



Objectives and Evaluation Criteria

Structure/Speaking Practice

Advanced—Irving

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 advanced-level final exam.

Description

Using this advanced text, you will learn challenging and useful vocabulary and grammar structures to support a wide range of speaking and listening tasks. These skills will apply to both real-world and academic situations.

By the time you have completed the advanced texts, you will have acquired not only passive, but active, knowledge. This means that you will be able to produce, as well as understand, more complex structures and vocabulary.

Materials

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

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

- converse appropriately in most social situations and manage complex verbal tasks, such as elaborating and negotiating
- support opinions, summarize issues, explain in detail, and hypothesize
- communicate facts effectively
- effectively use communicative strategies such as stalling devices and differing rates of speech
- answer critical, creative, factual, and interpretive questions based on most unadapted material

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

- identify main ideas and most details of connected discourse on a variety of topics
- summarize advanced, fact-based listening passages: interviews and short lectures on

familiar topics and news items, meetings and oral reports

- demonstrate awareness of many culturally implied meanings and inferences
- effectively take notes on a variety of lecture topics
- recognize and use an expanding range of idiomatic expressions

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: Irving 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.
Correlative conjunctions You should call <i>either</i> your mother or your father. Melissa <i>not only</i> runs 5K in the morning, <i>but also</i> swims 5K at night. Neither Andrea nor Sharyn has ever climbed Mount Kilimanjaro.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parallel structure Kathleen <i>raised</i> her hand and <i>snapped</i> her fingers to call the waiter. These shoes are <i>old</i> but <i>comfortable</i> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Passive voice The dog <i>is fed</i> by the boy. The dog <i>has been fed</i> by the boy. The dog <i>was fed</i> by the boy. The dog <i>will be fed</i> by the boy. English <i>is spoken</i> in Australia.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Participial adjectives It was <i>surprising</i> news. The <i>surprised</i> man collapsed at the news.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Article review A banana is yellow. Tom ate <i>the</i> banana. “What <i>an</i> interesting idea!” Bonnie said.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Noun clauses I don't know <i>what time Ellen left</i> . <i>Where Alex went on Saturday</i> is a mystery.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Few/a few; little/a little Marilyn doesn't have any cookies left, but Sandra has <i>a few</i> . Jaime seems tired. She should take <i>a little</i> time off.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Separable and inseparable phrasal verbs Ashlee <i>figured</i> the problem <i>out</i> . We knew she was smart! Janet <i>got over</i> her cold. She did it by drinking a lot of liquid. Kathleen has a great work ethic. She never <i>puts off</i> any important task.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>