

CURRICULUM GUIDE

English Language Training

INTERMEDIATE LEVEL

English Language Training Department

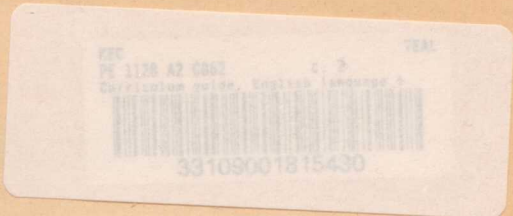


Vancouver Community College

King Edward Campus

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CURRICULUM GUIDE:

ENGLISH LANGUAGE TRAINING
INTERMEDIATE LEVEL

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Curriculum guide, English
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CURRICULUM GUIDE: ENGLISH LANGUAGE TRAINING
INTERMEDIATE LEVEL

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INTRODUCTION

Aims of the Course

The Intermediate level, English Language Training, course is designed to provide non-native speakers of English with a basic knowledge of the oral and written skills required in 'everyday' English. Successful completion of the Intermediate course means that a student is eligible to take Advanced E.L.T. and a number of courses at V.V.I. if he wishes to pursue further study.

Entry Requirements:

A. Internal

A student already enrolled in the English Language Training Program requires a score of 60% in the Beginners IV oral interview and 70% on the Beginners IV written test.

B. External

A student must be tested by the English Language Training Department and score a minimum of 20 out of 50 on the desk test in order to enter the Intermediate course. Students will be placed in the appropriate level of the course on the basis of this test result.

Terminal Objectives:

A. Speaking

In a ten minute oral interview a student will be able to ask and answer questions, volunteer information, and express an opinion using the structures and vocabulary taught in the Intermediate course. The student will be able to speak with 75% accuracy.

B. Listening

A student will be able to answer, with 75% accuracy, information and inference questions based on a spoken narrative passage of approximately 50 words at a Grade 4 reading level.

C. Reading

A student will be able to read at a Grade 5 level assessed on the Gates-McGinitie Reading Test (Form E).

D. Structure

A student will be able to use and manipulate, with 75% accuracy, the structures listed in the Intermediate curriculum outline.

E. Composition

A student will be able to produce a guided composition of approximately ten sentences in a descriptive, narrative, or expository form using simple and compound sentences.

Instructional Objectives:

A. Listening and Dictation

A student must score with 75% accuracy on listening exercises from Improving Aural Comprehension, Units 1 - 4 by Joan Morley. Using A First Book in Comprehension, Composition, and Precise by L. G. Alexander, or teacher-made tapes and exercises, a student will listen to a narrative and respond with 75% accuracy to information and inference questions.

B. Speaking

Using situations from Developing Communicative Competence by Judith Kettering and Conversations in English by Dobson and Sedwick, or the Intermediate files, a student must be able to ask or answer questions, express an opinion, paraphrase information, or narrate an anecdote using the structural and lexical items from the Intermediate curriculum.

C. Reading

After his reading level has been assessed on the S.R.A. diagnostic test (Multi-Read - Lower Intermediate and R.F.U. Junior - Upper Intermediate), a student will progress through the appropriate kit at an individual rate. In addition, a student will be able to select the main idea and answer comprehension questions based on information and inference contained in passages from Real Stories by Katz et. al., Constructive Comprehension by D. Cobb, and Reading For Adults, Books I and II by Lewis.

D. Structure

A student will complete, with 75% accuracy, exercises taken from Dixon's Graded Exercises, Taylor & Collins' Mastering American English, and teacher files which are appropriate to the level according to the structural outline. (See attached)

E. Composition

A student will complete, with 75% accuracy, exercises from Reading, Thinking, and Writing, Chapters 1 - 4 by Lawrence, A First Book in Composition, Comprehension, and Precis, Units 2 & 3 by Alexander in order to master the following elements of English paragraph writing: co-ordination and subordination, sequencing, chronological order, and generalizations.

Evaluation:

Continuous assessment occurs in composition and structure. Final assessment is on the basis of the Progress Assessment Test. A student must score at least 70% in each of the skill area and an aggregate of 75%. In reading a student must score at Grade 5 level on the Gates-McGinitie Reading Test (Form E).

Class Organization:

The Intermediate course is divided into four levels with a structure-based curriculum (see attached). The emphasis is equally divided between listening/speaking and reading/writing skills. The day to day lesson plans are the responsibility of the level instructor and are based on the attached curriculum outlines. Instructors use a variety of methods depending on the objectives of the lesson and the materials used. Methods include: small group, individual and full class activities, field trips, and contract assignments, as well as the standard 'direct method' of teaching. On one day per week, the students are instructed by a teacher other than the regular teacher. On this day the emphasis is on listening and reading with an explicit Canadian content. (See sample on page 5.)

Notes on the Curriculum Outline:

Attached are the Oral Competence, Reading Skills, Controlled Composition, and Structure Outlines used in the Intermediate course. Listed items need not be taught in the given order, but must be taught at the assigned level. Under the left hand column are listed items to be taught. Under the right hand column are references to be used in teaching these items. No reference has been made to the Intermediate files because these are classified under the same headings as the Structure Outline.

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Listening comprehension.	Follow up exercises from Listening comprehension.	Improving Aural Comprehension - J. Morley.	News.	Oral preparation for guided composition.
Introduce new grammar point. Oral drills & exercises.	Small group activities on previously taught grammar point.	Reading kit.	Small group discussion - problem solving.	Guided composition.
C O F F E E B R E A K		C O F F E E B R E A K		
Reading.	New grammar point.	Canadian studies.	Grammar review exercises and/or drills.	Tie up week's work.

Lower Intermediate

COMMUNICATIVE SKILLS: LISTENING/SPEAKING

REFERENCES

A student will be able to:

- give personal information and ask someone else about his/her personal history.
- narrate a personal anecdote using appropriate verb forms.
- use the telephone to make, confirm, or change an appointment.
- ask about or explain "what happened" using chronological order.
- ask about or state personal preference.
- describe a person or object using an adjective phrase or clause.
- ask for or make suggestions and give advice using the modals - should, might
- describe locations on a map.
- ask about or give directions for locating something (either on a map or in an area).
- follow directions to a place
- ask permission and make requests/give commands using appropriate polite forms.
- pass on a short message using reported speech

Lower Intermediate

CONTROLLED COMPOSITION OUTLINE

REFERENCES

READING SKILLS OUTLINE

A. Phonic Analysis

- long and short vowels (including silent 'e' rule, vowelised ending rule)
- soft and hard 'c' and 'g'
- consonant blends e.g. 'bl', 'br', 'cl', 'tr'
- diagraphs e.g. 'ph', 'th', 'ch', 'sh'
- vowel combinations e.g. 'oa', 'ee', 'ai', 'ie'
- vowels, at ends of words
- syllabication
- rhyming

B. Comprehension

- find information
- recall detail
- sequence events in chronological order

C. Vocabulary Development

- synonyms, homonyms, antonyms

D. Dictionary Skills

- alphabetical order
- guide words
- common abbreviations

Lower Intermediate

CONTROLLED COMPOSITION OUTLINE (Continued)REFERENCESA. Sentences

a) Word Order: Simple Sentences

- S + V + O vs. i.e. 'first'
- S + LV + SC 'when', 'after'
- S + V + IO + DO

b) Simple questions vs. imbedded question

c) Position and use of adjectives and adjective phrases

d) Position and use of adverbs and adverb phrases

B. Articles

a) Definite vs. indefinite

b) Use or deletion with:

- numerical expressions
- uncountable nouns
- proper names (esp. cities & countries)
- superlative adjectives

C. Punctuation

Uses of:

- period
- comma
- question mark
- exclamation mark
- quotation mark
- capitalization

D. Subordination

See structure outline for description of adverb & adjective clauses used at this level.

Alexander, Unit 2
Krohn, 206

Lawrence, Unit 2
Alexander, Unit 2

Krohn, 89

Lawrence, Unit 3
Krohn, 54

Lower Intermediate

CONTROLLED COMPOSITION OUTLINE (Continued)
REFERENCES

E. Coordination

- a) 'and', 'but', 'or'
b) connectors, i.e. 'first',
'second', 'then', 'after',
'that', etc.

Alexander, Unit 2
Krohn, 286

F. Guided Paragraphs

- a) Simple narrative passage using
chronological order with transi-
tions
b) Simple descriptive passage using
spatial order.

Lawrence, Unit 2
Alexander, Unit 2
Lawrence, Unit 3

Dixon, 112, 170-9
Taylor, 170-71
Krohn, 121-24, 223
Taylor, 179-80

MODALS

Note: Krohn handles all modals at once on
pp. 109-116 and reviews pp. 219-222.

- a) 'Must'/'have to' (compulsion)

Note: - future of 'must'/'will have
to'

- past of 'must'/'had to'

- neg. of 'must'/'don't have to'
(no compulsion)

Dixon, 98-101
Taylor, 106-7, also
173 for have got to
Krohn, 112-3
Dixon, 100
Taylor, 107

Intermediate 1

STRUCTURE OUTLINEREFERENCESVERBS:

- a) Review of present perfect

Used for regulations & restrictions,
e.g. traffic rules, 10 Commandments.
Note: To avoid confusion, this should
be stated.

Present perfect contrast with past

- b) Present perfect continuous tense
- compare & contrast with present
perfect. Note: Not normally used
with 'already', 'never', 'ever'.

- c) 'Used to' (with 'still'/'anymore')

- d) Introduction to two-word verbs.
Separable vs. non-separable

MODALS:

Note: Krohn handles all modals at once on
pp. 109-115 and reviews pp. 219-222.

- a) 'Must'/'have to' (compulsion)

Note: - future of 'must'='will have
to'

- past of 'must'='had to'

- neg. of 'must'='don't have to'
(no compulsion)

-Dixon 82, 84

-Taylor, 60, 64, 78-9, 88

-Krohn, 193 ff.

-Dixon, 83

-Taylor, 64, 88

-Krohn, 194-5, Ex. 1

-Dixon, 85 ff.

-Taylor, 89

-Krohn, 198-99

-Dixon, 112, 178-9

-Taylor, 170-71

-Krohn, 121-24, 223

-Taylor, 179-80

-Dixon, 98-101

-Taylor, 106-7, also
173 for have got &

-Krohn, 112-3

-Dixon, 100

-Taylor, 107

Intermediate 1

STRUCTURE OUTLINE

REFERENCES

MODALS: (Continued)

- b) 'Must not' (prohibition)
Used for regulations & restrictions,
e.g. traffic rules, 10 Commandments.
Note: To avoid confusion, this should
not be taught until 'don't have' to
is mastered.
- c) 'May'/'might'
Note: In current Canadian English
these two modals are normally
interchangeable. Exceptions are
reported speech and conditional
sentences.
- d) 'Can'/'could'/'be able to'
- e) 'Should'/'had better'/'ought to'

- no specific reference
- Dixon, 93
- Taylor, 175
- Krohn, 220
- Taylor, 102-3
- Krohn, 220
- Dixon, 140-42
- Taylor, 104-5, 175

INDIRECT SPEECH:

- a) Sequence of tenses
- b) Indirect questions
Note: NOT reported questions
'I don't know'
'Could you tell me' + Q.W. +
infinitive
'He can't decide'

- Taylor, 139-41
- Dixon, 96-7
- no specific reference
- Taylor, 126, 128-31
- Dixon, 41
- Krohn, 179-83, 186

Intermediate 1

STRUCTURE OUTLINEREFERENCESINDIRECT SPEECH: (Continued)

c) Indirect commands

e.g. 'want'

'would like' + person + infinitive

'tell' + subject + verb + object

Note: Neg. = 'tell' + person + infinitive

-Krohn, 134-5

d) Elliptical 'to'

e.g. 'Why did he do it? I told him to'.

-Taylor, 122

REPORTED SPEECH:

a) Reported speech (statements only)

-Taylor, 146-7

-Dixon, 134-9

b) Review 'say' vs. 'tell'

-Taylor, 144

-Dixon, 90-92

c) Punctuation of direct speech vs. reported speech

-no specific reference

SENTENCE COMBINING:

a) Connectors ('and', 'but', 'because', 'or')

Note: Do NOT introduce other conjunctions at this stage.

-Krohn, 286-7

b) Relative clauses ('who'/'that' vs. 'which'/'that')

Note: Use fairly simple examples & avoid prepositions + whom at this point.

-Taylor, 126, 128-31

-Dixon, 41

-Krohn, 179-83, 186

Intermediate 1

STRUCTURE OUTLINE

REFERENCES

ADDITIONAL WORK

- a) Word order
 - i. Simple: subj. + verb + object
Q.W. + verb + subject
 - ii. Position of adjective & adverb

-no specific reference

-Carson Martin, 109

-Taylor, 106

-Dixon, 106-9

-Krohn, 206

-Taylor, 139, 158, 161

-Carson Martin, 221

-Krohn, 199

-Dixon, 42, 50

-Taylor, 63

-Dixon, 140-2

-Taylor, 172

-Carson Martin, 278

-Taylor, 174, 269

-Carson Martin, 245

-Krohn, 239, 244

MODALS:

a) 'Should' (expectation)
** Contrast with 'must' (necessity)

b) 'Must' (deduction)
e.g. 'His coat's wet. It must be raining. He's out of breath. He must have run all the way here.'

Intermediate 2

STRUCTURE OUTLINEREFERENCESVERBS:

- a) Past continuous (contrast with the simple past).

-Dixon, 70
-Taylor & Collins, 157
-Krohn

- b) Passive (past & present only).

-Krohn, 239
-Carson Martin, 109
-Taylor, 100
-Dixon, 106-9
-Krohn, 206

- c) Past perfect tense.

Note: Used only when there are 2 verbs in the past, one of which is "more past" than the other - used primarily with 'when'; optional with 'before' and 'after'.

-Taylor, 139, 158, 161
-Carson Martin, 221
-Krohn, 199

- d) Review of irregular verbs in past & perfect.

-Dixon, 42, 50
-Taylor, 63

MODALS:

- a) 'Should' (expectation)
** Contrast with 'should' (advisability)

-Dixon, 140-2
-Taylor, 172
-Carson Martin, 278

- b) 'Must' (deduction).
e.g. 'His coat's wet. It must be raining. He's out of breath. He must have run all the way here'.

-Taylor, 174, 269
-Carson Martin, 245
-Krohn, 239, 244

Intermediate 2

STRUCTURE OUTLINEREFERENCESMODALS: (Continued)

- c) 'May' + 'have' + past participle/-
 'might' + 'have' + past participle.

-Dixon, 161-2
 -Taylor, 175
 -Krohn, 239
 -Carson Martin, 216

- d) 'Should' + 'have' + past participle

ADVERB CLAUSES:

- a) 'If' clause (real)

-Carson Martin, 101-2

- i. Future possible

-Taylor, 162-3

- ii. Always (when)

-Dixon, 143, 151

- iii. Imperative (threats)

-Krohn, 257

****Do NOT begin unreal conditions at this level.**

- b) Adverb clauses of time (future) using
 'when', 'before', 'as soon as',
 'after'.

-Carson Martin, 89-99

Note: Present tense is used in subordinate clause after these conjunctions to indicate future action.

e.g. 'When he comes, I'll give it to him.'

- c) Adverb clauses of time (present habitual); e.g. 'When I'm hungry, I eat.'

-Carson Martin, 10-15

Intermediate 2

STRUCTURE OUTLINE

REFERENCES

ADVERB CLAUSES: (Continued)

- c) Sequence of tenses in reported speech.
- d) 'May' vs. 'might' in reported speech
** This is the only time that 'might' becomes a past tense for 'may'.

-Taylor, 139-41
-Dixon, 96-7

-Dixon, 94

ADJECTIVE CLAUSES & PHRASES

- a) 'who', 'which', 'that' ... review from I1.
- b) Adjective phrase introduced by preposition - 'in', 'near', 'with', etc.
eg. 'The man with the big nose ...'
- c) Adjective phrases with participles.
eg. 'The man wearing the blue coat ...'

-Taylor, 126-30
-Dixon, 41
-Krohn, 179

-Carson Martin, 10-15

-Carson Martin, 10-15

ADDITIONAL WORK:

- a) Common idioms with 'get', 'do', 'make', and participles.

STRUCTURE OUTLINE

REFERENCES

ADVERB CLAUSES: (Continued)
c) Sequence of tenses in reported speech.
-Taylor, 139-41
-Dixon, 96-7

d) 'May' vs. 'might' in reported speech
** This is the only time that 'might' becomes a past tense for 'may'.
-Dixon, 94

ADJECTIVE CLAUSES & PHRASES
a) 'who', 'which', 'that' ... review
from 11.
-Taylor, 128-30
-Dixon, 41
-Krohn, 179

b) Adjective phrase introduced by preposition - 'in', 'near', 'with', etc.
eg. 'The man with the big nose ...'
-Carson Martin, 10-12

c) Adjective phrases with participles.
eg. 'The man wearing the blue coat ...'
-Carson Martin, 10-12

ADDITIONAL WORK:
a) Common idioms with 'get', 'do', 'make', and participles.

UPPER INTERMEDIATE READING SKILLS OUTLINE

Upper Intermediate

COMMUNICATIVE SKILLS: LISTENING/SPEAKING

REFERENCES

In addition to the communicative skills listed for Lower Intermediate, a student will be able to:

- describe his past activities and speculate on his future.
- justify a personal preference by making comparisons
- ask about or report a short conversation using correct reported speech forms.
- explain simply how something works.
- listen to and then paraphrase a story.
- engage in problem solving discussions.
- express an opinion
- using "polite forms" express an opinion
- use the telephone to ask for or give information.
- listen to a selected news item on tape and answer factual questions

UPPER INTERMEDIATE READING SKILLS OUTLINE

- A. Phonic Analysis (the association of sounds with letters)
- review regular consonant and vowel sounds
 - 'ti', 'si', 'ci'
 - vowels with 'r', 'l', 'w'
 - hyphenated words
 - compound words
 - syllabication
 - rhyming
- B. Structural Analysis (the analysis of meaningful parts of words)
- prefixes - 'un', 're', 'dis'
 - suffixes, 'tion', 'ment', 'ly', 'ful', 'less', 'ness', 'able', 'en'
- C. Context Clues
- imbedded definition or explanation in the sentence
 - inference from passage
- D. Comprehension
- find information
 - recall detail
 - identify main idea
 - sequence events
 - follow directions
 - make inferences
- E. Vocabulary Development
- homonyms, synonyms, antonyms
 - similies ('as', 'like')
 - words with multiple meanings
- F. Dictionary Skills
- alphabetize
 - use guide words
 - select best meaning
 - use pronunciation key

STRUCTURE OUTLINEREFERENCESVERBS:

- a) General review of tenses.
- b) Passive in all tenses: begin with review from I 2.
- c) Wish & subjunctive.
NOTE: 'I wish I were' is slowly being replaced by 'I wish I was', even among many educated speakers of English. Therefore, please teach both forms.
- d) 'Hope': i. with infinitive
ii. with clause
iii. contrast with wish
iv. elliptical use of 'so' after 'hope'
- e) 'Used to'/'get used to'/'be used to'

VERBALS:

- a) Gerunds vs. infinitive when either one is possible: eg. 'I like to swim' = 'I like swimming.'

- Taylor, 168
- Carson Martin, 251, 235, 109
- Krohn, 206
- Dixon, 106
- Taylor, 100
- Krohn, 271
- Dixon, 126
- Taylor, 116
- Carson Martin, 101, 175, 255
- Krohn, 257
- Taylor, 162
- Carson Martin, 267, 275
- Dixon, 112, 178
- Taylor, 170
- Taylor, 162
- Dixon, 178
- Carson Martin, 263

STRUCTURE OUTLINE

REFERENCES

VERBALS: (Continued)

- b) Gerund vs. infinitive after 'stop':
e.g. 'I stopped to smoke' vs. 'I stopped smoking.'

- c) Gerunds: i. after verbs
ii. after prepositions in phrase 1 verbs

- d) Verbs which must be used with a gerund vs. verbs which must be used with an infinitive: eg. 'I enjoy swimming', but 'I want to swim.'

-Carson Martin, 189

-Krohn, 179 ff.

-Taylor, 125

-Dixon, 123

-Taylor, 135

-Krohn, 271

-Dixon, 126

-Taylor, 116

-Carson Martin, 193

-Krohn, 184

ADVERB CLAUSES:

- a) Conditional clauses-(if):
i. future possible (review)
ii. present unreal
iii. past unreal

-Carson Martin, 101, 175, 255

-Krohn, 257

-Taylor, 162

- b) Unless with conditions

-Krohn, 252

-Taylor, 166

- c) Adverb clause of manner:

'so ... that' / 'such ... that'

-Taylor, 152

-Dixon, 178

- a) 'Both ... and' / 'either ... or' / 'neither ... nor'

-no specific reference

STRUCTURE OUTLINEREFERENCESADJECTIVE CLAUSES:

- a) Review 'who', 'which', 'that' - I 1

-Carson Martin, 189

-Krohn, 179 ff.

-Taylor, 125

- b) Optional deletion of relative pronoun: eg. 'The book that was given to you is priceless.' (NO deletion possible) BUT 'The book (that) I gave you is priceless.'
(N.B. Restrictive clauses only)

-Taylor, 128

-Carson Martin, 161

-Krohn, 54

-Dixon, 56

-Carson Martin, 199

-Krohn, 184

- c) 'Whose'

- d) With prepositions: 'The chair on which he sat is broken.' (formal) VS. 'The chair he sat on is broken.' (usual)

-Carson Martin, 195

NOUN CLAUSES:

- a) Reported speech (review)

-Dixon, 134

-Taylor, 132

SENTENCE COMBINING:

- a) 'Both ... and' / 'either ... or' / 'neither ... nor'

-no specific reference

STRUCTURE OUTLINE

REFERENCES

TAG ENDINGS:

- a) Reiterative tags:
eg. 'Neither do I'/'I don't either'
'So do I'/'I do too'

-Krohn, 116

-Taylor, 121

ARTICLES:

- a) Review of common uses of definite and indefinite articles.

-Carson Martin, 161

-Krohn, 54

-Dixon, 56

-Taylor, 186

VERBALS:

- a) Review of gerunds vs. infinitives

-Krohn, 171

-Dixon, 126

- b) 'to be' + gerund vs. infinitive
'to be' + gerund vs. infinitive

-Carson Martin, 164

STRUCTURE OUTLINE

REFERENCES

ADJECTIVE CLAUSES:

- a) Review 'who', 'which', 'that' - I 1

-Carson Martin, 189

-Krohn, 179 ff.

-Taylor, 158

- b) Options: deletion of relative pronoun; eg. 'The book that was given to you is priceless.' (NO deletion possible) BUT 'The book (that) I gave you is priceless.'
(N.B. Restrictive clauses only)

-Taylor, 158

-Carson Martin, 189

-Krohn, 184

- c) 'whose'

-Carson Martin, 188

- d) With prepositions: 'The chair on which he sat is broken.' (formal) VS. 'The chair he sat on is broken.' (usual)

NOUN CLAUSES:

- a) Reported speech (review)

-Dixon, 134

-Taylor, 132

SENTENCE COMBINING:

- a) 'both ... and' / 'either ... or' /

-no specific reference

'neither ... nor'

STRUCTURE OUTLINE

REFERENCES

VERBS:

a) Review of all tenses.

b) 'Let' (permission)

c) Verb + bare infinitive ('see', 'hear', 'make', 'let', etc.) eg. 'I saw him do it.'

d) Causative (active & passive) with 'have', 'make', 'get'

e) 'Supposed to'

-Carson Martin, 89-99

-Krohn, 193-205

-Dixon, 128

-Files

-Taylor, 151

-Krohn, 253

-Dixon, 180

-Taylor, 178

-Krohn, 263

-Dixon, 176

-C. Martin, 229,

233, 277

-Krohn, 231

-Dixon, 164

-Dixon, 151

-Taylor, 171

-111 or, 152

VERBALS:

a) Review of gerunds vs. infinitives

b) 'Without' and 'instead of' + gerund:

eg. 'He left without saying goodbye.'

-Krohn, 271

-Dixon, 126

-Krohn, 188

-Carson Martin, 264

-Taylor, 131

-Krohn, 297

STRUCTURE OUTLINEREFERENCESADVERB CLAUSES:

- a) Time ('before', 'when', 'after', 'as soon as', 'while', 'since')
- b) Cause ('because', 'as', 'since', 'so')
- c) Contrast ('although', 'but', 'even', 'though')
- d) Degree ('so...that', 'such ... that')
- e) Manner ('as if')
- f) Condition ('if', 'unless')

-Carson Martin, 89-99
 -Krohn, 190
 -Dixon, 151
 -Taylor, 155
 -Taylor, 151
 -Krohn, 253
 -Taylor, 230
 -Krohn, 263
 -Dixon, 178
 -Taylor, 152
 -Carson Martin, 231
 -Dixon, 134
 -Krohn, 254
 -Dixon, 151
 -Carson Martin, 255
 -Taylor, 162

ADJECTIVE CLAUSES: Modifying...

- a) A person ('who', 'what')
- b) A thing ('which', 'that')
- c) Reduction of adj. cl. - take out subj. & auxiliary verb: eg. 'the jewels stolen last week', 'the man smoking the cigar'

-Krohn, 179
 -Taylor, 125
 -Krohn, 186
 -Taylor, 131
 -Krohn, 297

STRUCTURE OUTLINE

REFERENCES

ADJECTIVE CLAUSES: (Continued)

- d) A time (when)
- e) A place (where)
- f) Introduce restrictive vs. non-restrictive clauses only if your class is really good.

-Taylor, 154

NOUN CLAUSES: Used with ...

- a) Reported speech
- b) Other verbs & phrases: eg. 'understand', 'believe', 'be sure'
- c) Verbs of urgency: eg. 'I demand, suggest, insist that you come'. (Only for good classes)

-Carson Martin, 231
-Dixon, 134
-Taylor, 138

-Taylor, 142

-Taylor, 148

CONJUNCTIONS & PREPOSITIONAL PHRASES:

- a) 'Because' vs. 'because of'
- b) 'Although' vs. 'in spite of'

-Carson Martin, 226

-Krohn, 255

-Krohn, 256

STRUCTURE OUTLINE

ADVERB CLAUSES:

- a) Time ('before', 'when', 'after', 'as soon as', 'while', 'since')

- b) Cause ('because', 'as', 'since', 'so')

- c) Contrast ('although', 'but', 'even', 'though')

- d) Degree ('so...that', 'such...that')

- e) Manner ('as if')

- f) Condition ('if', 'unless')

ADJECTIVE CLAUSES: Modifying...

- a) A person ('who', 'what')

- b) A thing ('which', 'that')

- c) Reduction of adj. cl. - take out subj. & auxiliary verb: eg. 'the town's stolen last week', 'the man smoking the cigar'

STRUCTURE OUTLINE

REFERENCES

CONJUNCTIONS & PREPOSITIONAL PHRASES:
(Continued)

- c) 'Whether or not'/'even if'/'regardless' of eg. 'I'll go whether he wants me to or not.' = 'I'll go even if he doesn't want me to.'

-Krohn, 254

COMPOUND SENTENCES: (Review)

- a) Transition words ('then', 'however', 'moreover', etc.) NOTE: These are not conjunctions and cannot be used to join two sentences.

-Krohn, 288

PARTICIPLES:

- a) Present participle vs. past participle as adjectives: eg. 'He is interesting' vs. 'He is interested'.

-Krohn, 211

IT VS. THERE:

- a) 'It is' vs. 'there is'
Dummy subject 'it' i.e. 'it' + noun + infinitive adjective: eg. 'It is difficult to understand his problem.'

-Krohn, 142 ff.

-Dixon, 119

-Taylor, 112

INTERMEDIATE BOOK LIST

Course Books

- Alexander, L.G. A First Book in Comprehension, Precis, and Composition. Longmans.
- Cobb, D. Constructive Comprehension. Centre Educatif et Culturel.
- Dixon. Graded Exercises in English. Centre Educatif et Culturel.
1128 5536191
- Dobson and Sedwick. Conversation in English. American Book Company.
- Katz, Chakeres, and Bromberg. Real Stories, Book 1. Globe Book Company.
1128 14381
- Kettering. Developing Communicative Competence. Univ. of Pittsburg Press.
- Krohn, Robert. English Sentence Structure. Univ. of Michigan Press.
PE 1375 K78
- Lawrence, M. Reading, Thinking, and Writing. Univ. of Michigan Press.
- Lewis, Richard. Reading for Adults, Books 1 & 2. Longmans.
PE 1123 L46
- Martin, Carson. Canadian English, Book 2: Teachers' Book. New Canadian Publications.
Longman.
- Morley, J. Improving Aural Comprehension: Students' Book. Univ. of Michigan Press.
? 1375 M67

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Class Sets

- Alexander, L.G. A First Book in Comprehension, Composition, and Precs. Longmans.
- _____. Developing Skills. Longmans.
- _____. Practice and Progress. Longmans.
- Byrne, D. Intermediate Comprehension Passages. Longmans.
- Cobb, D. Constructive Comprehension. C.E.C.
- Dixon, R.J. Graded Exercises in English, C.E.C.
- Elrick, T.F. & L. Wyle, Forms in Your Life. Globe Modern Curriculum Press.
- Green, Gordon. Read, Think, and Answer. Oxford Univ. Press.
- Harrop, Leonard B., Easy Comprehension Pieces. C.E.C.
- Hill, L.A. Contextualized Vocabulary Tests 2 and 3. Oxford Univ. Press.
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- Krohn, Robert. English Sentence Structure. Univ. of Michigan Press.
- Lado, Robert. English Series Books 3 & 4. (Canadian Edition) C.E.C.

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- Lawrence, M. Reading, Thinking, and Writing. Univ. of Michigan Press.
- Lewis, Richard. Reading for Adults, Books 1 & 2. Longmans.
- Martin, Carson. Canadian English Book II, Students' Workbook. New Canadian Publications.
- McCallum, G.P. Seven Plays from American Literature. E.L.S. _____.
Six Stories For Acting. E.L.S.
- Mellgren & Walker. New Horizons In English, Books 4, 5, & 6. Addison-Wesley.
- Morley, J. Improving Aural Comprehension, Students' Book. Univ. of Michigan Press.
- Sheeler, W.D. Welcome To English, Books 2, 3, & 4. Oxford Univ. Press.
- Taylor & Collins. Mastering American English. McGraw-Hill.

ACKNOWLEDGEMENTS

The following instructors of King Edward Campus generously contributed their time and expertise towards the development of this curriculum guide.

M. Anderson
 G. Evans
 B. Hole
 C. L. Hsu
 V. Khosla
 R. Leroux
 C. Millway
 K. MacKinlay
 A. Pletcher
 T. Quinn
 M. Sawkins
 V. Sinclair
 L. Soga
 V. Marzo-Villa
 B. Wright

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