



Objectives and Evaluation Criteria

Structure/Speaking Practice

Intermediate—Fitzgerald

To pass this course, you must earn a minimum grade of 1.0. To pass this level, you must also earn a minimum grade of 1.0 in Reading and Writing, a grade point average (GPA) of 2.0, and you *must* pass the intermediate-level final exam.

Description

By using this intermediate text, you will review and build on your knowledge of grammar and expand your core vocabulary. These learning activities will support your listening and speaking skills so that you can be successful with longer conversations as well as understand live and recorded talks and reports.

- disagreement, hesitation, and surprise/shock
- ask appropriate questions about lectures and presentations of familiar subjects
- synthesize information and summarize listening passages
- give presentations as part of a group

Materials

- *Structure and Speaking Practice: Fitzgerald*, by ELS Language Centers and Pearson/Longman, second edition
- Teacher-made materials

Listening: By the end of the session, you should be able to

- show understanding of most questions, statements, and conversations at normal speaking speed
- show comprehension of face-to-face conversations, routine telephone conversations, and non-contextualized speech, such as announcements and reports over the media and songs
- state main ideas and details from a longer listening passage and take notes in a variety of contexts
- demonstrate that you can discriminate between certain similar sounds

Speaking: By the end of the session, you should be able to

- converse appropriately for most uncomplicated tasks and social situations
- sustain a general conversation on a variety of topics
- express opinions, frustration, agreement/

Evaluation Criteria

Points

participation (active individual, group, and class work, homework)*	25
speaking evaluations	
evaluation 1	10
evaluation 2	15
mid-term/quizzes	25
final exam	25

*If you miss 6 or more hours of class you will receive a zero (0) for Participation.

Grading Conversion

95-100% = 4.0 = A	83-86 = 2.5 = C+	70-74 = 1.0 = D
90-94 = 3.5 = B+	79-82 = 2.0 = C	60-69 = 0.5 = F
87-89 = 3.0 = B	75-78 = 1.5 = D+	0-59 = 0.0 = F

Passing Profiles: Final Evaluations

GPA 2.0 or higher

Profile 1 Exam: Pass Speaking: Pass Writing: Pass	Profile 2 Exam: Pass Speaking: Strong Pass* Writing: Borderline
Profile 3 Exam: Pass Speaking: Borderline Writing: Strong Pass*	Profile 4 Exam: Borderline Speaking: Strong Pass* Writing: Strong Pass*

*Strong Pass = 2.0 or higher

SSP: Fitzgerald Grammatical Forms

Use this form to check how well you understand the grammar taught in this class. You will need to know other language functions as well in order to pass the course.

	I know the form.	I know the meaning.	I can use it in speaking and writing.
Present/past tenses The students always <i>help</i> each other. They <i>helped</i> each other last week. They <i>were helping</i> each other yesterday when the fire alarm sounded. They <i>have lived</i> in Vancouver for several years. They really love it there. They <i>had been living</i> in Vancouver when their son was born. After that, they moved eastward.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gerunds and infinitives Jessica postponed <i>making</i> her decision. I decided <i>to make</i> my choice tomorrow. It began <i>raining/ to rain</i> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Active and passive forms of adjectives The Seattle team played an <i>exciting</i> basketball game. The <i>excited</i> fan watched the game to the last minute.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adjective clauses The little boy <i>who lives next door</i> is friendly. The little boy <i>that lives next door</i> is friendly. The man <i>whom I met</i> was nice. The river <i>which flows through town</i> is polluted. The woman <i>whose car was stolen</i> complained to the police.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adverb clauses We climbed 14,000-foot peaks <i>when we lived in Colorado</i> . <i>Because I am tired</i> , I will go to bed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
So...that/such...that The book was <i>so good that</i> Julie read it twice. It was <i>such a nice day that</i> Elaine took a long walk.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Future perfect/ future perfect continuous By tomorrow night, I <i>will have finished</i> my report. Mark <i>will have been teaching</i> for 25 years by the time he retires next month.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Used to versus be used to/get used to/accustomed to Pat <i>used to</i> live in Alaska. She worked in Fairbanks for 12 years. Because of the time she spent up North, she <i>is used to</i> cold weather. She is accustomed to seeing snow in October every year. Pat recently moved to Houston. She <i>is getting used to</i> the hot weather in Texas now.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>