 3) Camaraderie; to serve as a central hub that connects military/veteran students, as well as their families, to campus and community resources. Their goal is to ensure a seamless transition from military to civilian life. The Center is located in Building 600 (Office 624), telephone 760-355-6141.

## **Extended Opportunity Program and Services (EOPS)**

### ***[Required language.]***

The Extended Opportunity Program and Services (EOPS) offers services such as priority registration, personal/academic counseling, tutoring, book vouchers, and community referrals to qualifying low-income students. EOPS is composed of a group of professionals ready to assist you with the resolution of both academic and personal issues. Our staff is set up to understand the problems of our culturally diverse population and strives to meet student needs that are as diverse as our student population.

Also under the umbrella of EOPS our CARE (Cooperative Agency Resources for Education) Program for single parents is specifically designed to provide support services and assist with the resolution of issues that are particular to this population. Students that are single parents receiving TANF/Cash Aid assistance may qualify for our CARE program, for additional information on CARE please contact Lourdes Mercado, 760-355- 6448, [lourdes.mercado@imperial.edu](mailto:lourdes.mercado@imperial.edu).

EOPS provides additional support and services that may identify with one of the following experiences:

- Current and former foster youth students that were in the foster care system at any point in their lives
- Students experiencing homelessness
- Formerly incarcerated students

To apply for EOPS and for additional information on EOPS services, please contact Alexis Ayala, 760-355-5713, [alexis.ayala@imperial.edu](mailto:alexis.ayala@imperial.edu).

## Student Equity Program

### *[Required language.]*

- The Student Equity Program strives to improve Imperial Valley College’s success outcomes, particularly for students who have been historically underrepresented and underserved. The college identifies strategies to monitor and address equity issues, making efforts to mitigate any disproportionate impact on student success and achievement. Our institutional data provides insight surrounding student populations who historically, are not fully represented. Student Equity addresses disparities and/or disproportionate impact in student success across disaggregated student equity groups including gender, ethnicity, disability status, financial need, Veterans, foster youth, homelessness, and formerly incarcerated students. The Student Equity Program provides direct supportive services to empower students experiencing insecurities related to food, housing, transportation, textbooks, and shower access. We recognize that students who struggle meeting their basic needs are also at an academic and economic disadvantage, creating barriers to academic success and wellness. We strive to remove barriers that affect IVC students’ access to education, degree and certificate completion, successful completion of developmental math and English courses, and the ability to transfer to a university. Contact: 760.355.5736 or 760.355.5733 Building 100.
- The Student Equity Program also houses IVC’s Homeless Liaison, who provides direct services, campus, and community referrals to students experiencing homelessness as defined by the McKinney-Vento Act. Contact: 760.355.5736 Building 100.

## Student Rights and Responsibilities

### *[Required language.]*

Students have the right to experience a positive learning environment and to due process of law. For more information regarding student rights and responsibilities, please refer to the IVC [General Catalog](#).

## Information Literacy

### *[Required language.]*

Imperial Valley College is dedicated to helping students skillfully discover, evaluate, and use information from all sources. The IVC [Library Department](#) provides numerous [Information Literacy Tutorials](#) to assist students in this endeavor.



**Anticipated Class Schedule/Calendar**

*[Required Information – Discretionary Language and Formatting: The instructor will provide a tentative, provisional overview of the readings, assignments, tests, and/or other activities for the duration of the course. A table format may be useful for this purpose.]*

**\*\*\*Tentative, subject to change without prior notice\*\*\***

**Tentative Schedule**

**(Content may change depending on need.)**

**Week 1**

<b>Chapter</b>	<b>Topics</b>	<b>Grammar</b>	<b>Communication</b>	<b>Listening &amp; Pronunciation</b>
<b>1</b>	<b>Describing present, past, &amp; future actions</b> <ul style="list-style-type: none"> <li>• Birthdays &amp; gifts</li> <li>• Telling about friendships</li> <li>• Days of the week</li> <li>• Months of the year                             <ul style="list-style-type: none"> <li>• Seasons</li> </ul> </li> <li>• The calendar &amp; dates</li> <li>• Reading a date using ordinal numbers</li> <li>• School registration                             <ul style="list-style-type: none"> <li>• The American education system</li> </ul> </li> </ul>	<b>Tense review:</b> <b>Simple Present, Present Continuous, Simple Past, Future: Going to</b> <ul style="list-style-type: none"> <li>• Like to</li> <li>• Time expressions</li> </ul> <b>• Indirect object pronouns</b>	<b>Talking about likes &amp; dislikes</b> <ul style="list-style-type: none"> <li>• Describing future plans &amp; intentions</li> </ul>	<b>Listening for correct tense in information questions</b> <ul style="list-style-type: none"> <li>• Pronouncing contrastive stress</li> </ul>

**Week 2**

<b>Chapter</b>	<b>Topics</b>	<b>Grammar</b>	<b>Communication</b>	<b>Listening &amp; Pronunciation</b>
<b>2</b>	<ul style="list-style-type: none"> <li>• Food</li> <li>• Buying food</li> <li>• Being a guest at mealtime</li> <li>• Describing food preferences</li> <li>• School personnel &amp; locations</li> <li>• Reading a school floor plan</li> <li>• Reading skill: Facts &amp; inferences</li> <li>• Following written instructions</li> <li>• Technology: Setting up a computer</li> </ul>	<ul style="list-style-type: none"> <li>• Count/Noncount nouns</li> </ul>	<ul style="list-style-type: none"> <li>• Asking the location of items</li> <li>• Making a suggestion</li> <li>• Complimenting about food</li> </ul>	<ul style="list-style-type: none"> <li>• Listening for key words to determine subject matter of conversations</li> <li>• Pronouncing reduced for</li> </ul>

**Week 3**

<b>Chapter</b>	<b>Topics</b>	<b>Grammar</b>	<b>Communication</b>	<b>Listening &amp; Pronunciation</b>
<b>3</b>	<ul style="list-style-type: none"> <li>• Buying food</li> <li>• Describing food</li> <li>• Eating in a restaurant</li> <li>• Recipes</li> <li>• Units of measure &amp; abbreviations</li> <li>• Supermarket sections</li> <li>• Reading a store directory</li> <li>• Supermarket receipts</li> <li>• Food labels</li> <li>• Restaurant menus</li> <li>• Dollar amounts in numerals</li> </ul>	<ul style="list-style-type: none"> <li>• Partitives</li> <li>• Count/Noncount nouns</li> <li>• Imperatives</li> </ul>	<ul style="list-style-type: none"> <li>• Asking for information</li> <li>• Asking for and making recommendations about food</li> <li>• Giving and following instructions</li> </ul>	<ul style="list-style-type: none"> <li>• Listening for key words to determine subject matter of conversations</li> <li>• Pronouncing of before consonants &amp; vowels</li> </ul>

**Week 4**

<b>Chapter</b>	<b>Topics</b>	<b>Grammar</b>	<b>Communication</b>	<b>Listening &amp; Pronunciation</b>
<b>4</b>	<ul style="list-style-type: none"> <li>• Telling about the future</li> <li>• Identifying life events</li> <li>• Health problems &amp; injuries                             <ul style="list-style-type: none"> <li>• Probability</li> <li>• Possibility</li> </ul> </li> <li>• Talking about favorite season                             <ul style="list-style-type: none"> <li>• Warnings</li> <li>• Calling in sick</li> <li>• Calling school to report absence</li> <li>• Cross-cultural expectations</li> </ul> </li> <li>• Reading skill: Signal words</li> </ul>	<b>Future tense:</b> <b>Will</b> <ul style="list-style-type: none"> <li>• Time expressions</li> <li>• Might</li> </ul>	<ul style="list-style-type: none"> <li>• Asking &amp; telling about future events</li> <li>• Asking for and making predictions</li> <li>• Asking for repetition</li> <li>• Expressing fears</li> <li>• Providing reassurance                             <ul style="list-style-type: none"> <li>• Social interaction: Offers &amp; invitations</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Listening to &amp; responding appropriately to a speaker in a telephone conversation</li> <li>• Pronouncing going to</li> </ul>

**Week 5**

<b>Chapter</b>	<b>Topics</b>	<b>Grammar</b>	<b>Communication</b>	<b>Listening &amp; Pronunciation</b>
<b>5</b>	<ul style="list-style-type: none"> <li>• Making comparisons                             <ul style="list-style-type: none"> <li>• Advice</li> </ul> </li> <li>• Expressing opinions                             <ul style="list-style-type: none"> <li>• Agreement &amp; disagreement</li> <li>• Teenager &amp; parent relationships</li> </ul> </li> <li>• Community features &amp; problems                             <ul style="list-style-type: none"> <li>• Shopping</li> <li>• Advertisements</li> <li>• Reading skill: Inference questions</li> </ul> </li> <li>• Civics: Letters to the editor</li> </ul>	<b>Comparatives</b> <ul style="list-style-type: none"> <li>• Should</li> <li>• Possessive pronouns</li> </ul>	<ul style="list-style-type: none"> <li>• Asking for &amp; giving advice</li> <li>• Agreeing &amp; disagreeing</li> <li>• Comparing things, places, &amp; people</li> <li>• Exchanging opinions</li> <li>• Compliments</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to determine the subject matter of a conversation</li> <li>• Pronouncing yes/no questions with or</li> </ul>

**Week 6**

<b>Chapter</b>	<b>Topics</b>	<b>Grammar</b>	<b>Communication</b>	<b>Listening &amp; Pronunciation</b>
<b>6</b>	<ul style="list-style-type: none"> <li>• Describing people, places, &amp; things                             <ul style="list-style-type: none"> <li>• Shopping in a department store</li> </ul> </li> <li>• Expressing opinions                             <ul style="list-style-type: none"> <li>• Store directories                                     <ul style="list-style-type: none"> <li>• Returning &amp; exchanging items</li> <li>• Using an ATM</li> <li>• Checks</li> </ul> </li> </ul> </li> <li>• Store return policies</li> <li>• Identifying different types of stores and comparing prices, quality of products, convenience, &amp; service</li> </ul>	<ul style="list-style-type: none"> <li>• Superlatives</li> </ul>	<ul style="list-style-type: none"> <li>• Expressing an opinion                             <ul style="list-style-type: none"> <li>• Offering assistance</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Listening to determine a speaker's attitude or opinion                             <ul style="list-style-type: none"> <li>• Pronouncing linking words with duplicated consonants</li> </ul> </li> </ul>

**Week 7**

<b>Chapter</b>	<b>Topics</b>	<b>Grammar</b>	<b>Communication</b>	<b>Listening &amp; Pronunciation</b>
<b>7</b>	<ul style="list-style-type: none"> <li>• Getting around town                             <ul style="list-style-type: none"> <li>• Places in the community</li> </ul> </li> <li>• Public transportation                             <ul style="list-style-type: none"> <li>• Following a map or diagram indicating directions to a destination</li> </ul> </li> <li>• Schedules of building hours                             <ul style="list-style-type: none"> <li>• Bus schedules</li> </ul> </li> <li>• Traffic &amp; safety signs</li> <li>• Safe driving practices</li> </ul>	<ul style="list-style-type: none"> <li>Imperatives</li> <li>• Directions</li> </ul>	<ul style="list-style-type: none"> <li>• Giving &amp; following instructions                             <ul style="list-style-type: none"> <li>• Asking for repetition</li> <li>• Asking for &amp; giving recommendations</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Listening for specific information in directions                             <ul style="list-style-type: none"> <li>• Listening to make deductions about the location of conversations</li> <li>• Pronouncing could you &amp; would you</li> </ul> </li> </ul>

**Week 8**

<b>Chapter</b>	<b>Topics</b>	<b>Grammar</b>	<b>Communication</b>	<b>Listening &amp; Pronunciation</b>
<b>8</b>	<ul style="list-style-type: none"> <li>• Describing people's actions                             <ul style="list-style-type: none"> <li>• Occupations</li> </ul> </li> <li>• Describing plans &amp; intentions</li> <li>• Consequences of actions                             <ul style="list-style-type: none"> <li>• Job interview</li> </ul> </li> <li>• Stating skills &amp; work experience</li> <li>• Asking for permission at work                             <ul style="list-style-type: none"> <li>• Help wanted ads</li> </ul> </li> <li>• Reading a paycheck &amp; pay stub</li> <li>• Employee accident report</li> </ul>	<ul style="list-style-type: none"> <li>• Adverbs</li> <li>• Comparative of adverbs</li> <li>• Agent nouns</li> <li>• If-clauses</li> </ul>	<p>Expressing an opinion</p> <ul style="list-style-type: none"> <li>• Expressing agreement</li> <li>• Asking for &amp; giving feedback about job performance</li> <li>• Asking about &amp; giving information about future plans</li> <li>• Giving &amp; receiving advice</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to determine the correct consequences of actions</li> <li>• Pronouncing contrastive stress</li> </ul>

**Week 9**

<b>Chapter</b>	<b>Topics</b>	<b>Grammar</b>	<b>Communication</b>	<b>Listening &amp; Pronunciation</b>
<b>9</b>	<ul style="list-style-type: none"> <li>• Describing ongoing past activities</li> <li>• Describing an accident                             <ul style="list-style-type: none"> <li>• Reporting a home emergency                                     <ul style="list-style-type: none"> <li>• Emergency preparedness</li> </ul> </li> </ul> </li> <li>• First-aid instructions</li> <li>• Warning labels on household products</li> <li>• Safety procedures: Earthquakes &amp; hurricanes</li> </ul>	<ul style="list-style-type: none"> <li>• Past continuous tense</li> <li>• Reflexive pronouns</li> <li>• While-clauses</li> </ul>	<ul style="list-style-type: none"> <li>• Asking about &amp; giving information about past events                             <ul style="list-style-type: none"> <li>• Expressing concern about someone</li> <li>• Expressing sympathy</li> </ul> </li> <li>• Reacting to bad news</li> <li>• Describing a sequence of events</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to make deductions about the context of conversations</li> <li>• Pronouncing did &amp; was</li> </ul>

Week 10

Chapter	Topics	Grammar	Communication	Listening & Pronunciation
10	<ul style="list-style-type: none"> <li>• Expressing past &amp; future ability</li> <li>• Expressing past &amp; future obligation</li> <li>• Giving an excuse</li> <li>• Renting an apartment                             <ul style="list-style-type: none"> <li>• Housing ads</li> </ul> </li> <li>• Reading a floor plan                             <ul style="list-style-type: none"> <li>• Requesting maintenance &amp; repairs</li> </ul> </li> <li>• Building rules &amp; regulations</li> </ul>	<ul style="list-style-type: none"> <li>• Could</li> <li>• Be able to</li> <li>• Have got to</li> <li>• Too + adjective</li> </ul>	<ul style="list-style-type: none"> <li>• Asking and telling about ability to do things</li> <li>• Expressing obligation</li> <li>• Describing physical states &amp; emotions</li> </ul>	<ul style="list-style-type: none"> <li>• Listening for correct situation or context</li> <li>• Pronouncing have to &amp; have got to</li> </ul>

Week 11

Chapter	Topics	Grammar	Communication	Listening & Pronunciation
11	<ul style="list-style-type: none"> <li>• Medical examinations                             <ul style="list-style-type: none"> <li>• Medical advice                                     <ul style="list-style-type: none"> <li>• Health</li> <li>• Foods</li> </ul> </li> <li>• Nutrition</li> </ul> </li> <li>• Home remedies</li> <li>• Making a doctor appointment                             <ul style="list-style-type: none"> <li>• Calling in sick</li> </ul> </li> <li>• Reporting absence from school                             <ul style="list-style-type: none"> <li>• Medicine labels</li> </ul> </li> <li>• Medicine safety tips</li> <li>• Nutrition &amp; recipes</li> </ul>	<ul style="list-style-type: none"> <li>• Past tense review</li> <li>• Count/Noncount noun review</li> <li>• Must</li> <li>• Mustn't vs. Don't have to</li> <li>• Must vs. Should</li> </ul>	<ul style="list-style-type: none"> <li>• Asking for &amp; giving advice</li> <li>• Describing a future sequence of events</li> <li>• Describing a past sequence of events</li> <li>• Expressing concern</li> </ul>	<ul style="list-style-type: none"> <li>• Listening for key words to determine subject matter of conversations</li> <li>• Pronouncing must &amp; mustn't</li> </ul>

**Week 12**

<b>Chapter</b>	<b>Topics</b>	<b>Grammar</b>	<b>Communication</b>	<b>Listening &amp; Pronunciation</b>
<b>12</b>	<ul style="list-style-type: none"> <li>• Describing future activities</li> <li>• Expressing time &amp; duration</li> <li>• Making plans by telephone</li> <li>• Handling wrong-number calls</li> <li>• Leaving &amp; taking phone messages</li> <li>• Telephone directory: White pages, government pages, &amp; yellow pages</li> <li>• Using a telephone response system</li> </ul>	<p><b>Future continuous tense</b></p> <ul style="list-style-type: none"> <li>• Time expressions</li> </ul>	<ul style="list-style-type: none"> <li>• Asking and telling about future plans &amp; activities</li> <li>• Calling people on the telephone</li> <li>• Borrowing &amp; returning items</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to messages on a telephone answering machine</li> <li>• Pronouncing contractions with will</li> </ul>

**Week 13**

<b>Chapter</b>	<b>Topics</b>	<b>Grammar</b>	<b>Communication</b>	<b>Listening &amp; Pronunciation</b>
<b>13</b>	<ul style="list-style-type: none"> <li>• Offering help</li> <li>• Indicating ownership</li> <li>• Household problems</li> <li>• Using the telephone to request household maintenance and repairs</li> <li>• Reading a rental agreement</li> <li>• Tenants' rights</li> <li>• Car trouble</li> <li>• Friends</li> </ul>	<ul style="list-style-type: none"> <li>• Some/Any</li> <li>• Pronoun review</li> <li>• Verb tense review</li> </ul>	<ul style="list-style-type: none"> <li>• Offering help</li> <li>• Asking &amp; telling about past events</li> <li>• Asking for &amp; giving advice</li> <li>• Describing problems</li> </ul>	<p><b>Listening for correct pronouns in conversations</b></p> <ul style="list-style-type: none"> <li>• Listening to make deductions about the subject of conversations</li> <li>• Pronouncing deleted h</li> </ul>

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**Week 14**

<b>Chapter</b>	<b>Topics</b>	<b>Grammar</b>	<b>Communication</b>	<b>Listening &amp; Pronunciation</b>
	<b>Review</b>	<b>Future: Be + Going to Time Expressions Using the verb want</b>		<b>Listening for time expressions Pronouncing: going to want to</b>

**Week 15**

<b>Chapter</b>	<b>Topics</b>	<b>Grammar</b>	<b>Communication</b>	<b>Listening &amp; Pronunciation</b>
	<b>Review</b>	<b>Past Tense Regular Verbs Introduction to Irregular Verbs</b>		<b>Listening to distinguish statements in the present tense vs. the past tense Pronouncing Past Tense Endings</b>

**Week 16**

<b>Chapter</b>	<b>Topics</b>	<b>Grammar</b>	<b>Communication</b>	<b>Listening &amp; Pronunciation</b>
	<b>Final Exam</b>			



<b>Date or Week</b>	<b>Activity, Assignment, and/or Topic</b>	<b>Pages/ Due Dates/Tests</b>
Week 1 August 19 - 21	Syllabus & Introduction Chapter 1-15-Science of Development	Pages 1-502
Week 2 August 28 - 30	Chapter 1-15 continued Chapter 16 -Biology of Mind	Pages 504-505
Week 3 September 4-6	Paper: Distinguishing myth from science during first 2 years of life.	Due 9-16-2015

**\*\*\*Tentative, subject to change without prior notice\*\*\***