



English in Basic Level

<i>Lecturer:</i>	Refer to the schedule <hr/>
<i>Module Duration:</i>	3 months <hr/>
<i>Start Date:</i>	Refer to the schedule <hr/>
<i>End Date:</i>	Refer to the schedule <hr/>

Module Introduction

This module serves the needs of students who wish to enhance their English skills.

Module Description

This module will enhance students' basic English-language knowledge and skills in terms of their comprehension of spoken and written English, as well as their speaking and writing abilities, including vocabulary and pronunciation. The encouragement of lively participation and interaction in the classroom will challenge our students to quickly develop their language competence and proficiency. Achievement of a mastery of a range of English-language skills will be vital for our students, not only in order to enable them to succeed in their course of study here at ACE and later as university students in America, but also in order for them to prepare for their future professions in an increasingly globalized world, where English has already become the international language. This module is intended to help our students along the early stages of their academic journey, a journey that ultimately leads towards an American bachelor's degree.

Module Objectives and Outcomes

The anticipated outcomes and objectives of this module are:

1. Improve listening skills such as predicting content; listening for main ideas and details; identifying true or false statements.
2. Use context clues for meaning; define words, idiomatic expressions and synonyms; use prepositions; recognize Present Simple, Present Continuous, Present Perfect, Past Simple tenses and use them appropriately.
3. Use effectively extensive reading strategies; develop an ever-expanding fund of recognized words and their meanings; find specific information.
4. Improve students' writing which involves not only the accurate use of language but also the effective organization of information; communicate accurately through formal and informal writing.

Teaching Procedures / Methodology

The teaching procedures and methodology of this module include lectures, in-class discussions, speeches, communication exercises, reading, and research. Students may be assigned homework assignments, including the preparation of PowerPoint presentations to be delivered in class.



Evaluation and Assessment Procedures

The evaluation and assessment procedures of this module will include exams (a midterm exam and a final exam), as well as assignments, which may include student performances, essay writing, homework assignments, and the preparation and delivery of PowerPoint presentations by the students in class.

Prerequisites

There are no prerequisites for this module.

Textbook

Puchta Herbert & Stranks Jeff, *American English in Mind Cambridge University Press, 2010*
John Beaumont, *NorthStar 1, Reading and writing, Listening and speaking, Second Edition. Pearson Longman 2009.*



Module Content

Activity	Description	Estimated Period
American English in Mind – Units 1-10	???????????????	Weeks 1-4
Progress assessment test	TOEFL based progress assessment test	End of 4 th week
NorthStar Writing and Reading + a few supporting activities from Listening and Speaking – Units 1-4	<ol style="list-style-type: none"> 1. Reading and Writing - Unit 1: The friendship page (<i>Listening and Speaking – Unit 1: Faraway Friends</i>) 2. Reading and Writing - Unit 2: what will I wear? (<i>Listening and Speaking – Unit 2: Recycled fashion</i>) 3. Reading and Writing - Unit 3: Art for Everyone (<i>Listening and Speaking – Unit 2: Rap music</i>) 4. Reading and Writing - Unit 4: What’s it worth to you? (<i>Listening and Speaking – Unit 2: Something valuable</i>) 	Weeks 5-8
Progress assessment test	TOEFL based progress assessment test	End of 8 th week
NorthStar Writing and Reading + a few supporting activities from Listening and Speaking – Units 5-8	<ol style="list-style-type: none"> 1. Reading and Writing - Unit 5: Strength in Numbers (<i>Listening and Speaking – Unit 1: Together is better</i>) 2. Reading and Writing - Unit 6: Going out of Business (<i>Listening and Speaking – Unit 2: Thinking young: Creativity in Business</i>) 3. Reading and Writing - Unit 7: Flying high and low (<i>Listening and Speaking – Unit 2: Planting trees for Peace</i>) 4. Reading and Writing - Unit 8: Are we there yet? (<i>Listening and Speaking – Unit 2: Driving you crazy</i>) 	Weeks 9-12

Recommended Additional Reading Materials

The students will be informed of the weekly lesson plan and textbook reading schedule. They will be responsible to read each assigned textbook “module” (chapter) before each class day, and they will be expected to be prepared for a short exam or quiz which might be assigned that day, as well as to turn in any homework assignments that may have been assigned on the previous class day.

Total Lecture Hours

This module comprises a total of 180 lecture hours.



Assignment Submission & Examination Schedule

<u>Description(s)</u>	<u>Submission Date</u>
1. Assignment 1 -	
2. Assignment 2 -	
3. Assignment 3 -	
4. Assignment 4 -	
5. Assignment 5 - Presentation	
6. Assignment 6 - Presentation	
Mid-term exam	
Final Exam	

Module Grading System Breakdown

Assignments (Homework, Quizzes, Group Work, etc.) Class Participation	50%
Midterm Examination	25%
Final Examination	25%
Total Possible Percentage Points	100%

Grading Scale – Conversion to Letter Grades

Grade Percentage Points	Letter Grade	Evaluation
93-100%	A	Excellent
87-92%	A-	Excellent
83-86%	B+	Good
77-82%	B	Good
74-76%	B-	Good
70-73%	C+	Average
67-69%	C	Average
64-66%	C-	Average
60-63%	D+	Below Average
57-59%	D	Below Average
56% or less	F	Failure

Note: The grading system for this module may be adjusted with the approval of the Academic Director.



Our Mission, Vision, and Core Values

Our mission is to provide our students with a world-class education and an open-minded, global perspective in an inclusive learning environment.

Our vision: The American Center for Education offers a model of excellence in higher education in Asia, producing students who are well prepared to succeed in their future endeavors.

Our Core Values:

- Integrity
- Academic Excellence
- Inclusiveness
- Continuous Improvement

Culture:

- Our 'Culture' includes the values, beliefs, and attitudes that guide and shape the behaviours and activities of everyone at ACE.
- ACE has a 'culture of learning' inspired by UWRF.
- A strong learning environment for our students.
- Our management team will serve as role models for our values.
- The pastoral counselling services that we provide to our students will create a culture and climate of care, trust, and friendliness for our students.

English in Intermediate Level

<i>Lecturer:</i>	Refer to the schedule
<i>Module Duration:</i>	3 months
<i>Start Date:</i>	Refer to the schedule
<i>End Date:</i>	Refer to the schedule



Module Description:

This module will develop our students' confidence and abilities in the English language in terms of their comprehension of spoken and written English, as well as their speaking and writing abilities. Emphasis will be placed not only upon the enhancement of their knowledge of English grammar and vocabulary, but also upon their ability to actively participate in classroom discussions and to confidently deliver oral presentations in group settings. Such skills are clearly essential for our students, not only for their ability to thrive in their future academic careers as successful university students in America, but also for the success of their future careers in an increasingly globalized world, where English is already the international language. A focus on active participation and interaction in the classroom will challenge our students to rapidly improve their language skills and confidence levels.

Textbook:

American Cutting Edge Level 4 by Sarah Cunningham and Peter Moor (Pearson Longman)

Assessment Modes:

This module will include varied modes of assessment. The instructor will employ formative assessment modes in order to gather feedback from students during the module and adapt or fine-tune teaching methods to the students' educational needs. In addition, the instructor will utilize varied forms of summative assessment modes in order to allocate letter grades to each student. In addition to a midterm exam and a final end-of-course exam, there will also be at least one short exam or quiz each week, and there might be as many as one short exam or quiz per class day (that is, continual class tests or quizzes), as well as homework assignments, at the discretion of the instructor. Students may also be required to prepare and deliver oral presentations in class (which might involve the use of PowerPoint slideshows to be prepared by the students), and to take part in classroom discussions or debates. The use of varied assessment modes is intended to help motivate student learning and contribute towards their enjoyment of a holistic educational experience.

Reading Assignments:

The students will be informed of the weekly lesson plan and textbook reading schedule on the first day of class. They will be responsible to read the assigned textbook "module" (chapter) before each class day, and they will be expected to be prepared for a short exam or quiz which might be assigned that day, as well as to turn in any homework assignments that may have been assigned on the previous class day.

The *American Cutting Edge Level 4* textbook is divided into 12 "modules" (or chapters). The following lesson plan apportions the book's 12 "modules" into the eight-week module as follows: two textbook "modules" (chapters) in each of the first three weeks ("modules" 1-6), followed by one week of review for the midterm examination, followed by the remaining six "modules" (numbers 7 through 12) in weeks 5-7 (two "modules" per week), and finally a week-long review for the final exam in week 8.

Weekly Lesson Plan (two textbook “modules” or chapters per week):

Week	Textbook Reading Schedule Textbook: <i>American Cutting Edge Level 4</i> “Module” (chapter) and Language Focus (Two textbook “modules” per week)	Pages
Week 1	Textbook “module” (chapter) 1: questions and answers (auxiliary verbs); present Simple and Continuous; pronunciation: stressed and weak forms in questions and answers; vocabulary: people around you (<i>best friend, acquaintance, classmate, etc.</i>)	6-
Week 1	Textbook “module” (chapter) 2: past simple and continuous; comparing past and present (<i>used to, still, not ... any longer/anymore</i>); pronunciation: -ed forms / weak forms of <i>was, were</i> ; vocabulary: remembering and forgetting (<i>remember, learn, remind, forget, recognize, lose</i>)	17-
Week 2	Textbook “module” (chapter) 3: comparatives and superlatives (<i>slightly higher than, one of the biggest ... in the world, etc.</i>); comparing things in different ways (<i>not as ... as, fewer / less than, similar to, etc.</i>); pronunciation: /ə/ in comparative phrases; vocabulary: describing towns and cities	26-
Week 2	Textbook “module” (chapter) 4: present perfect simple (and past simple); <i>for, since</i> and <i>ago</i> (and present perfect continuous); pronunciation: strong and weak forms of <i>have</i> , and the weak form of <i>been</i> ; vocabulary: life experiences (<i>leave home, start work, move, etc.</i>)	36-
Week 3	Textbook “module” (chapter) 5: future plans and intentions (present continuous, <i>will, going to, intend to, due to, etc.</i>); future clauses with <i>if, when, etc.</i> ; pronunciation: future forms and phrases; vocabulary: training and work (<i>well paid, challenging, stressful, etc.</i>)	48-
Week 3	Textbook “module” (chapter) 6: -ing/-ed adjectives; passive forms; pronunciation: <i>was</i> and <i>were</i> in passive sentences; vocabulary: television (<i>advertisements, sports coverage, thrillers, etc.</i>)	59-
Week 4	Midterm Review and Midterm Examination Textbook “modules” (chapters) 1-6	
Week 5	Textbook “module” (chapter) 7: polite requests; <i>will</i> (instant decisions and responses); pronunciation: polite intonation in requests; vocabulary: social occasions (<i>bow, wave, bring flowers, etc.</i>)	68-
Week 5	Textbook “module” (chapter) 8: defining relative clauses; quantifiers (<i>a few, a lot of, etc.</i>); pronunciation: stress in compound nouns; vocabulary: machines (<i>press, plug in, switch on, etc.</i>)	79-
Week 6	Textbook “module” (chapter) 9: making predictions (modal verbs and other phrases: <i>likely to, may well,</i>	90-



	<i>probably won't</i> , etc.); real and hypothetical possibilities with <i>if</i> ; pronunciation: <i>I'll / I'd</i> ; vocabulary: society and change (<i>get worse, decrease, go up</i> , etc.)	
Week 6	Textbook “module” (chapter) 10: past perfect and past simple; reported speech and reported questions	101-
Week 7	Textbook “module” (chapter) 11: obligation and permission (<i>have to, should, are allowed to</i> , etc.); obligation and permission in the past (<i>had to, couldn't, were allowed to</i> , etc.); pronunciation: weak forms and contractions of modal verbs; vocabulary: rules and behavior (<i>let, punish, tell off</i> , etc.)	110-
Week 7	Textbook “module” (chapter) 12: <i>could have, should have, would have</i> ; past sentences with <i>if</i> (<i>If I'd been in her position, I would have ...</i> , etc.); pronunciation /əv/ in <i>could have, should have, would have</i> ; vocabulary: problems and solutions (<i>sort out, do something about it, change your mind</i> , etc.)	120-
Week 8	Final Exam Review and Final Examination	



Module Grading System Breakdown

Assignments (Homework, Quizzes, Group Work, etc.)	50%
Midterm Examination	25%
Final Examination	25%
Total Possible Percentage Points	100%

English in Advanced Level

<i>Lecturer:</i>	Refer to the schedule
<i>Module Duration:</i>	3 months
<i>Start Date:</i>	Refer to the schedule
<i>End Date:</i>	Refer to the schedule



Module Description:

This module, consisting of eight weeks of instruction, will enable our students to build upon the foundation of English-language knowledge and skills which they have gained through their previous English courses, in order to bring their English abilities up to the level that they will require for study at an American university campus. This module will augment our students' critical-thinking capabilities and skills in composition and speaking in front of a group, as well as their effective comprehension of written and spoken English, their pronunciation skills, and their knowledge of grammar and vocabulary. Moreover, our students will be encouraged in the enrichment of their ability to think creatively, an ability which will assist them greatly later in life, not only as students at an American university, but also during the module of their successful professional careers, allowing them the best chance to achieve their life goals. This module will further enhance their self-assurance in actively taking part in classroom discussions and delivering oral presentations in group settings. Participation in classroom discussions and presentations will further strengthen their ability to communicate effectively in a wide range of situations in their academic and professional careers. Our students' attainment of a firm command of the English language will open doors for them in the future.

Textbooks: This module uses two textbooks: (1) *NorthStar 5 Listening and Speaking*, and: (2) *NorthStar 5 Reading and Writing*.

This module consists of eight weeks of instruction. Each week covers one unit of each textbook, each of which is divided into ten units.

Weekly Lesson Plan:

The following weekly lesson plan follows and is derived from the *NorthStar 5 Listening and Speaking* and *Reading and Writing* textbooks. Note that the descriptions of the *Listening and Speaking* units mention "listening" – these refer to the audio CDs provided by *NorthStar*.

Week 1	<p>1) <i>NorthStar 5 Listening and Speaking – Unit 1 “The Internet and Other Addictions”</i>: Theme: Addiction; Critical Thinking: Infer word meaning from context, Recognize personal assumptions about technology, Infer information not explicit in the interviews, Compare and contrast differing viewpoints, Support opinions with information from the interviews, Hypothesize another’s point of view; Listening: Make predictions, Listen for main ideas, Listen for details, Make inferences, Relate listenings to personal experiences and values, Organize and synthesize information from the listenings; Speaking: Express and solicit opinions, Relate personal experiences, Role-play a scripted conversation, Express wishes, Add information and opinions to others’ ideas, Participate in and summarize a discussion; Vocabulary: Use context clues to infer meaning, Identify and use word forms, Identify synonyms and idiomatic expressions; Grammar: wish statements – expressing unreality; Pronunciation: stressing important words.</p> <p>2) <i>NorthStar 5 Reading and Writing – Unit 1 “Mickey’s Team”</i>: Theme: Addiction; Critical Thinking: Infer characters’ motivations, Classify information, Hypothesize unreal situations, Evaluate personal experiences, Support answers</p>
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	<p>with evidence from the text, Identify the logic of an argument, Identify an author’s biases; Reading: Make predictions, Read for main ideas and details, Infer information not explicit in the reading, Order information according to a timeline, Organize and synthesize information from two texts; Writing: Develop the elements of character, technique, and theme in autobiographical writing, Write a paragraph, Combine sentences using past unreal conditionals, Take notes to prepare for writing, Use quotations; Vocabulary: Find and use synonyms, Use context clues to find meaning, Recognize suffixes; Grammar: past unreal conditionals.</p>
<p>Week 2</p>	<p>1) NorthStar 5 Listening and Speaking – Unit 2 “Honesty is the Best Policy”: Theme: Lying; Critical Thinking: Clarify values relating to truth and lying, Infer word meaning from context, Consider the effects of mistrust, Investigate motivations for keeping secrets, and exposing the lies of others, Investigate multiple sides to an ethical issue; Listening: Make predictions, Listen for main ideas, Listen for details, Make inferences based on tone, pace, and vocabulary, Relate listenings to personal experiences and values, Organize and synthesize information from the listenings; Speaking: Express and solicit opinions and values, Relate personal experiences, Express agreement and disagreement, Role-play a scripted conversation, Introduce, defend, and express the different sides of an issue; Vocabulary: Use context clues to determine sequence, Identify and use word forms; Grammar: modals – degrees of certainty; Pronunciation: reduction of the auxiliary <i>have</i>.</p> <p>2) NorthStar 5 Reading and Writing – Unit 2 “Lies and Truth”: Theme: Lying; Critical Thinking: Interpret a cartoon, Recognize personal attitudes and values, Hypothesize another’s point of view, Relate the theme to personal experience, Consider advantages and disadvantages, Infer word meaning from context; Reading: Predict content of the reading, Identify main ideas and details, Contrast a common theme in two texts, Organize and synthesize information from two texts; Writing: Write a comparison and contrast paragraph, Use double comparatives, Write an opinion essay, Develop thesis statements and introductory paragraphs, Develop an introductory hook; Vocabulary: Find and use synonyms, Use context clues to find meaning, Recognize positive and negative connotations; Grammar: Double comparatives.</p>
<p>Week 3</p>	<p>1) NorthStar 5 Listening and Speaking – Unit 3 “The Bold and the Bashful”: Theme: Personality; Critical Thinking: Infer word meaning from context, Analyze the impact of shyness on one’s life, Infer information not explicit in the interviews, Categorize and apply descriptive vocabulary, Support opinions with information from the interviews, Draw conclusions about personality types and roles; Listening: Listen for main ideas, Listen for details, Make inferences based on tone, pace, and vocabulary, Relate listenings to personal experiences and values, Organize and synthesize information from the listenings; Speaking: Describe personality, Express opinions, Express and defend preferences, Begin and maintain conversations, Role-play discussion in a personality consulting company; Vocabulary: Use context clues to infer meaning, Use colloquial language, Identify and use synonyms and idiomatic expressions, Categorize</p>

	<p>descriptive language; Grammar: Adjective clauses – identifying and nonidentifying; Pronunciation: grouping words together.</p> <p>2) NorthStar 5 Reading and Writing – Unit 3 “The Road to Success”: Theme: Personality; Critical Thinking: Interpret a photograph, Identify personality traits, Analyze character and motivation in fiction, Infer information not explicit in the text, Categorize information, Support answers with information from the text; Reading: Make predictions, Summarize main ideas, Read for details, Locate information in the text, Relate text to personal value, Identify connecting themes between texts; Writing: Write an opinion statement, Write a dialogue, Use adjective clauses, Develop a paragraph with a topic sentence, illustrations, and a conclusion, Write an essay with unified paragraphs; Vocabulary: Find collocations, Use hyphenated adjectives, Use idiomatic expressions; Grammar: Identifying and nonidentifying adjective clauses.</p>
<p>Week 3</p>	<p>1) NorthStar 5 Listening and Speaking – Unit 4 “The Tipping Point”: Theme: Trends; Critical Thinking: Interpret graphs, Analyze book reviews, Infer word meaning from context, Analyze different opinions, Investigate reasons for trends and changes, Understand metaphorical language; Listening: Predict content, Listen for main ideas, Listen for details, Make inferences based on tone, pace, and vocabulary, Relate information to others’ viewpoints, Organize and synthesize information from the listenings; Speaking: Identify and use different forms of the same root word, Understand and use metaphorical expressions, Role-play a scripted conversation, Discuss trends and viral marketing, Add to others’ ideas, Create and present a public service announcement; Vocabulary: Use context clues to infer meaning, Identify and use word forms, Identify and use synonyms and metaphorical expressions; Grammar: Adverb clauses of result; Pronunciation: Stress changing suffixes.</p> <p>2) NorthStar 5 Reading and Writing – Unit 4 “Silent Spring”: Theme: Trends; Critical Thinking: Identify and interpret trends, Examine imagery in a text, Analyze author’s purpose, Hypothesize another’s point of view, Relate text to broader historical context; Reading: Make predictions, Identify the historic context of a book, Summarize main ideas, Scan for details, Identify cause and effect, Recognize the organization of a text, Organize and synthesize information from two texts; Writing: Write an interview, Write a paragraph analysis, Use discourse connectors and adverb clauses, Take notes to prepare for writing, Develop a logical organizational pattern, Write a cause-and-effect essay; Vocabulary: Recognize prefixes and suffixes, Use context clues to find meaning; Grammar: Adverb clauses and discourse connectors to express cause and effect.</p>
<p>Week 4</p>	<p>1) NorthStar 5 Listening and Speaking – Unit 5 “Feng Shui: Ancient Wisdom Travels West”: Theme: Cross-cultural insights; Critical Thinking: Consider the impact of a philosophy on daily life, Infer word meaning from context, Infer information not explicit in the interviews, Compare and contrast differing viewpoints, Support opinions with information from the interviews, Choose information in a passage to mark and highlight; Listening: Make predictions, Listen for main ideas, Listen for details, Make inferences based on</p>

	<p>vocabulary choices and tone of voice, Relate listenings to personal experiences, Organize and synthesize information from the listenings; Speaking: Express and solicit opinions, Relate personal experiences and knowledge, Role-play a scripted conversation, Use target vocabulary in free responses, Emphasize a point, Present an argument based on a written article; Vocabulary: Use context clues to infer meaning, Identify and use word forms, Identify and use idiomatic expressions; Grammar: spoken discourse connectors; Pronunciation: intonation on sentence introducers.</p> <p>2) NorthStar 5 Reading and Writing – Unit 5 “What Is Lost in Translation?”: Theme: Cross-cultural insights; Critical Thinking: Recognize personal assumptions and biases, Infer characters’ attitudes and feelings, Infer word meaning from context, Compare and contrast cultural customs, Hypothesize another’s point of view, Categorize information; Reading: Predict content, Read for main ideas and details, Identify an author’s point of view, Organize and synthesize information from three different texts, Compare and contrast two readings, Recognize the organization of a text; Writing: Write a comparison and contrast essay, Write statements of comparison and contrast, Take notes in outline form, Develop an outline, Develop a logical organizational pattern, Combine sentences for variety and polish; Vocabulary: Use context clues to find meaning, Recognize suffixes; Grammar: Adverb clauses of comparison and contrast.</p>
<p>Week 5</p>	<p>1) NorthStar 5 Listening and Speaking – Unit 6 “Spiritual Renewal”: Theme: Religion; Critical Thinking: Separate fact from myth, Infer word meaning from context, Analyze and discuss different opinions, Recognize similarities and differences among various religions, Understand the importance and value of religious rituals; Listening: Make predictions, Listen for main ideas, Listen for details, Make inferences about a speaker’s intention, Organize and synthesize information from the listenings; Speaking: Discuss background knowledge and personal beliefs, Role-play scripted and semi-scripted conversations, Tell and encourage others to tell an anecdote, Role-play a group discussion; Vocabulary: Use context clues to infer meaning, Identify and use word forms, Identify and use idiomatic expressions; Grammar: Count and non-count nouns and their quantifiers; Pronunciation: Vowel alternation.</p> <p>2) NorthStar 5 Reading and Writing – Unit 6 “The Landscape of Faith”: Theme: Religion; Critical Thinking: Compare religious backgrounds, Hypothesize another’s point of view, Classify information, Support answers with information from the text, Infer word meaning from context, Relate text to personal values; Reading: Make predictions, Summarize main ideas, Read for details, Relate supporting details to main ideas, Organize and synthesize information from two texts; Writing: Write an opinion paragraph, Write summary statements, Paraphrase quotations, Write an interview, Develop definitions, Develop an outline, Write a definition essay; Vocabulary: Find and use synonyms, Use context clues to find meaning, Analyze analogies, Categorize words; Grammar: Definite and indefinite articles, Count and non-count nouns.</p>
<p>Week</p>	<p>1) NorthStar 5 Listening and Speaking – Unit 7 “Workplace Privacy”:</p>

6	<p>Theme: Business; Critical Thinking: Interpret a cartoon, Analyze editorial blogs and individual responses, Infer word meaning from context, Analyze and discuss different opinions, Frame arguments, Debate ideas and cases; Listening: Make predictions, Listen for main ideas, Listen for details, Make inferences based on tone and word choice, Organize and synthesize information from the listening, Relate information in the listenings to one’s viewpoints; Speaking: Use and check understanding of new words and expressions, Agree and disagree with opinions, Role-play scripted and semi-scripted conversations, Frame oral arguments, Conduct a debate on a case related to workplace privacy; Vocabulary: Use context clues to infer meaning, Identify and use synonyms, Identify and use idiomatic expressions; Grammar: Verb + gerund or infinitive – two forms, two meanings; Pronunciation: Stress on two-syllable words.</p> <p>2) NorthStar 5 Reading and Writing – Unit 7 “In Business, Size Matters”: Theme: Business; Critical Thinking: Interpret a cartoon, Analyze information to form a recommendation, Hypothesize another’s point of view, Infer word meaning from context, Categorize ideas, Evaluate advantages and disadvantages, Recognize the organization of a text; Reading: Make predictions, Read for main ideas, Scan for details, Infer information not explicit in the text, Identify connecting themes between texts; Writing: Summarize questionnaire data, Write a report offering advice, Write an interview, Take notes to prepare for writing, Examine and develop thesis statements, Write an essay showing advantages and disadvantages, Compose transitional sentences; Vocabulary: Find and use synonyms, Use context clues to find meaning, Use idiomatic expressions; Grammar: Infinitives and gerunds.</p>
Week 6	<p>1) NorthStar 5 Listening and Speaking – Unit 8 “Warriors without Weapons”: Theme: The Military; Critical Thinking: Respond to pictures and symbols, Share experiences, Gather background information, Infer word meaning from context, Analyze and discuss different opinions, Distinguish between direct and indirect speech; Listening: Make predictions, Listen for main ideas, Listen for details, Make inferences based on tone and word choice, Organize and synthesize information from the listenings; Speaking: Role-play a scripted conversation, Use direct and indirect speech when re-telling a story, Respond appropriately to complex and controversial questions, Create a public service announcement; Vocabulary: Use context clues to infer meaning Identify and use synonyms and commonly confused words, Identify and use idiomatic expressions; Grammar: direct and indirect speech; Pronunciation: vowels.</p> <p>2) NorthStar 5 Reading and Writing – Unit 8 “When the Soldier Is a Woman . . .”: Theme: The Military; Critical Thinking: Recognize personal values, Make generalizations, Support opinions with information from the text, Infer an author’s attitude and feelings, Compare and contrast experiences, Evaluate characters’ motivations, Relate broad themes to specific situations; Reading: Predict content, Identify main ideas, Locate specific information in the text, Identify connecting themes between texts, Organize and synthesize information from two texts; Writing: Write a personal letter, Write a summary, Construct a dialogue, Take notes to prepare for writing, Write an essay response, Write an introductory paragraph, Embed quotations in a written work;</p>

	<p>Vocabulary: Categorize vocabulary, Recognize suffixes, Use idiomatic expressions; Grammar: Direct and indirect speech.</p>
Week 7	<p>1) NorthStar 5 Listening and Speaking – Unit 9 “Boosting Brain Power through the Arts”: Theme: The Arts; Critical Thinking: Interpret a cartoon, Analyze scientific experiments and studies, Infer word meaning from context, Analyze and discuss different opinions, Analyze figurative language, Compare and contrast results from experiments and studies; Listening: Make predictions, Listen for main ideas, Listen for details, Make inferences based on implied information, Organize and synthesize information from the listening, Relate information in the listenings to others’ viewpoints; Speaking: Recognize and use figurative language, Role-play a scripted and a semi-scripted conversation, Discuss experiments and studies, Use linking expressions to discuss similarities and differences, Role-play a public meeting; Vocabulary: Use context clues to infer meaning, Distinguish between literal and figurative meanings, Identify and use synonyms, Identify and use idiomatic expressions; Grammar: The passive voice and the passive causative; Pronunciation: joining final consonants.</p> <p>2) NorthStar 5 Reading and Writing – Unit 9 “The Cellist of Sarajevo”: Theme: The arts; Critical Thinking: Interpret a photograph, Compare tastes and preferences, Compare and contrast two artists’ careers, Theorize characters’ motivations, Analyze descriptive language, Infer information not explicit in the text, Recognize the organization of a text; Reading: Interpret a quotation, Make predictions, Identify main ideas, Locate details in the text, Identify similarities and differences between texts, Organize and synthesize information from two texts; Writing: Write a comparison and contrast essay, Summarize the reading, Evaluate passive voice usage, Develop an outline, Analyze descriptive language, Use descriptive and figurative language; Vocabulary: Use context clues to find meaning, Categorize vocabulary, Use participles as adjectives; Grammar: The passive voice.</p>
Week 8	<p>1) NorthStar 5 Listening and Speaking – Unit 10 “Microfinance: Changing Lives \$50 at a Time”: Theme: Poverty; Critical Thinking: Interpret photographs, Share background knowledge and impressions, Analyze and evaluate aid programs, Identify and use supporting information, Infer word meaning from context, Analyze and discuss different opinions; Listening: Listen for main ideas, Listen for details, Make inferences based on vocabulary choices and tone of voice, Paraphrase and relate information in the listenings to others’ viewpoints, Organize and synthesize information from the listenings; Speaking: Share predictions and opinions, Discuss proposals, Paraphrase and react to quotes, Role-play conversations, Add details and examples to support main ideas, Simulate a policy meeting; Vocabulary: Use context clues to infer meaning, Identify and use word forms, Identify and use paraphrases and synonyms, Identify and use idiomatic expressions; Grammar: Unreal conditionals – present, past, and mixed; Pronunciation: stress in two-word units used as nouns.</p> <p>2) NorthStar 5 Reading and Writing – Unit 10 “The End of Poverty”: Theme: Poverty; Critical Thinking: Interpret photographs, Analyze statistics,</p>



	<p>Analyze an author's purpose, Propose solutions to a problem, Evaluate an author's arguments, Develop a logical argument for and against an issue; Reading: Make predictions, Read for main ideas, Scan for supporting details, Restate arguments in the text, Organize and synthesize information, from two texts; Writing: Write compare and contrast paragraphs, Construct a dialogue, Write short argumentative statements, Develop a logical organizational pattern, Write an argumentative essay, Refute opposing points of view, Compose statements of concession; Vocabulary: Find and use synonyms, Use context clues to find meaning, Use idiomatic expressions, Recognize positive and negative, connotations; Grammar: Noun clauses in apposition.</p>
	<p>Final Exam Review and Final Examination</p>