A low intermediate discrete-skills course designed to give intensive practice in listening, speaking, and pronunciation. Students will engage in social dialogues, role playing and conversations in response to TV, video and class lectures. Stress on pronunciation of vowel sounds and end consonant clusters.

**COURSE LEVEL STUDENT LEARNING OUTCOME(S) Supported by this course:**
1. use and correctly pronounce learned level-appropriate vocabulary from class listenings in new contexts and discussions on topics.
2. produce a simple narrative or description in simple past and simple present.
3. recognize the main idea of a level-appropriate listening text when given a list of choices.

COURSE OBJECTIVES:

COURSE CONTENT:

LECTURE CONTENT:

A. Listening
1. Review
   a. responding appropriately to instructions, requests, commands, and questions
   b. asking and answering questions about classwork and readings
   c. participating in group work and dialogues about the reading assignments, social interactions and cultural understanding topics introduced in Level 2
   d. responding to short bits of real-life productions, such as commercials and parts of video-taped lectures
2. Be introduced to
   a. responding to word stress, pitch, and juncture
   b. techniques of gaining information and making inferences in polite conversations and from narratives
   c. recognizing speech patterns, inflections and pronunciations listed above

B. Speaking and Pronunciation
1. Review
   a. asking and answering questions about class work and readings
   b. participating in group work and dialogues about the reading assignments and about cultural understanding topics introduced in Level 3
   c. skills of polite conversation
   d. using modals and be, have, do in cloze exercises, songs, and recorded material
2. Be introduced to
   a. using stress, pitch, and juncture to convey meaning
   b. using narrative sequence: organization, time signals, dramatic timing
   c. sentence patterns, such as preposition transformations and how they affect speech patterns
   d. the effects of coordinate and subordinate clauses on speech patterns, especially with time clauses: while, when, as soon as
   e. the sounds of articles in speech patterns
   f. asking for help and offering information
   g. interacting in simple public speaking situations, such as opening a bank account
   h. briefly summarizing recorded material
   i. making inferences about content and cultural clues
   j. giving very simple summaries of a narrative sequence from stories performed live or heard and watched on television
   k. giving directions to places on and near the campus
   l. offering and asking for help
   m. pronouncing was, were and other often-confused simple words, with special emphasis on articles, vowel sounds in word groups and end consonant clusters
   n. using verb tenses in conversation
   o. pronouncing inflected endings—verbs and nouns
   p. skills of polite conversation
   q. using question forms
   r. pronunciation of trouble spots with modals can, can't, will, won't

C. Cultural understanding
1. Be introduced to video-taped situations or bits from movies and television which demonstrate
American ways of expressing dislike and contrary opinions and compliments, responding politely and completely to simple questions; American attitudes toward friendship, cheating, academic honesty, preventing crime; American ways of handling money: credit vs. cash

METHODS OF INSTRUCTION:

A. Lecture:
B. Independent Study:

INSTRUCTIONAL TECHNIQUES:

COURSE ASSIGNMENTS:

Reading Assignments

Textbooks
Daily, students may read passages of the following aloud or listen to them performed:
newspapers
magazines
poetry
general interest non-fiction

Out-of-class Assignments

Writing Assignments

1. In listening, students will regularly:

practice dictation
decipher songs
analyze content from
TV, radio, video, films, CDs, books on tapes and cassettes
role plays
pair discussions
group discussions

2. In speaking and pronunciation, students will regularly

sing along with songs
recite poems
use cassettes for self-taping and class taping
respond to TV, radio, videos, films
enact games and role plays
perform choral repetition
describe pictures and events
work in conversation groups
read aloud
practice minimal pairs, final consonants, inflections, declensions
practice stress and intonation drills
show and tell

METHODS OF STUDENT EVALUATION:

Midterm Exam
Final Exam
Short Quizzes
Written Assignments
Essay Examinations
Objective Examinations
Report
Demonstration of Critical Thinking:

1. In listening:
   a. decipher songs presented in cloze format a speaker's body language chain narratives compete in classroom linguistic games.

2. In speaking and pronunciation:
   a. analyze and practice appropriate oral and body language behavior in interviews and responses in cultural situations involving the workplace, police and conflict situations chain narratives compete in classroom linguistic games
   b. respond to simple academic lectures through outlining, and note taking

Required Writing, Problem Solving, Skills Demonstration:

1. In listening, students will regularly practice dictation decipher songs analyze content from TV, radio, video, films, CDs, books on tapes and cassettes role plays pair discussions group discussions

2. In speaking and pronunciation, students will regularly sing along with songs recite poems use cassettes for self-taping and class taping respond to TV, radio, videos, films enact games and role plays perform choral repetition describe pictures and events work in conversation groups read aloud practice minimal pairs, final consonants, inflections, declensions practice stress and intonation drills show and te

TEXTS, READINGS, AND RESOURCES:

LIBRARY:
   Adequate library resources include:
   Comments:

Attachments:
   Attached Files