



A.C.E. Level Four: High Intermediate

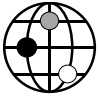
Description of Level:

Students continue to build their vocabulary and fluency by reading and writing about current events as well as discussing cultural similarities and differences. There will be a review of basic essay structure – introduction, thesis statement, body paragraphs and concluding paragraphs – during the first week of the course. From here, basic essay patterns are expanded upon and presentation skills are introduced. Students have difficulty conversing about unfamiliar topics and lack complex sentence structure. Students can follow the main ideas of movies and conversation but need repetition and clarification to understand details. Service Learning is a key component to Level 4 Listening and Communication.

The following guidelines assume a 10-week session.

Level 4 Grammar Points

- Count and non-count nouns
- Use of articles and quantifiers with count and non-count nouns
- Compare and contrast sentence structure
- Past, past progressive vs. past perfect
- Used to/ would
- Sentence structure of cause and effect
- Modals (obligation, suggestion, expectation, probability, intention, preference)
- Conditionals (real and unreal)
- Gerunds and Infinitives
- Verb + preposition combinations
- Phrasal Verbs
- Adjective Clauses



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High Intermediate Reading and Writing

Course Description

This course initiates with an intensive review of basic paragraph and essay form and quickly moves into the longer essay. Teachers should use the following vocabulary in order to maintain cohesion between levels: introduction, thesis statement, body paragraph, topic sentence, topic and controlling idea, supporting sentences, reasons, examples and concluding paragraph. Students will begin with the basic three paragraph essay but must be able to write a solid 5 paragraph essay in order to enter the next level. Students will increase reading stamina as well as speed. Teachers will introduce longer readings from newspapers, short essays, short stories and/or novels that delve into American cultural issues. Students will improve reading skills through cluster diagrams, main idea and detail comprehension questions, summarizing and paraphrasing. Students will begin basic library research at the end of 4B.

Required Texts

- High Intermediate: Northstar Reading and Writing, Andrew K. English and Laura Monahan English
- Past Present and Future: A Reading and Writing Course, Joan Russell and Joan Young Gregg

Additional Resources

- Understanding and Using English Grammar, Azar
- Introduction to Academic Writing, Oshima
- You're In Charge: Writing to Communicate, Frydenburg and Boardman
- Reading Beyond Words, Adams and Brody
- Novels: The Giver, Games and the Giant Peach, Island of the Blue Dolphins, Charlie and the Chocolate Factory, Where the Red Fern Grows, The Little Prince
- More Reading Power, Mikulecky and Jeffries

Exit Criteria

- Read a passage at 200 WPM and answer comprehension questions with 75% accuracy.
- Reading a longer text and answer questions related to pronoun referent, vocabulary in context, logical connectors and verb tense.
- Read and review an authentic newspaper article.
- Read a text of 90-120 words and write a summary and response.
- Write a 5 paragraph essay with solid organization – introduction, thesis statement, body paragraphs and concluding paragraph -- a variety of sentence simple, compound and complex sentences.
- Rewrite an essay responding to editing symbols with 75% accuracy.
- Skim and scan for specific, often hard to find information.



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High Intermediate Reading and Writing

Performance Objectives: Reading

Competent:

- Skim and scan passages and answer questions in own words.
- Read longer passages and infer meaning.
- Guess meaning of vocabulary using contextual and grammatical clues such as pronoun referents and antecedents, transitions/logical connectors, synonyms and antonyms, repeated words and phrases, use of verb tense and time expressions, and roots prefixes and suffixes.
- Master SQ3R.
- Improve reading speed to 200 WPM with 75% accuracy.
- Improve reading stamina through longer reading.
- Use library resources to locate a book in the card catalogue and find it in the stacks.(4B)

Familiar:

- Make outlines and cluster diagrams of reading passages.
- Identify main ideas in newspaper and magazine articles.

Performance Objectives: Writing

Competent:

- Develop vocabulary and fluency through journal writing.
- Write summaries of reading material.
- Master the writing process: brainstorming/freewriting, outlining, drafts, editing, final typed draft.
- Write 3-5 paragraph essays on familiar topics; these essays must include an introduction, thesis statement, body paragraphs, supporting ideas, reasons and examples.
- Essays to include are narration, compare and contrast, exemplification. (4B)
- Show relationship between ideas using transitions to express time, place, comparison and contrast, enumeration, concession.
- Use self and peer editing symbols to improve own writing.

Familiar:

- Use of variety of simple, compound and complex sentence structures.

Performance Objectives: Grammar

Competent:

- Use articles and quantifiers with count and non-count nouns
- Use compare and contrast sentence structure
- Use cause and effect sentence structure
- Use past perfect correctly
- Use conditionals to describe real and unreal situations
- Use gerunds and infinitives correctly
- Use adjectives clauses to give additional information
- Be able to identify and correctly use phrasal verbs



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High Intermediate: Listening and Communication

Course Description

Students will practice communication skills by exploring their community and making cultural comparisons. Students will conduct interviews, take field trips, participate in weekly volunteer activities as well as make presentations about their home country and the United States. Pronunciation, spoken grammar and beginning presentation skills will all be important components of this class. Listening will include radio broadcasts, news and television programs as well as movie listening. The emphasis is on authentic news listening sources and note-taking skills will be introduced. Students will listen for main ideas and details while developing strategies to improve their listening skills. All students must participate in the weekly Service Learning Project.

Required Texts

- Culturally Speaking, Genzel and Cummings
- Face the Issues, Numrich

Additional Resources

- Understanding and Using English Grammar, Azar
- Focus on American Culture, Henly
- Earthwatch, Stempleski

Suggested Activities

- Journals and presentations associated with the Service Learning Project.
- Surveys (tourism, food, dating, daily life, current issues)
- Field Trips (Ballard Locks, Courthouse, Zoo, Fire Station, museums, etc.).
- Students prepare questions to ask and charts to write down information.
- Call and collect information about university or community activities.
- Guest Speakers
- Listening Logs using the Listening Lab in the Resource Room.
- Listen to a news story and complete a chart: time line, who, what, where, how, fill in an outline, etc.
- Students listen to a news story and give an oral summary.

Exit Criteria

- Students will be able to give an oral summary of a listening passage with 75% accuracy.
- Students will be able to conduct an interview with native speakers, infer and present results to the class with 75% accuracy.
- Students will be able to use English to plan and facilitate group projects.
- Students will give a 5-7 minute presentation on the Service Learning Project.