



## **ZION INTERNATIONAL UNIVERSITY**

**CODE: INGB121, INGB122, INGB123**

**INSTRUCTOR: NIRA TARU**

**CREDITS: 3**

### **ENGLISH B12 SYLLABUS**

#### **MISSION**

Through academic study, multidisciplinary research and community social work, ZIU seeks to train individuals with comprehensive, objective and humanistic criteria who can work together with people of diverse religious beliefs and practices in a multicultural environment.

#### **VISION**

To be a pioneer university in all its programs and social projects through the comprehensive use of new information and communication technologies (ICT).

#### **LANGUAGE PROGRAM IN ENGLISH**

This area of concentration is designed for the learning of second languages from the study of applied linguistics. This course concentration focuses on learning English.

#### **STRUCTURE OF THE COURSE**

Welcome to the **B.1.2.1** level of General English at Zion International Language School. This level will focus exclusively on listening comprehension and the continued development of oral and written expression.

#### **METHODOLOGY**

Live Practice Sessions and videotaped content. This course is divided into modules and each module has practice and content lessons. Students independently view the video content before coming to the Live Practice Sessions. During the real-time practice sessions with an instructor, who monitors and evaluates students' work and projects, students engage in conversations in English and practice workbooks in English. Each lesson has its own study material that includes videos, prerecorded, e-books and supplementary reading.



### **Main goal:**

- The main objective of this level is for the student:
  - to continue developing oral expression in English,
  - to be able to express their ideas,
  - to other interlocutors, at the same time as reading and writing skills in this language, thus reinforcing the Upper Intermediate level of the course.

### **Evaluation:**

- At the end of **modules 1,2 and 4 you will** find a Listening and Reading Comprehension Test. Also, there is a comprehensive test at the end of **Module 5**. Student number score will translate into a number and letter grade for the course. Student will snap shot a picture of their score and email it to the instructor upon due dates.

### **COURSE GRADING**

In this course, students are graded on their comprehension test of English, and their practice ability to apply English through listening, speaking, reading and writing. This course syllabus focuses on the students' grading the live online portion of the English B1.2.1 .2 .3 courses, in accordance with the Zion International University grading policy.

A/ 90-100	C/ 79-70	below 64 is failing
B/ 89-80	D/ 69-64	Draft classwork and some practice performances
		May be graded as pass/fail

**Note:** A Writing Grading Rubric will be use to grade class writing assignments Remember that you will pass each exam with a final grade equal to or greater than **64%**.

### **Zion International University Exam Policy**

They will only have 2 attempts to take each exam: If they pass it on the first try, the results of the second will not be accepted. If neither attempt is approved, they may pay to submit additional attempts.

They are recommended to take a screenshot of the result that appears on the platform each time they present an exam, in case they must make later claims. To do this, when the results appear on the screen, press any of the following key on your computer, which creates a copy that you can paste and save in Word.

## Course Schedule Assignments

Dates and Hours	Modules B1.2.1	Independent Video Content	Class Days/ Hours	Weekly Practice Tasks
<b>Wk. 1.</b> <b>Feb. 22-28</b> <b>Mon.</b> <b>Feb. 22</b>	<b>ING B1.2.1</b> <b>Module 1</b> Open Practice	<b>Open Practice</b>	<b>Mon.</b> <b>6-7pm</b>	<b>Practice Live Session:</b> Conversation using: Speechace.com <a href="https://app.speechace.co/placement/">https://app.speechace.co/placement/</a> <ul style="list-style-type: none"> <li>• Introduction to the Live Class</li> <li>• Course Syllabus</li> </ul> <b>Independent Reminder:</b> Watch Content Video Independently Before Practice Class (Live)
<b>Wk. 2</b> <b>March 1-7</b> <b>Mon. 3/1/21</b>	<b>ING B1.2.1</b> <b>Module 1</b> If You Work So Slowly You Might Lose Your Job- Agent Nouns	<b>Lesson 1</b> Noun Agent and <b>Lesson 2</b> Adverb describing people actions	<b>Mon.</b> <b>6-7pm</b>	<b>Practice Live Session:</b> Conversation using: Speechace.com <a href="https://app.speechace.co/placement/">https://app.speechace.co/placement/</a> <p>Conversations using reading, listening and speaking on            “What agent noun best tell what you are now or would like to be in the future? and Adverb describing people actions.”</p> <b>Independent Reminder:</b> Watch Content Video Independently Before Practice Class (Live)

<b>Wk. 2</b> <b>March 1-7</b> <b>Tues. 3/2/21</b>	<b>ING B1.2.1</b> <b>Module 1</b> If You Work So Slowly You Might Lose Your Job- Agent Nouns	<b>Lesson 3</b> Comparison of Adverbs describing people plan and intention and	<b>Tues.</b> <b>6-7pm</b>	<b>Practice Live Session:</b> Conversation using: Speechace.com <a href="https://app.speechace.co/placement/">https://app.speechace.co/placement/</a>  Conversations using reading, listening and speaking on Adverb conversation, reading with adverb, and listening and Reading, listening, and speaking Cause and Effect
		<b>Lesson 4</b> Cause and its consequences		<b>Practice Book Conversation:</b> Reading, listening, and reading practice book activities. Introduce writing response to text.
		<b>Practice Book</b> (E 3 pp. TBA)		
<b>Wk. 2</b> <b>March 1-7</b> <b>Fri. 3/5/21</b>		<b>See Homework Assignment for Module 1 Listening and Reading Test 1</b>	<b>Test 1 Due March 15, 2021</b>	<b>Homework Assignment</b> Listening and Reading Test 1 is due by Mon. 3/8/21 before 6pm.  Go to ING B1.2.1 to see the link to the test 1.  When you finish the test 1, please take a snap shot of your results for a grade, and email your results to Teacher at <a href="mailto:nira.taru@gmail.com">nira.taru@gmail.com</a> or before <b>Mon. March 8, 2021</b>  <b>Independent Reminder:</b>  Watch Content Video Independently Before Practice Class (Live)

<b>Wk. 3</b> <b>March 8-14</b> <b>Mon. 3/8/21</b>	<b>ING B1.2.1</b> <b>Module 2 :</b> I lost my wallet while I was jogging through the park	<b>Lesson 1</b> Vocabulary describing ongoing past events and <b>Lesson 2</b> Past continuous tense-Asking about giving information about past events	<b>Mon</b> <b>6-7pm</b>	<b>Practice Live Session:</b> Conversation using: Speechace.com <a href="https://app.speechace.co/placement/">https://app.speechace.co/placement/</a>  Conversations using reading, listening and speaking on Vocabulary describing past events and <b>Past continuous tense-conversation on past events</b>  <b>Independent Reminder:</b>  Watch Content Video Independently Before Practice Class (Live)
<b>Wk. 3</b> <b>March 8-14</b> <b>Tues. 3/9/21</b>	<b>ING B1.2.1</b> <b>Module 2</b> I lost my wallet while I was jogging through the park	<b>Lesson 3</b> Reflexive Pronouns telling about someone past events in a reflexive form and <b>Lesson 4</b> While cause describing sequence of events	<b>Tues.</b> <b>6-7pm</b>	<b>Practice Live Session:</b> Conversation using: Speechace.com <a href="https://app.speechace.co/placement/">https://app.speechace.co/placement/</a>  Conversations using reading, listening and speaking on reflexive pronouns and <b>Cause describing using a sequence of events</b>  <b>Independent Reminder:</b>  Watch Content Video Independently Before Practice Class (Live)

<b>Wk. 3</b> <b>March 8-14</b> <b>Fri. 3/12/21</b>	<b>ING B1.2.1</b> <b>Module 2:</b> Writing short and long essays	<b>Open Lesson:</b> Writing Types, punctuations and Outlines to 5 paragraph writing	<b>Fri.</b> <b>5-6pm</b>	<b>Recording Session:</b>  Student may attend to learn how to write short and long essays using the English form of writing called "5 Paragraph Essay"
		<b>See Homework Assignment for Module 1</b> <b>Listening and Reading Test 2</b>	<b>Test 2</b> <b>Due</b> <b>March 15, 2021</b>	<b>Homework Assignment</b> <b>Listening and Reading Test 2 is due by Mon. 3/15/21 before 6pm.</b>  <b>Go to ING B1.2.1 to see the link to the test 2.</b>  <b>When you finish the test 2, please take a snap shot of your results for a grade, and email your results to Teacher at <a href="mailto:nira.taru@gmail.com">nira.taru@gmail.com</a> or before Mon. March 15, 2021</b>

<b>Wk. 4</b> <b>March</b> <b>15-21</b> <b>Mon. 3/15/21</b>	<b>ING B1.2.1</b> <b>Module 3</b>  I'm afraid I won't be able to help you move your new apartment tomorrow	<b>Lessons 1</b> Describe physical stats and emotions And  <b>Lesson 2</b>  Could/Couldn't	<b>Mon.</b> <b>6-7pmpm</b>	<b>Practice Live Session:</b> Conversation using: Speechace.com <a href="https://app.speechace.co/placement/">https://app.speechace.co/placement/</a>  Conversations using reading, listening and speaking on <b>describing physical stat and emotions and could/couldn't</b>  <b>Independent Reminder:</b> Watch Content Video Independently Before Practice Class (Live)
<b>Wk. 4</b> <b>March</b> <b>15-21</b> <b>Tues. 3/16/21</b>	<b>ING B1.2.1</b> <b>Module 3:</b>  I'm afraid I won't be able to help you move your new apartment tomorrow	<b>Lesson 3</b> Be able to/Have got to and <b>Lesson 4</b> Will/Won't be able to	<b>Tues.</b> <b>6-7pm</b>	<b>Practice Live Session:</b> Conversation using: Speechace.com <a href="https://app.speechace.co/placement/">https://app.speechace.co/placement/</a>  Conversations using reading, listening and speaking on <b>be able to /have got to and Will/Won't be able to</b>  <b>Independent Reminder:</b> Watch Content Video Independently Before Practice Class (Live)

<b>Wk. 4</b> <b>March</b> <b>15-21</b> <b>Fri. 3/19/21</b>	<b>ING B1.2.1</b> <b>Module 3</b> I'm afraid I won't be able to help you move your new apartment tomorrow	<b>Practice Book</b> (E 3 pp. TBA)	<b>Fri</b> <b>5-6</b>	<b>Practice Book Conversation:</b> Reading, listening, and reading practice book activities. Introduce writing response to text.  <b>Independent Reminder:</b> Watch Content Video Independently Before Practice Class (Live)
<b>Wk. 5</b> <b>March</b> <b>22-28</b> <b>Mon. 3/22/21</b>	<b>ING B1.2.1</b> <b>Module 4</b> I mustn't eat as many cookies as I did before	<b>Lessons 1</b> Past tense review and <b>Lesson 2</b> Count/non-count noun review	<b>Mon.</b> <b>6-7pm</b>	<b>Practice Live Session:</b> Conversation using: Speechace.com <a href="https://app.speechace.co/placement/">https://app.speechace.co/placement/</a>  Conversations using reading, listening and speaking on past tense review and count/non-count review  <b>Independent Reminder:</b> Watch Content Video Independently Before Practice Class (Live)



<b>Wk. 5</b> <b>March</b> <b>22-28</b> <b>Tues. 3/23/21</b>	<b>ING B1.2.1</b> <b>Module 4</b> I mustn't eat as many cookies as I did before	<b>Lesson 3</b> Must vs Should And <b>Lesson 4</b> Mustn't vs don't have to	<b>Tues.</b> <b>6-7pm</b>	<b>Practice Live Session:</b> Conversation using: Speechace.com <a href="https://app.speechace.co/placement/">https://app.speechace.co/placement/</a>  Conversations using reading, listening and speaking on <b>must vs should and mustn't vs don't have to</b>  <b>Independent Reminder:</b> Watch Content Video Independently Before Practice Class (Live)
<b>Wk. 5</b> <b>March</b> <b>22-28</b> <b>Fri. 3/26/21</b>	<b>ING B1.2.1</b> <b>Module 4</b> I mustn't eat as many cookies as I did before	<b>Lesson 5:</b> Writing Types, punctuations and Outlines to 5 paragraph writing	<b>Fri.</b> <b>5-6</b>	<b>Recording Session:</b>  Student may attend to learn how to write short and long essays using the English form of writing called "5 Paragraph Essay"
		<b>Practice Book Lesson</b> (E3 pp. TBA)	<b>Fri</b> <b>6-7pm</b>	<b>Practice Book Conversation:</b>  Reading, listening, and reading practice book activities. Introduce writing response to text.

				<b>Homework Assignment</b>  Listening and Reading Test 3 is due by Mon. 3//21 before 6pm.  Go to ING B1.2.1 to see the link to the test  When you finish the test 3, please take a snap shot of your results for a grade, and email your results to Teacher at <a href="mailto:nira.taru@gmail.com">nira.taru@gmail.com</a> on or before Mon. March 29, 2021  <b>Independent Reminder:</b>  Watch Content Video Independently Before Practice Class (Live)  <b>Reminder: Writing Assignment Due</b>  Monday during Practice Live Session Class
Dates	Modules B1.2.2	Independent Video Content	Class Days/ Hours	Weekly Practice Tasks
Wk. 1. March 29 - 4/4 Mon 3/29/21	ING B1.2.2	Open Session Writing an Essay	Mon. 6-7pm	<b>Practice Live Session:</b>  <b>Essay Writing</b> <ul style="list-style-type: none"> <li>• Writing an Outline</li> <li>• Introduction</li> <li>• Background</li> <li>• Thesis Statements</li> <li>• 3 body Paragraphs</li> <li>• Evidence Sentences</li> <li>• Conclusion Statement</li> </ul>

				<b>Independent Reminder:</b>  Watch Content Video Independently Before Practice Class (Live)
<b>Wk. 2</b> <b>April 5-11</b> <b>Mon.4//5/21</b>	<b>ING B1.2.2</b> <b>Module 1</b>  My Mother-in-Law will be staying with us for a few days	<b>Lesson 1</b> Future tense using model verb "will" and <b>Lesson 2</b> Asking and telling people about future activities	<b>Mon.</b> <b>6-7pm</b>	<b>Practice Live Session:</b>  Conversation using: Speechace.com <a href="https://app.speechace.co/placement/">https://app.speechace.co/placement/</a>  Conversations using reading, listening and speaking on <b>Future tense using model verb "will" and Asking and telling people about future activities</b>  <b>Independent Reminder:</b>  Watch Content Video Independently Before Practice Class (Live)
<b>Wk. 2</b> <b>April 5-11</b> <b>Tues.4//6/21</b>	<b>ING B1.2.2</b> <b>Module 1</b>  My Mother-in-Law will be staying with us for a few days	<b>Lesson 3</b> Practicing: Making phone calls and <b>Lesson 4</b> future continuous tense-writing	<b>Tues.</b> <b>6-7pmpm</b>	<b>Practice Live Session:</b> Conversation using: Speechace.com <a href="https://app.speechace.co/placement/">https://app.speechace.co/placement/</a>  Conversations using reading, listening and speaking on <b>making phone calls and future continuous tense-writing</b>  <b>Independent Reminder:</b> Watch Content Video Independently Before Practice Class (Live)

<b>Wk. 2</b> <b>April 5-11</b> <b>Fri</b> <b>4/9/21</b>	<b>ING B1.2.2</b> <b>Module 1</b> My Mother-in-Law will be staying with us for a few days	<b>Practice Book</b> (E3 pp. TBA)	<b>Fri</b> <b>6-7pm</b>	<b>Practice Book Conversation:</b> Reading, listening, and reading practice book activities. Introduce writing response to text.
		<b>See Homework Assignment for Module 1</b> <b>Listening and Reading Test 1</b>	<b>Test 1 Due</b> <b>April 12, 2021</b>	<b>Homework Assignment</b> Listening and Reading Test 1 is due by Mon. 4/12/21 before 6pm.  Go to ING B1.2.2 to see the link to the test 1.  When you finish the test 1, please take a snap shot of your results for a grade, and email your results to Teacher at <a href="mailto:nira.taru@gmail.com">nira.taru@gmail.com</a> or before <b>Mon. April 12, 2021</b>  <b>Independent Reminder:</b> Watch Content Video Independently Before Practice Class (Live)

<b>Wk. 3</b> <b>April 12-18</b> <b>Mon.</b> <b>4/12/21</b>	<b>ING B1.2.2</b> <b>Module 2</b>  Do you know anybody who can help	<b>Lesson 1</b> Pronouns and <b>Lesson 2</b> Verb tense in describing household problems	<b>Mon.</b> <b>6-7pm</b>	<b>Practice Live Session:</b> Conversation using: Speechace.com <a href="https://app.speechace.co/placement/">https://app.speechace.co/placement/</a>  Conversations using reading, listening and speaking on pronouns and <b>Verb tense in describing household problems</b>  <b>Independent Reminder:</b> Watch Content Video Independently Before Practice Class (Live)
<b>Wk. 3</b> <b>April 12-18</b> <b>Tues.</b> <b>4/13/21</b>	<b>ING B1.2.2</b> <b>Module 2</b>  Do you know anybody who can help	<b>Lesson 3</b> Using pronouns to indicate ownership and <b>Lesson 4</b> Difference between some and any	<b>Tues.</b> <b>6-7pm</b>	<b>Practice Live Session:</b> Conversation using: Speechace.com <a href="https://app.speechace.co/placement/">https://app.speechace.co/placement/</a>  Conversations using reading, listening and speaking on <b>Using pronouns to indicate ownership and Difference between some and any</b>  <b>Independent Reminder:</b> Watch Content Video Independently Before Practice Class (Live)
<b>Wk. 3</b> <b>April 12-18</b> <b>Fri</b> <b>4/16/21</b>	<b>ING B1.2.2</b> <b>Module 2</b> Do you know anybody who can help	<b>Open Lesson:</b> Writing an Outline to Essay to 5 paragraph writing	<b>Fri</b> <b>6-7pm</b>	<b>Practice Live Session</b>  Essay Writing <ul style="list-style-type: none"> <li>• Writing an Outline</li> <li>• Introduction</li> </ul>

				<ul style="list-style-type: none"> <li>• Background</li> <li>• Thesis Statements</li> <li>• 3 body Paragraphs</li> <li>• Evidence Sentences</li> <li>• Conclusion Statement</li> </ul> <p><b>Independent Reminder:</b> Watch Content Video Independently Before Practice Class (Live)</p>
<b>Wk. 4</b> <b>April 19-25</b> <b>Mon. 4/19/21</b>	<b>ING B1.2.2</b> <b>Module 3</b>  How often do you study English	<b>Lesson 1</b> Review of simple present tense and <b>Lesson 2</b> Telling about likes and dislikes	<b>Mon.</b> <b>6-7pm</b>	<p><b>Practice Live Session:</b>  Conversation using: Speechace.com  <a href="https://app.speechace.co/placement/">https://app.speechace.co/placement/</a></p> <p><a href="#">Conversations using reading, listening and speaking on Review of simple present tense and Telling about likes and dislikes</a></p> <p><b>Independent Reminder:</b>  Watch Content Video Independently Before Practice Class (Live)</p>
<b>Wk. 4</b> <b>April 19-25</b> <b>Tues. 4/20/21</b>	<b>ING B1.2.2</b> <b>Module 3</b>  How often do you study English	<b>Lesson 3</b>  Discussing duration activity	<b>Tues.</b> <b>6-7pm</b>	<p><a href="#">Conversations using reading, listening and speaking on Telling about likes and dislikes</a></p> <p><b>Independent Reminder:</b>  Watch Content Video Independently Before Practice Class (Live)</p>

<b>Wk. 4</b> <b>April 19-25</b> <b>Fri.4/23/21</b>	<b>ING B1.2.2</b> <b>Module 3</b>  How often do you study English	<b>Open Lesson:</b>  Writing ESSAY Conference	<b>Fri. 5-6</b>	<b>Practice Live Session</b>  <b>Students will present a descriptive Essay on a self-selected topic</b>  Essay Writing <ul style="list-style-type: none"> <li>• Writing an Outline</li> <li>• Introduction</li> <li>• Background</li> <li>• Thesis Statements</li> <li>• 3 body Paragraphs</li> <li>• Evidence Sentences</li> <li>• Conclusion Statement</li> </ul>
		<b>Practice Book (E3 pp TBA.)</b>	<b>Fri 6-7pm</b>	<b>Practice Book Conversation</b> Reading, listening, and reading practice book activities. Introduce writing response to text.
		<b>See Homework Assignment for Module 3</b> <b>Listening and Reading Test 2</b>	<b>Test 2 Due April 25, 2021</b>	<b>Homework Assignment</b> Listening and Reading Test 2 is due by Mon. 4/25/21 before 6pm.  Go to ING B1.2.2 to see the link to the test 2.  When you finish the test 2, please take a snap shot of your results for a grade, and email your results to Teacher at <a href="mailto:nira.taru@gmail.com">nira.taru@gmail.com</a> or before Mon. April 25, 2021

				<b>Independent Reminder:</b> Watch Content Video Independently Before Practice Class (Live)
<b>Wk. 5</b> <b>April 26-May 2</b> <b>Mon</b> <b>4/25/21</b>	<b>ING B1.2.2</b> <b>Module 4</b> It wasn't the wedding they had planned to have	<b>Lesson 1</b> Describing actions that have occurred <b>Lesson 2</b> Describing actions that haven't occurred yet	<b>Mon.</b> <b>6-7pm</b>	<b>Practice Live Session:</b>  Conversation using: Speechace.com <a href="https://app.speechace.co/placement/">https://app.speechace.co/placement/</a>  Conversations using reading, listening and speaking on Describing actions that have occurred and <b>Describing actions that haven't occurred yet</b>  <b>Independent Reminder:</b> Watch Content Video Independently Before Practice Class (Live)
<b>Wk. 5</b> <b>April 26-May 2</b> <b>Tues.</b> <b>4/26/21</b>	<b>ING B1.2.2</b> <b>Module 4</b> It wasn't the wedding they had planned to have	<b>Lesson 3</b> Describing duration of activity	<b>Tues.</b> <b>6-7pm</b>	<b>Practice Live Session:</b> Conversation using: Speechace.com <a href="https://app.speechace.co/placement/">https://app.speechace.co/placement/</a>  Conversations using reading, listening and speaking on <b>Describing duration of activity</b>
<b>Wk. 5</b> <b>April 26-May 2</b> <b>Fri.</b> <b>4/29/21</b>	<b>Module 4</b> It wasn't the wedding they had planned to have	<b>Open Lesson:</b> Writing ESSAY Conference	<b>Fri.</b> <b>5-6pm</b>	<b>Practice Live Session</b>  <b>Students will present a descriptive Essay on a self-selected topic</b>  Essay Writing <ul style="list-style-type: none"> <li>• Writing an Outline</li> </ul>



				<ul style="list-style-type: none"> <li>• Introduction</li> <li>• Background</li> <li>• Thesis Statements</li> <li>• 3 body Paragraphs</li> <li>• Evidence Sentences</li> <li>• Conclusion Statement</li> </ul>
<b>Wk. 5</b> <b>April 26-May 2</b> <b>Fri.</b> <b>4/29/21</b>	<b>ING B1.2.2</b> <b>Module 4</b> It wasn't the wedding they had planned to have	<b>Practice Book</b> (E 3 pp. TBA)	<b>Fri</b> <b>6-7pm</b>	<b>Practice Book Conversation</b> Reading, listening, and reading practice book activities. Introduce writing response to text.
		<b>See Homework Assignment for Module 4</b> <b>Listening and Reading Test 3</b>	<b>Test 3 Due</b> <b>May 3, 2021</b>	<b>Homework Assignment</b> Listening and Reading Test 3 is due by Mon. 5/3/21 before 6pm.  Go to ING B1.2.2 to see the link to the test 3.  When you finish the test 2, please take a snap shot of your results for a grade, and email your results to Teacher at <a href="mailto:nira.taru@gmail.com">nira.taru@gmail.com</a> or before <b>Mon. May 3, 2021</b>  <b>Independent Reminder:</b> Watch Content Video Independently Before Practice Class (Live)
<b>Dates</b>	<b>Modules B1.2.3</b>	<b>Independent Video Content</b>		<b>Weekly Practice Tasks</b>
<b>Week. 1.</b> <b>May 3-9</b> <b>Mon</b>	<b>ING B1.2.3</b> <b>Module 1</b>	<b>Open Lesson:</b> Writing a Report ESSAY	<b>Fri.</b> <b>6-7</b>	<b>Practice Live Session</b>

5/3/21	Never have I heard any news like that			<p><b>Students will present a descriptive Essay on a self-selected topic</b></p> <p>Essay Writing</p> <ul style="list-style-type: none"> <li>• Writing an Outline</li> <li>• Introduction</li> <li>• Background</li> <li>• Thesis Statements</li> <li>• 3 body Paragraphs</li> <li>• Facts as Evidence Sentences</li> <li>• Conclusion Statement</li> </ul>
<b>Wk. 2</b> <b>May 10-16</b> <b>Mon.</b> <b>5/10/21</b>	<b>ING B1.2.3</b> <b>Module 1</b>  Never have I heard any news like that	<b>Lesson 1</b> Media, advertising and news event vocabulary <b>Lesson 2</b> Inversion-Reversing words for emphasis	<b>Mon.</b> <b>6-7pm</b>	<p><b>Practice Live Session:</b> Conversation using: Speechace.com  <a href="https://app.speechace.co/placement/">https://app.speechace.co/placement/</a></p> <p>Conversations using reading, listening and speaking on Media, advertising and news event vocabulary and Inversion-Reversing words for emphasis</p> <p><b>Independent Reminder:</b>  Watch Content Video Independently Before Practice Class (Live)</p>
<b>Wk. 2</b> <b>May 10-16</b> <b>Tues.</b> <b>5/11/21</b>	<b>ING B1.2.3</b> <b>Module 1</b>  Never have I heard any news like that	<b>Lesson 3</b> Changing word order to change focus <b>Lesson 4</b> Adding words for emphasis	<b>Tues.</b> <b>6-7pm</b>	<p><b>Practice Live Session:</b>  Conversation using: Speechace.com  <a href="https://app.speechace.co/placement/">https://app.speechace.co/placement/</a></p> <p>Conversations using reading, listening and speaking on Changing word order to change focus and Adding words for emphasis</p> <p><b>Independent Reminder:</b></p>

				Watch Content Video Independently Before Practice Class (Live)
<b>Wk. 2</b> <b>May 10-16</b> <b>Fri.</b> <b>5/14/21</b>	<b>ING B1.2.3</b> <b>Module 1</b> Never have I heard any news like that	<b>Practice Book</b> (E 3 pp, TBA)	<b>Fri.</b> <b>6-7pm</b>	<b>Practice Book Conversation</b> Reading, listening, and reading practice book activities. Introduce writing response to text.  <b>Independent Reminder:</b> Watch Content Video Independently Before Practice Class (Live)
<b>Wk. 3</b> <b>May 17-23</b> <b>Mon.</b> <b>5/17/21</b>	<b>ING B1.2.3</b> <b>Module 2</b> She told me she is happy to help us	<b>Lesson 1</b> Reported speech (problem, function, changing of view point ) <b>Lesson 2</b> Articles (the a/an zero article, translation problem)	<b>Mon.</b> <b>6-7pm</b>	<b>Practice Live Session:</b> Conversation using: Speechace.com <a href="https://app.speechace.co/placement/">https://app.speechace.co/placement/</a>  Conversations using reading, listening and speaking on Reported speech (problem, function, changing of view point ) and Articles (the a/an zero article, translation problem)  <b>Independent Reminder:</b> Watch Content Video Independently Before Practice Class (Live)
<b>Wk. 3</b> <b>May 17-23</b> <b>Tues.</b> <b>5/18/21</b>	<b>ING B1.2.3</b> <b>Module 2</b> She told me she is happy to help us	<b>Lesson 3</b> Relative and non-finite clauses <b>Lesson 4</b> Verb infinitives or-ing	<b>Tues.</b> <b>6-7pm</b>	<b>Practice Live Session:</b> Conversation using: Speechace.com <a href="https://app.speechace.co/placement/">https://app.speechace.co/placement/</a>  Conversations using reading, listening and speaking on Relative and non-finite clauses and Verb infinitives or-ing  <b>Independent Reminder:</b> Watch Content Video Independently Before Practice Class (Live)

<b>Wk. 3</b> <b>May 17-23</b> <b>Tues.</b> <b>5/18/21</b>	<b>ING B1.2.3</b> <b>Module 2</b> She told me she is happy to help us	<b>Practice Book</b> <b>(E 3 pp. TBA)</b>	<b>Fri.</b> <b>6-7</b>	<b>Practice Book Conversation</b> Reading, listening, and reading practice book activities. Introduce writing response to text.
		<b>See Homework</b> <b>Assignment for</b> <b>Module 2</b> <b>Listening and</b> <b>Reading Test 1</b>	<b>Test 1</b> <b>Due</b> <b>May</b> <b>24,</b> <b>2021</b>	<b>Homework Assignment</b> Listening and Reading Test 1 is due by Mon. 5/24/21 before 6pm.  Go to ING B1.2.2 to see the link to the test 1.  When you finish the test 1, please take a snap shot of your results for a grade, and email your results to Teacher at <a href="mailto:nira.taru@gmail.com">nira.taru@gmail.com</a> or before <b>Mon. May 24, 2021</b>  <b>Independent Reminder:</b> Watch Content Video Independently Before Practice Class (Live)
<b>Wk. 4</b> <b>May 24-30</b> <b>Mon.</b> <b>5/24/21</b>	<b>ING B1.2.3</b> <b>Module 3</b> Well done! Keep it the good work!	<b>Lesson 1</b> Verbs & prepositions <b>Lesson 2</b> Prepositions	<b>Mon.</b> <b>6-7pm</b>	<b>Practice Live Session:</b> Conversation using: Speechace.com <a href="https://app.speechace.co/placement/">https://app.speechace.co/placement/</a>  Conversations using reading, listening and speaking on verbs and prepositions  <b>Independent Reminder:</b> Watch Content Video Independently Before Practice Class (Live)

<b>Wk. 4</b> <b>May 24-30</b> <b>Tues.</b> <b>5/25/21</b>	<b>ING B1.2.3</b> <b>Module 3</b> Well done! Keep it the good work!	<b>Lesson 3</b> Phrasal verbs 1 <b>Lesson 4</b> Phrasal verbs 2 <b>Lesson 5</b> Phrasal verbs 3	<b>Tues.</b> <b>6-7pm</b>	<b>Practice Live Session:</b> Conversation using: Speechace.com <a href="https://app.speechace.co/placement/">https://app.speechace.co/placement/</a>  Conversations using reading, listening and speaking on phrasal verbs 1,2 and 3  <b>Independent Reminder:</b> Watch Content Video Independently Before Practice Class (Live)
<b>Wk. 4</b> <b>May 24-30</b> <b>Fri.</b> <b>5/28/21</b>	<b>ING B1.2.3</b> <b>Module 3</b>  Well done! Keep it the good work!	<b>Open Lesson:</b> Writing ESSAY Conference	<b>Fri.</b> <b>5-6pm</b>	<b>Practice Live Session</b>  <b>Students will present a descriptive Essay on a self-selected topic</b>  Essay Writing <ul style="list-style-type: none"> <li>• Writing an Outline</li> <li>• Introduction</li> <li>• Background</li> <li>• Thesis Statements</li> <li>• 3 body Paragraphs</li> <li>• Evidence Sentences</li> <li>• Conclusion Statement</li> </ul> <b>Writing Assignment Due</b> Monday during Practice Live Session Class
		<b>Practice Book</b> <b>(E 3 pp. TBA)</b>	<b>Fri.</b> <b>6-7</b>	<b>Practice Book Conversation</b> Reading, listening, and reading practice book activities. Introduce writing response to text.  <b>Independent Reminder:</b>

				Watch Content Video Independently Before Practice Class (Live)
<b>Wk. 5</b> <b>May 31-June 6</b> <b>Mon.</b> <b>5/31/21</b>	<b>ING B1.2.3</b> <b>Module 4</b> Get your point across clearly	<b>Lesson 1</b> Linking words and phrases <b>Lesson 2</b> Punctuations and spellings	<b>Mon.</b> <b>6-7pm</b>	<p><b>Practice Live Session:</b> Conversation using: Speechace.com  <a href="https://app.speechace.co/placement/">https://app.speechace.co/placement/</a></p> <p>Conversations using reading, listening and speaking on linking words and phrases and punctuations and spellings</p> <p><b>Independent Reminder:</b>            Watch Content Video Independently Before Practice Class (Live)</p>
<b>Wk. 5</b> <b>May 31-June 6</b> <b>Tues.</b> <b>6/1/21</b>	<b>ING B1.2.3</b> <b>Module 4</b> Get your point across clearly	<b>Lesson 3</b> Further practice 1 words and punctuations <b>Lesson 4</b> Further practice 2 Word-formation and multiple meaning	<b>Tues.</b> <b>6-7pm</b>	<p><b>Practice Live Session:</b> Conversation using: Speechace.com  <a href="https://app.speechace.co/placement/">https://app.speechace.co/placement/</a></p> <p>Conversations using reading, listening and speaking on Further practice 1 words and punctuations, and Further practice 2 Word-formation and multiple meaning</p> <p><b>Independent Reminder:</b>            Watch Content Video Independently Before Practice Class (Live)</p>
<b>Wk. 5</b> <b>May 31-June 6</b> <b>Fri.</b> <b>6/4/21</b>	<b>ING B1.2.3</b> <b>Module 4</b> Get your point across clearly	<b>Final Practice Book Assignment</b> <b>(E. 3 pp TBA)</b>	<b>Fri.</b> <b>6-7pm</b>	<p><b>Practice Book Conversation</b>            Reading, listening, and reading practice book activities.            Introduce writing response to text.</p> <p><b>In-class Speaking Test (Live)</b></p>

		<b>See Homework Assignment for Module 4 Listening and Reading Test 2</b>	<b>Test 2 Due June 7, 2021</b>	<b>Final Test Assignment</b> Listening and Reading Test 2 is due by Mon. 6/7/21 before 6pm.  Go to ING B1.2.2 to see the link to the test 1.  <b>When you finish the test 1, please take a snap shot of your results for a grade, and email your results to Teacher at <a href="mailto:nira.taru@gmail.com">nira.taru@gmail.com</a> or before Mon. June 7, 2021</b>
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### Attachment 1: Writing Essay Grade

Grades	Introduction	Body Paragraphs	English Grammar: nouns, verbs, phrases...	Spelling and Punctuations
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100-90 / A	First Paragraph: Thesis Sentence <ul style="list-style-type: none"> <li>Thesis sentences either has a</li> </ul>	Paragraphs 2, 3, 4 etc. <ul style="list-style-type: none"> <li>Each paragraph thoroughly developed topic sentence, with</li> </ul>	Sentences Structure <ul style="list-style-type: none"> <li>Exemplar sentences are written in English using thoughtful language</li> </ul>	Exemplary Spelling: <ul style="list-style-type: none"> <li>There are no spelling errors in English</li> <li>Vocabulary words are used appropriately</li> </ul>

	<p>compelling argument or demonstrates sophistication of thoughts/ideas, and immediately captures and holds the attention of the reader</p> <ul style="list-style-type: none"> <li>• Thesis/Central Topic is clearly stated so that the topic is understood by the reader</li> <li>• There is a minimum of 10 sentences with supporting evidence/details</li> <li>• Supporting sentences in the introduction paragraph informs the reader what topics are to come in the body</li> </ul>	<p>relevant facts, details, quotes and/or examples</p> <ul style="list-style-type: none"> <li>• Each paragraph has a clear, concise, and logical explanation that thoroughly discusses the topic</li> <li>• Each paragraph has a minimum of 10 sentences with supporting evidence/details</li> <li>• Each paragraph has a concluding sentence at the end that introduces the next paragraph's topic or ends the topic thought/idea of the paragraph</li> </ul>	<p>that grabs the reader's attention</p> <ul style="list-style-type: none"> <li>• Every sentence appropriately uses the parts of speech: nouns verbs, adjectives, adverbs, and prepositions word phrases, and discourse markings, and</li> <li>• appropriate use of descriptive language when used as verbs, adverbs, adjectives, or phrases</li> <li>• Appropriate use of past and present tenses</li> </ul>	<ul style="list-style-type: none"> <li>• Language spelling is correct and easily understood by the reader</li> </ul> <p>Exemplary Punctuation</p> <ul style="list-style-type: none"> <li>• Several of the following punctuations were used. , ; ! ? ...</li> <li>• Punctuations are used appropriately to express a thought or idea</li> <li>• Punctuations vary to match the sentence meaning, tone and description</li> </ul>
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	paragraphs of the essay			
Grades	Introduction	Body Paragraphs	English Grammar: nouns, verbs, phrases...	Spelling and Punctuations
89-80/ B	<p>First Paragraph: Thesis Sentence</p> <ul style="list-style-type: none"> <li>Thesis sentences either has an argument or thoughts/ideas, and captures and the attention of the reader</li> <li>Thesis/Central Topic is stated so that the topic is understood by the reader</li> <li>There is a minimum of 7 sentences with supporting evidence/details</li> <li>Supporting sentences in the introduction paragraph</li> </ul>	<p>Paragraphs 2, 3, 4 etc.</p> <ul style="list-style-type: none"> <li>Each paragraph developed a topic sentence, with 3 facts, details, quotes and/or examples</li> <li>Each paragraph has a clear, concise, and logical explanation that thoroughly discusses the topic</li> <li>Each paragraph has a minimum of 7 sentences with supporting evidence/details</li> <li>Some paragraphs have a concluding sentence at the end.</li> </ul>	<p>Sentences Structure</p> <ul style="list-style-type: none"> <li>Sentences are written in English using language that reader can understand</li> <li>Sentence uses some (3-4) of the parts of speech: nouns verbs, adjectives, adverbs, and prepositions word phrases, and discourse markings, and</li> <li>Sentences have nouns verbs, adverbs, adjectives, or phrases</li> <li>Some (3-4) use of past and present tenses</li> </ul>	<p>Exemplary Spelling:</p> <ul style="list-style-type: none"> <li>There are some (1-2) errors in English</li> <li>Vocabulary words are used appropriately</li> <li>Language spelling is correct and easily understood by the reader</li> </ul> <p>Exemplary Punctuation</p> <ul style="list-style-type: none"> <li>Some (1-2) of the following punctuations were used</li> <li>. , ; : ! ? ...</li> <li>Punctuations are used to express a thought or idea</li> <li>Punctuations vary to match the sentence meaning, tone and description</li> </ul>

	informs the reader of some of the topics to come in the body paragraphs of the essay			
Grades	Introduction	Body Paragraphs	English Grammar: nouns, verbs, phrases...	Spelling and Punctuations
79-70/ C	<p>First Paragraph: Thesis Sentence</p> <ul style="list-style-type: none"> <li>• Thesis sentences has thoughts/ideas.</li> <li>• Thesis/Central Topic is unclear to the reader</li> <li>• There is a minimum of 4 sentences with supporting evidence/details</li> <li>• Supporting sentences is unclear whether it informs the reader of the</li> </ul>	<p>Paragraphs 2, 3, 4 etc.</p> <ul style="list-style-type: none"> <li>• One paragraph developed a topic sentence, with (1-2) facts, details, quotes and/or examples</li> <li>• One paragraph has a clear, concise, and logical explanation that thoroughly discusses the topic</li> <li>• One paragraph has a minimum of 4 sentences with</li> </ul>	<p>Sentences Structure</p> <ul style="list-style-type: none"> <li>• Sentences are written in English using language that reader can understand</li> <li>• Sentence uses some (1-2) of the parts of speech: nouns verbs, adjectives, adverbs, and prepositions word phrases, and discourse markings, and</li> <li>• Sentences have nouns verbs,</li> </ul>	<p>Exemplary Spelling:</p> <ul style="list-style-type: none"> <li>• There are many (3-4) spelling errors in English</li> <li>• Vocabulary words are used appropriately</li> <li>• Many language spelling errors (3-4) but the essay can still be understood by the reader</li> </ul> <p>Exemplary Punctuation</p> <ul style="list-style-type: none"> <li>• Some (1-2) of the following punctuations were used</li> <li>• . , ; : ! ? ...</li> <li>• Punctuations are used to express a thought or idea</li> <li>• Punctuations vary to match the sentence meaning, tone and description</li> </ul>

	<p>topics, but does not introduce what is to come in the body paragraphs of the essay</p>	<p>supporting evidence/details</p> <ul style="list-style-type: none"> <li>• One paragraphs have a concluding sentence at the end.</li> </ul>	<p>adverbs, adjectives, or phrases</p> <ul style="list-style-type: none"> <li>• Some (1-2) use of past and present tenses</li> </ul>	
Grades	Introduction	Body Paragraphs	English Grammar: nouns, verbs, phrases...	Spelling and Punctuations
69-60/ D	<p>First Paragraph: Thesis Sentence</p> <ul style="list-style-type: none"> <li>• Thesis sentences has thoughts/ideas.</li> <li>• Thesis/Central Topic is unclear to the reader</li> <li>• There is a minimum of 2 sentences with supporting evidence/details</li> <li>• Supporting sentences is unclear whether it informs the reader of the topics, but does not introduce what is to come</li> </ul>	<p>Paragraphs 2, 3, 4 etc.</p> <ul style="list-style-type: none"> <li>• One paragraph developed a topic sentence, with (1) facts, details, quotes and/or examples</li> <li>• One paragraph has a clear, concise, and logical explanation that thoroughly discusses the topic</li> <li>• One paragraph has a minimum of 2 sentences with supporting evidence/details</li> <li>• One paragraphs have a concluding</li> </ul>	<p>Sentences Structure</p> <ul style="list-style-type: none"> <li>• Sentences are written in English using language that reader can understand</li> <li>• Sentence uses some (1) of the parts of speech: nouns verbs, adjectives, adverbs, and prepositions word phrases, and discourse markings, and</li> <li>• Sentences have nouns verbs, adverbs, adjectives, or phrases</li> </ul>	<p>Exemplary Spelling:</p> <ul style="list-style-type: none"> <li>• There are many (more than 5) spelling errors in English</li> <li>• Vocabulary words are used appropriately</li> <li>• Many language spelling errors (3-4) but the essay can still be understood by the reader</li> </ul> <p>Exemplary Punctuation</p> <ul style="list-style-type: none"> <li>• Limited (1) of the following punctuations were used</li> <li>• . , ; : ! ? ...</li> <li>• Punctuations are used to express a thought or idea</li> <li>• Punctuations vary to match the sentence meaning, tone and description</li> </ul>

	in the body paragraphs of the essay	sentence at the end.	<ul style="list-style-type: none"> <li>Some (1) use of past and present tenses</li> </ul>	
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### Debate Rubric and Conversation

Total Grade Score: 4=A/90-100; 3=B/80-89; 3=C/70-79; 1=D/64-69

Criteria	4	3	2	1	Grade:
1. Organization & Clarity: Main arguments and responses are outlined in a clear and orderly way.	Completely clear and orderly presentation	Mostly clear and orderly in all parts	Clear in some parts but not overall	Unclear and disorganized throughout	
2. Use of Argument: Reasons are given to support the resolution	Very strong and persuasive arguments given throughout	Many good arguments given, with only minor problems	Some decent arguments, but some significant problems	Few or no real arguments given, or all arguments given had significant problems	
3. Use of cross-examination and rebuttal: Identification of weakness in Negative team's arguments and ability to defend itself against attack.	Excellent cross-exam and defense against Negative team's objections	Good cross-exam and rebuttals, with only minor slip-ups	Decent cross-exam and/or rebuttals, but with some significant problems	Poor cross-exam or rebuttals, failure to point out problems in Negative team's position or failure to defend itself against attack.	
4. Presentation Style: Tone of voice, clarity of expression, precision of arguments all contribute to keeping audience's attention and persuading them of the team's case.	All style features were used convincingly	Most style features were used convincingly	Few style features were used convincingly	Very few style features were used, none of them convincingly	
					<b>TOTAL SCORE:</b>