

Intermediate Basic Course Curriculum

Level description

At the Intermediate Basic level, students seek to understand the main ideas of complex text on both concrete and abstract topics, and cultivate technical vocabulary in his/her field of specialization. Students entering this level should have fundamental knowledge of and ability with complex sentence grammar (e.g. relative clauses, reported speech) and be able to talk about most common topics without difficulty. By the end of this course, students should be able to produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

Performative goals

Students will be able to...

Talk about people and relationships using...

Required Grammar	Required Vocabulary
○ V-Present perfect	● Relationship verbs (e.g. get to know)
○ Coordinating conjunctions (both, neither, either)	● Relationship nouns (e.g. niece, fiancé)
○ Reflexive pronouns	● Common verb phrases using <i>do, make, get</i>
○ V-Present perfect continuous	● Descriptive vocabulary for appearance and personality (e.g. looks, looks like, selfish)

Compare advantages and disadvantages of health and nutritional habits using...

Required Grammar	Required Vocabulary
○ Adverbs/expressions of Frequency	● Prepositions of time
○ Quantifiers	● Health/cold symptoms (major organs, head ache, medicine)
○ Gerund/to+ <i>infinitive</i>	● Nutrition (e.g., protein, fat)
○ Comparatives	● Sleep habits

Talk about personal educational history and future using...

Required Grammar	Required Vocabulary
○ <i>Used to, not...anymore</i>	● Educational vocabulary
○ Causative expressions (e.g. <i>make, allow</i>)	● Intensified adjectives (e.g. huge)
○ Modals of ability	

Hold discussions about the work place using...

Required Grammar	Required Vocabulary
○ Modals of prediction (might, may)	● Work-related vocabulary (e.g. fired, personnel, department)
○ Temporal adverbials (e.g. as soon as)	● Money-related vocabulary (e.g. borrow, invest, inherit, wealthy)
○ 1 st conditional	● Vocal vocabulary (e.g. whisper, shout, sigh)
○ 2 nd conditional	
○ V-Future/V-Present Continuous to express future	

Comprehend narratives on films, sporting events, and music using...

Required Grammar	Required Vocabulary
○ Passive voice	● Cinematic vocabulary (e.g. special effects)
○ Comparatives/Superlatives, <i>as...as</i>	● Sports terminology (e.g. net, racket)
○ Narrative tenses for events in the past	● Music production vocabulary (e.g. album, release, lyrics)

Discuss transportation-related topics using...

Required Grammar	Required Vocabulary
○ Modals of obligation (must, have to, should)	● Vehicles/traffic vocabulary
○ Dependent and Independent relative clauses	● Car-related vocabulary (e.g. license, steering wheel)
○ Obligation modals (must, have to)	● Prepositions of location/direction
○ 1 st & 2 nd conditional	● Adverbial phrases
○ Infinitives of purpose	

Deduce, comprehend and relate 2nd hand information using...

Required Grammar	Required Vocabulary
○ Reported speech, (statements, questions, imperatives, requests)	● Travel vocabulary (e.g. souvenir, book a reservation)
○ Modals of deduction (should have, can, might)	● Participle adjectives
○ Precaution expressions (e.g. <i>in case</i>)	
○ 3 rd Conditional	

Additional topics that may be covered at this level are: Tense/lax vowel pronunciation; the effect of word stress on sentence/discourse meaning; any of the above topics over the phone; ellipted speech (weak/strong forms of preposition and V- “to be”); internet chat-speak

Cognitive goals

Students will know or be familiar with...

- Common compound nouns
- How and why tenses in a narrative are combined
- Strong and weak phonological forms
- Silent letters
- How to check information using tag questions
- How to use circumlocution with relative clauses for eliciting unknown vocabulary
- Polite forms/intonation (e.g. indirect questions, hedging modals)
- How to compose/comprehend narratives using a variety of tenses
- How to make arrangements/schedule appointments
- How to make polite complaints, requests, and invitations

Affective goals

Students should feel...

- ❖ Comfortable with polite register English
- ❖ Confident in their strategic ability to gather information about unknown lexical items
- ❖ That they can read and listen on a more global level, having mastered fundamental English
- ❖ Equipped to effectively express themselves on any common topic
- ❖ That they are now *invested*, rather than *interested*, in the study of English

Metacognitive goals

Students should understand/be aware of...

- Personal learning style
- How to deduce meaning from context
- Outline writing strategies to formulate a narrative
- How and when to monitor self-output
- At least 2 non-textbook resources to assist in self-study (e.g. website, TV show)

Recommended texts for this level

1. (New) English File Intermediate Series, (SB, WB, TB, CDs) *Clive Oxden & Christina Latham-Koenig, Oxford University Press, 2002*