

Department	International College of Liberal Arts		
Semester	Spring 2023	Year Offered (Odd/Even/Every Year)	Every Year
Course Number	EFAE020		
Course Title	English for Academic Excellence (EAE) : B		
Prerequisites	EFAE010 English for Academic Excellence (EFAE) : A OR equivalent		
Course Instructor	CHANG Tzumin Peter、当真 正裕、川上 澄江、KNUDSEN David	Year Available (Grade Level)	1
Subject Area	English for Academic Excellence	Number of Credits	15
Class Style	Lecture	Class Methods	Face to face

(NOTE 1) Class Methods are subject to change

(NOTE 2) Depending on the class size and the capacity of the facility, we may not be able to accommodate all students who wish to register for the course"

Course Description	<p>Course Description: English for Academic Excellence (EAE) B consists of five core components and will also be closely integrated with the Self-Directed Practice course conducted in the Language Acquisition Center (the LAC). The five course components are: Reading, Writing, Listening/Speaking, Content-Based Learning, and Testing Practice. These courses are taught and evaluated independently of each other, but are closely connected in respect to materials, methods and course content. Some activities overlap in two or more of the components, but concentrate on different aspects of the language-learning process. EAE is a "program," and not just a collection of separate courses. EAE B course targets mid to high intermediate level students and will introduce the fundamentals of the English level with a focus on academic English. For this reason, course content is carefully selected to build not only English proficiency and functional academic ability, but also a knowledge base, constructive discussion skills, and presentation skills that students will need to succeed in the International College of Liberal Arts (the iCLA). In preparing students for the future goal of study abroad where TOEFL scores often are an ITP 550 or an IELTS 6.0, or higher, the EAE will administer regular proficiency tests, which include in-house proficiency instruments in reading and writing. The medium of instruction is English.</p>
Class plan based on course evaluation from previous academic year	A small group discussion on linguistic as well as cultural matters will be systematically implemented in each class, which has been found effective based on the feedback from the previous students.
Course related to the instructor's practical experience (Summary of experience)	N/A

Learning Goals	<p>Course Objectives</p> <p>The broad objectives of the course are twofold: 1) to bring students to an ITP TOEFL score of around 460 and an IELTS score of 4.5 (all the bands), or its equivalent on other standard measurements and in-house essay/reading exam, 2) to prepare students to perform academic tasks within the limit of their proficiency levels, such as paragraph level writing in multiple genre, and acquiring reading skills of at least an intermediate level proficiency.</p> <p>More specifically, students will....</p> <ul style="list-style-type: none"> -Improve English writing and reading fluency. -Understand various kinds of written texts. -Present facts, feelings, and opinions in written English. -Learn PQR3 (previewing, questioning, reading reciting reviewing) -Improve reading fluency: reading faster with better comprehension. -Become self-directed in thinking, reading, writing and revising practices. -Recognize, understand and analyze the basic organization of a paragraph. -Expand vocabulary through various vocabulary-building techniques. -Present facts, feelings, and opinions in written English at the sentence level. -Read for main ideas and supporting details. -Begin to acquire schema for reading comprehension of academic texts. -Learn the concept of genre and the organization of different rhetorical modes. -Understand and write more complex responses to written texts: for example, paragraph length summaries and responses. -Learn basic principle and practice of peer review for paragraph structure, content and grammatical accuracy. -Learn to understand and write with basic essay form -Learn to think critically at a more complicated level and express and defend opinions at intermediate stages of complexity. -Speak informally and semi-formally on simple topics -Practice presentation skills at a basic level. -Understand basic academic lectures and audio materials -Respond to controversial topics with pros and cons -Write simple formal arguments -Learn the concept and fundamentals of source citation and documentation
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iCLA Diploma Policy	DP1/DP2/DP3
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iCLA Diploma Policy

(DP1) To Value Knowledge – Having high oral and written communication skills to be able to both comprehend and transfer knowledge

(DP2) To Be Able to Adapt to a Changing World – Having critical, creative, problem-solving, intercultural skills, global and independent mindset to adopt to a changing world

(DP3) To Believe in Collaboration – Having a disposition to work effectively and inclusively in teams

(DP4) To Act from a Sense of Personal and Social Responsibility – Having good ethical and moral values to make positive impacts in the world

Active Learning Methods	<ul style="list-style-type: none"> - Flipped class - Class discussion - Small group work - Content-based learning - Presentations
Use of ICT in Class	<ul style="list-style-type: none"> - Use of Google Forms - Use of MS Forms - Use of Google Classroom
Use of ICT outside Class	<ul style="list-style-type: none"> - Use of Google Classroom - Use of MS Forms - Use of Google Forms - Use of Quizlet
Expected study hours outside class	<p>This is a homework intensive course, and students will be required to spend at least two hours on homework preparation and another two hours for study for every scheduled class hour.</p>

Feedback Methods	Feedback on every assignment/quiz/test will be provided orally and/or a written form depending on the nature of the item being assessed.
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Grading Criteria		
Grading Methods	Grading Weights	Grading Content
Active Participation	10%	Attitude(positive, cooperative, constructive, creative, etc.)
Homework	30%	Accuracy, Quality, Cooperation, Creativity
In-class work(quizzes, presentations, in-class writings)	30%	Accuracy, Quality, Creativity, Cooperation
Assignments and tasks designed for each class	30%	Accuracy, Quality, Creativity

Required Textbook(s)	<p>Reflect 4: Reading and Writing Pathways III: Reading, Writing and Critical Thinking Pathways III: Listening, Speaking and Critical Thinking The Heinemann TOEFL Preparation Course English Grammar in Use (5th Edition) Grammar in Context (Book 3) Extensive Handouts, Extended Reading Library</p>
Other Reading Materials/URL	N/A
Plagiarism Policy	<p>Academic Honesty Policy The instructor of this class takes the issue of academic honesty very seriously. All students' homework/assessments should be his/her own work alone. No outside help whatsoever is permitted beyond those specified by the instructor. If a student is unsure whether something constitutes a breach or not, it is his/her responsibility to consult with the instructor before submitting the assessment. All breaches of the policy, regardless of the circumstances, will be addressed according to university policies. Please make sure to familiarize yourself with academic honesty policies in the iCLA students' guidebook before the first assessment.</p>

Other Additional Notes	<p>Class Attendance</p> <ul style="list-style-type: none"> ·In principle, you must attend 90% of classes. ·“Late Arrive” = Arriving in class 5 minutes or more after the start of class. Please be on time for the start of each class. ·3 late arrivals will be regarded as one absence. ·If you are absent for more than 1/3 of the total number of classes, you fail EAE and will be required to repeat the same level. ·Grades will be lowered based on excessive unexcused absences. Letter grades will be lowered from ‘A’ to ‘B’ , ‘B’ to ‘C’ , and so forth each time an absence rate increases beyond the next 10% threshold. (There is no penalty until you miss the first 10% of classes) ·Regarding Component LAC, please see the LAC section of this handbook for details. ·You must explain why you were absent instructors. ·Regarding excused absence and suspension of attendance, please refer to the student handbook (for academic year 2022). ·You may be required to schedule a make-up class.
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(NOTE 3) Class schedule is subject to change

Class Schedule	
Class Number	Content
Class 1	<p>RIntroduction to intensive reading and the extensive reading program: Pre-reading strategies: getting the main idea from texts; WFree writing; introduction and review of the clause and sentence; writing various kinds of sentences; sentence combining and sentence separation: avoiding run-ons and fragments; reviewing paragraph form; writing an autobiographical paragraph S/LIntroduction to greetings and classroom language; dictation; self-description; listening for main ideas; checking predictions CBLReading and hearing about several topics: main ideas and Supporting details TPCourse introduction; Diagnostic test for TOEFL</p> <p>Self-Directed Practice* (SDP) Orientation to the LAC and the Portfolio Following weeks: workshops, group meetings and practice * SDP is separate from the core EAE coursework because it is based on students’ reflection on their needs in close cooperation with the LAC language advisors. Students pass this course by working in language needs in the LAC and keeping a log of every session in their SDP portfolios. Therefore, weekly activities may vary widely for each student.</p>
Class 2	<p>RIntroduction to intensive reading and the extensive reading program: Pre-reading strategies: getting the main idea from texts; WFree writing; introduction and review of the clause and sentence; writing various kinds of sentences; sentence combining and sentence separation: avoiding run-ons and fragments; reviewing paragraph form; writing an autobiographical paragraph S/LIntroduction to greetings and classroom language; dictation; self-description; listening for main ideas; checking predictions CBLReading and hearing about several topics: main ideas and Supporting details TPCourse introduction; Diagnostic test for TOEFL</p> <p>Self-Directed Practice* (SDP) Orientation to the LAC and the Portfolio Following weeks: workshops, group meetings and practice * SDP is separate from the core EAE coursework because it is based on students’ reflection on their needs in close cooperation with the LAC language advisors. Students pass this course by working in language needs in the LAC and keeping a log of every session in their SDP portfolios. Therefore, weekly activities may vary widely for each student.</p>
Class 3	<p>RIntroduction to intensive reading and the extensive reading program: Pre-reading strategies: getting the main idea from texts; WFree writing; introduction and review of the clause and sentence; writing various kinds of sentences; sentence combining and sentence separation: avoiding run-ons and fragments; reviewing paragraph form; writing an autobiographical paragraph S/LIntroduction to greetings and classroom language; dictation; self-description; listening for main ideas; checking predictions CBLReading and hearing about several topics: main ideas and Supporting details TPCourse introduction; Diagnostic test for TOEFL</p> <p>Self-Directed Practice* (SDP) Orientation to the LAC and the Portfolio Following weeks: workshops, group meetings and practice * SDP is separate from the core EAE coursework because it is based on students’ reflection on their needs in close cooperation with the LAC language advisors. Students pass this course by working in language needs in the LAC and keeping a log of every session in their SDP portfolios. Therefore, weekly activities may vary widely for each student.</p>

Class 4	<p>RIntroduction to intensive reading and the extensive reading program; Pre-reading strategies: getting the main idea from texts; WFree writing; introduction and review of the clause and sentence; writing various kinds of sentences; sentence combining and sentence separation: avoiding run-ons and fragments; reviewing paragraph form; writing an autobiographical paragraph S/LIntroduction to greetings and classroom language; dictation; self-description; listening for main ideas; checking predictions CBLReading and hearing about several topics: main ideas and Supporting details TPCourse introduction; Diagnostic test for TOEFL</p> <p>Self-Directed Practice* (SDP) Orientation to the LAC and the Portfolio Following weeks: workshops, group meetings and practice * SDP is separate from the core EAE coursework because it is based on students' reflection on their needs in close cooperation with the LAC language advisors. Students pass this course by working in language needs in the LAC and keeping a log of every session in their SDP portfolios. Therefore, weekly activities may vary widely for each student.</p>
Class 5	<p>RIntroduction to intensive reading and the extensive reading program; Pre-reading strategies: getting the main idea from texts; WFree writing; introduction and review of the clause and sentence; writing various kinds of sentences; sentence combining and sentence separation: avoiding run-ons and fragments; reviewing paragraph form; writing an autobiographical paragraph S/LIntroduction to greetings and classroom language; dictation; self-description; listening for main ideas; checking predictions CBLReading and hearing about several topics: main ideas and Supporting details TPCourse introduction; Diagnostic test for TOEFL</p> <p>Self-Directed Practice* (SDP) Orientation to the LAC and the Portfolio Following weeks: workshops, group meetings and practice * SDP is separate from the core EAE coursework because it is based on students' reflection on their needs in close cooperation with the LAC language advisors. Students pass this course by working in language needs in the LAC and keeping a log of every session in their SDP portfolios. Therefore, weekly activities may vary widely for each student.</p>
Class 6	<p>RIntroduction to intensive reading and the extensive reading program; Pre-reading strategies: getting the main idea from texts; WFree writing; introduction and review of the clause and sentence; writing various kinds of sentences; sentence combining and sentence separation: avoiding run-ons and fragments; reviewing paragraph form; writing an autobiographical paragraph S/LIntroduction to greetings and classroom language; dictation; self-description; listening for main ideas; checking predictions CBLReading and hearing about several topics: main ideas and Supporting details TPCourse introduction; Diagnostic test for TOEFL</p>
Class 7	<p>RIntroduction to intensive reading and the extensive reading program; Pre-reading strategies: getting the main idea from texts; WFree writing; introduction and review of the clause and sentence; writing various kinds of sentences; sentence combining and sentence separation: avoiding run-ons and fragments; reviewing paragraph form; writing an autobiographical paragraph S/LIntroduction to greetings and classroom language; dictation; self-description; listening for main ideas; checking predictions CBLReading and hearing about several topics: main ideas and Supporting details TPCourse introduction; Diagnostic test for TOEFL</p>
Class 8	<p>RIntroduction to intensive reading and the extensive reading program; Pre-reading strategies: getting the main idea from texts; WFree writing; introduction and review of the clause and sentence; writing various kinds of sentences; sentence combining and sentence separation: avoiding run-ons and fragments; reviewing paragraph form; writing an autobiographical paragraph S/LIntroduction to greetings and classroom language; dictation; self-description; listening for main ideas; checking predictions CBLReading and hearing about several topics: main ideas and Supporting details TPCourse introduction; Diagnostic test for TOEFL</p>
Class 9	<p>RIntroduction to intensive reading and the extensive reading program; Pre-reading strategies: getting the main idea from texts; WFree writing; introduction and review of the clause and sentence; writing various kinds of sentences; sentence combining and sentence separation: avoiding run-ons and fragments; reviewing paragraph form; writing an autobiographical paragraph S/LIntroduction to greetings and classroom language; dictation; self-description; listening for main ideas; checking predictions CBLReading and hearing about several topics: main ideas and Supporting details TPCourse introduction; Diagnostic test for TOEFL</p>

Class 10	<p>RIntroduction to intensive reading and the extensive reading program; Pre-reading strategies: getting the main idea from texts; WFree writing; introduction and review of the clause and sentence; writing various kinds of sentences; sentence combining and sentence separation: avoiding run-ons and fragments; reviewing paragraph form; writing an autobiographical paragraph S/LIntroduction to greetings and classroom language; dictation; self-description; listening for main ideas; checking predictions CBLReading and hearing about several topics: main ideas and Supporting details TPCourse introduction; Diagnostic test for TOEFL</p>
Class 11	<p>RPre-reading strategies: getting the main idea from texts; practicing extensive reading: selecting a text; vocabulary building WFree writing; introduction and review of the clause and sentence; writing various kinds of sentences; sentence combining and sentence separation: avoiding run-ons and fragments; peer review and revision of autobiographical paragraph; introducing essay form; writing a three paragraph autobiographical essay S/LSpeaking and hearing about such topics as health and disease; dictation; giving supporting reasons CBLReading and hearing about various topics: main ideas and supporting details; gathering data from a text; making inferences from context; reflecting on a text TPIntroduction to Test strategies: answering questions about listening comprehension</p>
Class 12	<p>RPre-reading strategies: getting the main idea from texts; practicing extensive reading: selecting a text; vocabulary building WFree writing; introduction and review of the clause and sentence; writing various kinds of sentences; sentence combining and sentence separation: avoiding run-ons and fragments; peer review and revision of autobiographical paragraph; introducing essay form; writing a three paragraph autobiographical essay S/LSpeaking and hearing about such topics as health and disease; dictation; giving supporting reasons CBLReading and hearing about various topics: main ideas and supporting details; gathering data from a text; making inferences from context; reflecting on a text TPIntroduction to Test strategies: answering questions about listening comprehension</p>
Class 13	<p>RPre-reading strategies: getting the main idea from texts; practicing extensive reading: selecting a text; vocabulary building WFree writing; introduction and review of the clause and sentence; writing various kinds of sentences; sentence combining and sentence separation: avoiding run-ons and fragments; peer review and revision of autobiographical paragraph; introducing essay form; writing a three paragraph autobiographical essay S/LSpeaking and hearing about such topics as health and disease; dictation; giving supporting reasons CBLReading and hearing about various topics: main ideas and supporting details; gathering data from a text; making inferences from context; reflecting on a text TPIntroduction to Test strategies: answering questions about listening comprehension</p>
Class 14	<p>RPre-reading strategies: getting the main idea from texts; practicing extensive reading: selecting a text; vocabulary building WFree writing; introduction and review of the clause and sentence; writing various kinds of sentences; sentence combining and sentence separation: avoiding run-ons and fragments; peer review and revision of autobiographical paragraph; introducing essay form; writing a three paragraph autobiographical essay S/LSpeaking and hearing about such topics as health and disease; dictation; giving supporting reasons CBLReading and hearing about various topics: main ideas and supporting details; gathering data from a text; making inferences from context; reflecting on a text TPIntroduction to Test strategies: answering questions about listening comprehension</p>
Class 15	<p>RPre-reading strategies: getting the main idea from texts; practicing extensive reading: selecting a text; vocabulary building WFree writing; introduction and review of the clause and sentence; writing various kinds of sentences; sentence combining and sentence separation: avoiding run-ons and fragments; peer review and revision of autobiographical paragraph; introducing essay form; writing a three paragraph autobiographical essay S/LSpeaking and hearing about such topics as health and disease; dictation; giving supporting reasons CBLReading and hearing about various topics: main ideas and supporting details; gathering data from a text; making inferences from context; reflecting on a text TPIntroduction to Test strategies: answering questions about listening comprehension</p>

Class 16	<p>RPre-reading strategies; getting the main idea from texts; practicing extensive reading; selecting a text; vocabulary building</p> <p>WFree writing; introduction and review of the clause and sentence; writing various kinds of sentences; sentence combining and sentence separation; avoiding run-ons and fragments; peer review and revision of autobiographical paragraph; introducing essay form; writing a three paragraph autobiographical essay</p> <p>S/LSpeaking and hearing about such topics as health and disease; dictation; giving supporting reasons</p> <p>CBLReading and hearing about various topics: main ideas and supporting details; gathering data from a text; making inferences from context; reflecting on a text</p> <p>TPIntroduction to Test strategies: answering questions about listening comprehension</p>
Class 17	<p>RPre-reading strategies; getting the main idea from texts; practicing extensive reading; selecting a text; vocabulary building</p> <p>WFree writing; introduction and review of the clause and sentence; writing various kinds of sentences; sentence combining and sentence separation; avoiding run-ons and fragments; peer review and revision of autobiographical paragraph; introducing essay form; writing a three paragraph autobiographical essay</p> <p>S/LSpeaking and hearing about such topics as health and disease; dictation; giving supporting reasons</p> <p>CBLReading and hearing about various topics: main ideas and supporting details; gathering data from a text; making inferences from context; reflecting on a text</p> <p>TPIntroduction to Test strategies: answering questions about listening comprehension</p>
Class 18	<p>RPre-reading strategies; getting the main idea from texts; practicing extensive reading; selecting a text; vocabulary building</p> <p>WFree writing; introduction and review of the clause and sentence; writing various kinds of sentences; sentence combining and sentence separation; avoiding run-ons and fragments; peer review and revision of autobiographical paragraph; introducing essay form; writing a three paragraph autobiographical essay</p> <p>S/LSpeaking and hearing about such topics as health and disease; dictation; giving supporting reasons</p> <p>CBLReading and hearing about various topics: main ideas and supporting details; gathering data from a text; making inferences from context; reflecting on a text</p> <p>TPIntroduction to Test strategies: answering questions about listening comprehension</p>
Class 19	<p>RPre-reading strategies; getting the main idea from texts; practicing extensive reading; selecting a text; vocabulary building</p> <p>WFree writing; introduction and review of the clause and sentence; writing various kinds of sentences; sentence combining and sentence separation; avoiding run-ons and fragments; peer review and revision of autobiographical paragraph; introducing essay form; writing a three paragraph autobiographical essay</p> <p>S/LSpeaking and hearing about such topics as health and disease; dictation; giving supporting reasons</p> <p>CBLReading and hearing about various topics: main ideas and supporting details; gathering data from a text; making inferences from context; reflecting on a text</p> <p>TPIntroduction to Test strategies: answering questions about listening comprehension</p>
Class 20	<p>RPre-reading strategies; getting the main idea from texts; practicing extensive reading; selecting a text; vocabulary building</p> <p>WFree writing; introduction and review of the clause and sentence; writing various kinds of sentences; sentence combining and sentence separation; avoiding run-ons and fragments; peer review and revision of autobiographical paragraph; introducing essay form; writing a three paragraph autobiographical essay</p> <p>S/LSpeaking and hearing about such topics as health and disease; dictation; giving supporting reasons</p> <p>CBLReading and hearing about various topics: main ideas and supporting details; gathering data from a text; making inferences from context; reflecting on a text</p> <p>TPIntroduction to Test strategies: answering questions about listening comprehension</p>
Class 21	<p>RVocabulary building; getting the main idea and supporting details from texts; extensive reading small group reports; speed-reading; introducing timed readings; skimming</p> <p>WFree writing; introduction and review of the clause and sentence; writing various kinds of sentences; sentence combining and sentence separation; avoiding run-ons and fragments; peer reviewing the autobiographical essay; writing second draft</p> <p>S/LSpeaking and hearing about such topics as health and disease; dictation; giving supporting reasons: listening for main ideas and details</p> <p>CBLReading and hearing about various topics; practice with main ideas and details; practice with inference; setting criteria for making judgments</p> <p>TPIntroduction to Test strategies: answering questions about structure and written expression</p>

Class 22	<p>RVocabulary building: getting the main idea and supporting details from texts; extensive reading small group reports; speed-reading: introducing timed readings; skimming</p> <p>WFree writing; introduction and review of the clause and sentence; writing various kinds of sentences; sentence combining and sentence separation: avoiding run-ons and fragments; peer reviewing the autobiographical essay; writing second draft</p> <p>S/LSpeaking and hearing about such topics as health and disease; dictation; giving supporting reasons: listening for main ideas and details</p> <p>CBLReading and hearing about various topics; practice with main ideas and details; practice with inference; setting criteria for making judgments</p> <p>TPIntroduction to Test strategies: answering questions about structure and written expression</p>
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Class 25	<p>RVocabulary building: getting the main idea and supporting details from texts; extensive reading small group reports; speed-reading: introducing timed readings; skimming</p> <p>WFree writing; introduction and review of the clause and sentence; writing various kinds of sentences; sentence combining and sentence separation: avoiding run-ons and fragments; peer reviewing the autobiographical essay; writing second draft</p> <p>S/LSpeaking and hearing about such topics as health and disease; dictation; giving supporting reasons: listening for main ideas and details</p> <p>CBLReading and hearing about various topics; practice with main ideas and details; practice with inference; setting criteria for making judgments</p> <p>TPIntroduction to Test strategies: answering questions about structure and written expression</p>
Class 26	<p>RVocabulary building: getting the main idea and supporting details from texts; extensive reading small group reports; speed-reading: introducing timed readings; skimming</p> <p>WFree writing; introduction and review of the clause and sentence; writing various kinds of sentences; sentence combining and sentence separation: avoiding run-ons and fragments; peer reviewing the autobiographical essay; writing second draft</p> <p>S/LSpeaking and hearing about such topics as health and disease; dictation; giving supporting reasons: listening for main ideas and details</p> <p>CBLReading and hearing about various topics; practice with main ideas and details; practice with inference; setting criteria for making judgments</p> <p>TPIntroduction to Test strategies: answering questions about structure and written expression</p>
Class 27	<p>RVocabulary building: getting the main idea and supporting details from texts; extensive reading small group reports; speed-reading: introducing timed readings; skimming</p> <p>WFree writing; introduction and review of the clause and sentence; writing various kinds of sentences; sentence combining and sentence separation: avoiding run-ons and fragments; peer reviewing the autobiographical essay; writing second draft</p> <p>S/LSpeaking and hearing about such topics as health and disease; dictation; giving supporting reasons: listening for main ideas and details</p> <p>CBLReading and hearing about various topics; practice with main ideas and details; practice with inference; setting criteria for making judgments</p> <p>TPIntroduction to Test strategies: answering questions about structure and written expression</p>

Class 28	<p>RVocabulary building: getting the main idea and supporting details from texts; extensive reading small group reports; speed-reading: introducing timed readings; skimming</p> <p>WFree writing; introduction and review of the clause and sentence; writing various kinds of sentences; sentence combining and sentence separation: avoiding run-ons and fragments; peer reviewing the autobiographical essay; writing second draft</p> <p>S/LSpeaking and hearing about such topics as health and disease; dictation; giving supporting reasons: listening for main ideas and details</p> <p>CBLReading and hearing about various topics; practice with main ideas and details; practice with inference; setting criteria for making judgments</p> <p>TPIntroduction to Test strategies: answering questions about structure and written expression</p>
Class 29	<p>RVocabulary building: getting the main idea and supporting details from texts; extensive reading small group reports; speed-reading: introducing timed readings; skimming</p> <p>WFree writing; introduction and review of the clause and sentence; writing various kinds of sentences; sentence combining and sentence separation: avoiding run-ons and fragments; peer reviewing the autobiographical essay; writing second draft</p> <p>S/LSpeaking and hearing about such topics as health and disease; dictation; giving supporting reasons: listening for main ideas and details</p> <p>CBLReading and hearing about various topics; practice with main ideas and details; practice with inference; setting criteria for making judgments</p> <p>TPIntroduction to Test strategies: answering questions about structure and written expression</p>
Class 30	<p>RVocabulary building: getting the main idea and supporting details from texts; extensive reading small group reports; speed-reading: introducing timed readings; skimming</p> <p>WFree writing; introduction and review of the clause and sentence; writing various kinds of sentences; sentence combining and sentence separation: avoiding run-ons and fragments; peer reviewing the autobiographical essay; writing second draft</p> <p>S/LSpeaking and hearing about such topics as health and disease; dictation; giving supporting reasons: listening for main ideas and details</p> <p>CBLReading and hearing about various topics; practice with main ideas and details; practice with inference; setting criteria for making judgments</p> <p>TPIntroduction to Test strategies: answering questions about structure and written expression</p>
Class 31	<p>RVocabulary building: getting the main idea and supporting details from texts; extensive reading small group reports; practicing timed readings; scanning</p> <p>WFree writing; introduction and review of the clause and sentence; writing various kinds of sentences; sentence combining and sentence separation: avoiding run-ons and fragments; final draft of essay due: in class self-review; sharing your essay</p> <p>S/LSpeaking and hearing about such topics as energy and the planet; dictation; listening to and discussing a power point presentation</p> <p>CBLReading and hearing about various topics; practice with main ideas and details; expressing the main point of a text through summary sentences; writing a response to readings about inventions</p> <p>TPIntroduction to Test strategies: answering questions about reading comprehension</p>
Class 32	<p>RVocabulary building: getting the main idea and supporting details from texts; extensive reading small group reports; practicing timed readings; scanning</p> <p>WFree writing; introduction and review of the clause and sentence; writing various kinds of sentences; sentence combining and sentence separation: avoiding run-ons and fragments; final draft of essay due: in class self-review; sharing your essay</p> <p>S/LSpeaking and hearing about such topics as energy and the planet; dictation; listening to and discussing a power point presentation</p> <p>CBLReading and hearing about various topics; practice with main ideas and details; expressing the main point of a text through summary sentences; writing a response to readings about inventions</p> <p>TPIntroduction to Test strategies: answering questions about reading comprehension</p>
Class 33	<p>RVocabulary building: getting the main idea and supporting details from texts; extensive reading small group reports; practicing timed readings; scanning</p> <p>WFree writing; introduction and review of the clause and sentence; writing various kinds of sentences; sentence combining and sentence separation: avoiding run-ons and fragments; final draft of essay due: in class self-review; sharing your essay</p> <p>S/LSpeaking and hearing about such topics as energy and the planet; dictation; listening to and discussing a power point presentation</p> <p>CBLReading and hearing about various topics; practice with main ideas and details; expressing the main point of a text through summary sentences; writing a response to readings about inventions</p> <p>TPIntroduction to Test strategies: answering questions about reading comprehension</p>

Class 34	<p>RVocabulary building; getting the main idea and supporting details from texts; extensive reading small group reports; practicing timed readings; scanning</p> <p>WFree writing; introduction and review of the clause and sentence; writing various kinds of sentences; sentence combining and sentence separation: avoiding run-ons and fragments; final draft of essay due: in class self-review; sharing your essay</p> <p>S/LSpeaking and hearing about such topics as energy and the planet; dictation; listening to and discussing a power point presentation</p> <p>CBLReading and hearing about various topics; practice with main ideas and details; expressing the main point of a text through summary sentences; writing a response to readings about inventions</p> <p>TPIntroduction to Test strategies: answering questions about reading comprehension</p>
Class 35	<p>RVocabulary building; getting the main idea and supporting details from texts; extensive reading small group reports; practicing timed readings; scanning</p> <p>WFree writing; introduction and review of the clause and sentence; writing various kinds of sentences; sentence combining and sentence separation: avoiding run-ons and fragments; final draft of essay due: in class self-review; sharing your essay</p> <p>S/LSpeaking and hearing about such topics as energy and the planet; dictation; listening to and discussing a power point presentation</p> <p>CBLReading and hearing about various topics; practice with main ideas and details; expressing the main point of a text through summary sentences; writing a response to readings about inventions</p> <p>TPIntroduction to Test strategies: answering questions about reading comprehension</p>
Class 36	<p>RVocabulary building; getting the main idea and supporting details from texts; extensive reading small group reports; practicing timed readings; scanning</p> <p>WFree writing; introduction and review of the clause and sentence; writing various kinds of sentences; sentence combining and sentence separation: avoiding run-ons and fragments; final draft of essay due: in class self-review; sharing your essay</p> <p>S/LSpeaking and hearing about such topics as energy and the planet; dictation; listening to and discussing a power point presentation</p> <p>CBLReading and hearing about various topics; practice with main ideas and details; expressing the main point of a text through summary sentences; writing a response to readings about inventions</p> <p>TPIntroduction to Test strategies: answering questions about reading comprehension</p>
Class 37	<p>RVocabulary building; getting the main idea and supporting details from texts; extensive reading small group reports; practicing timed readings; scanning</p> <p>WFree writing; introduction and review of the clause and sentence; writing various kinds of sentences; sentence combining and sentence separation: avoiding run-ons and fragments; final draft of essay due: in class self-review; sharing your essay</p> <p>S/LSpeaking and hearing about such topics as energy and the planet; dictation; listening to and discussing a power point presentation</p> <p>CBLReading and hearing about various topics; practice with main ideas and details; expressing the main point of a text through summary sentences; writing a response to readings about inventions</p> <p>TPIntroduction to Test strategies: answering questions about reading comprehension</p>
Class 38	<p>RVocabulary building; getting the main idea and supporting details from texts; extensive reading small group reports; practicing timed readings; scanning</p> <p>WFree writing; introduction and review of the clause and sentence; writing various kinds of sentences; sentence combining and sentence separation: avoiding run-ons and fragments; final draft of essay due: in class self-review; sharing your essay</p> <p>S/LSpeaking and hearing about such topics as energy and the planet; dictation; listening to and discussing a power point presentation</p> <p>CBLReading and hearing about various topics; practice with main ideas and details; expressing the main point of a text through summary sentences; writing a response to readings about inventions</p> <p>TPIntroduction to Test strategies: answering questions about reading comprehension</p>
Class 39	<p>RVocabulary building; getting the main idea and supporting details from texts; extensive reading small group reports; practicing timed readings; scanning</p> <p>WFree writing; introduction and review of the clause and sentence; writing various kinds of sentences; sentence combining and sentence separation: avoiding run-ons and fragments; final draft of essay due: in class self-review; sharing your essay</p> <p>S/LSpeaking and hearing about such topics as energy and the planet; dictation; listening to and discussing a power point presentation</p> <p>CBLReading and hearing about various topics; practice with main ideas and details; expressing the main point of a text through summary sentences; writing a response to readings about inventions</p> <p>TPIntroduction to Test strategies: answering questions about reading comprehension</p>

Class 40	<p>RVocabulary building: getting the main idea and supporting details from texts; extensive reading small group reports; practicing timed readings; scanning</p> <p>WFree writing: introduction and review of the clause and sentence: writing various kinds of sentences: sentence combining and sentence separation: avoiding run-ons and fragments; final draft of essay due: in class self-review; sharing your essay</p> <p>S/LSpeaking and hearing about such topics as energy and the planet; dictation; listening to and discussing a power point presentation</p> <p>CBLReading and hearing about various topics; practice with main ideas and details: expressing the main point of a text through summary sentences: writing a response to readings about inventions</p> <p>TPIntroduction to Test strategies: answering questions about reading comprehension</p>
Class 41	<p>RVocabulary building: getting the main idea and supporting details from texts; practicing timed readings; intensive reading practice</p> <p>WFree writing: introduction and review of the clause and sentence: writing various kinds of sentences: sentence combining and sentence separation: avoiding run-ons and fragments; introduction to paraphrase: peer review and revising; editing practice; introduction to the comparison essay; writing Draft 1</p> <p>S/LListening to a lecture; hearing and talking about culture and tradition</p> <p>CBLReading and hearing about various topics; practice with main ideas and details: getting the main point of a text through summary sentences: writing a paragraph about your use of communication technology</p> <p>TPIntroduction to Test strategies: answering questions about listening comprehension</p>
Class 42	<p>RVocabulary building: getting the main idea and supporting details from texts; practicing timed readings; intensive reading practice</p> <p>WFree writing: introduction and review of the clause and sentence: writing various kinds of sentences: sentence combining and sentence separation: avoiding run-ons and fragments; introduction to paraphrase: peer review and revising; editing practice; introduction to the comparison essay; writing Draft 1</p> <p>S/LListening to a lecture; hearing and talking about culture and tradition</p> <p>CBLReading and hearing about various topics; practice with main ideas and details: getting the main point of a text through summary sentences: writing a paragraph about your use of communication technology</p> <p>TPIntroduction to Test strategies: answering questions about listening comprehension</p>
Class 43	<p>RVocabulary building: getting the main idea and supporting details from texts; practicing timed readings; intensive reading practice</p> <p>WFree writing: introduction and review of the clause and sentence: writing various kinds of sentences: sentence combining and sentence separation: avoiding run-ons and fragments; introduction to paraphrase: peer review and revising; editing practice; introduction to the comparison essay; writing Draft 1</p> <p>S/LListening to a lecture; hearing and talking about culture and tradition</p> <p>CBLReading and hearing about various topics; practice with main ideas and details: getting the main point of a text through summary sentences: writing a paragraph about your use of communication technology</p> <p>TPIntroduction to Test strategies: answering questions about listening comprehension</p>
Class 44	<p>RVocabulary building: getting the main idea and supporting details from texts; practicing timed readings; intensive reading practice</p> <p>WFree writing: introduction and review of the clause and sentence: writing various kinds of sentences: sentence combining and sentence separation: avoiding run-ons and fragments; introduction to paraphrase: peer review and revising; editing practice; introduction to the comparison essay; writing Draft 1</p> <p>S/LListening to a lecture; hearing and talking about culture and tradition</p> <p>CBLReading and hearing about various topics; practice with main ideas and details: getting the main point of a text through summary sentences: writing a paragraph about your use of communication technology</p> <p>TPIntroduction to Test strategies: answering questions about listening comprehension</p>
Class 45	<p>RVocabulary building: getting the main idea and supporting details from texts; practicing timed readings; intensive reading practice</p> <p>WFree writing: introduction and review of the clause and sentence: writing various kinds of sentences: sentence combining and sentence separation: avoiding run-ons and fragments; introduction to paraphrase: peer review and revising; editing practice; introduction to the comparison essay; writing Draft 1</p> <p>S/LListening to a lecture; hearing and talking about culture and tradition</p> <p>CBLReading and hearing about various topics; practice with main ideas and details: getting the main point of a text through summary sentences: writing a paragraph about your use of communication technology</p> <p>TPIntroduction to Test strategies: answering questions about listening comprehension</p>