

**Objetivo:** Desenvolver a compreensão oral usando estratégias como predição, inferência, anotações, etc.; desenvolver as habilidades da escrita acadêmica; introduzir os alunos às habilidades necessárias à leitura acadêmica; introduzir, praticar e aplicar as estruturas gramaticais no desenvolvimento do conteúdo, de maneira indutiva e dedutiva.

## CHAPTER ONE: EDUCATION AND STUDENT LIFE

LISTENING/SPEAKING:

- Subtopics: Introductions, directions, university systems
- Lecture: A typical university course
- Reductions: cu'dja, y'mean, how 'botchu, one o' the, used ta, have ta, wanna
- Functions: Introductions, getting/giving directions, making appointments

GRAMMAR:

- 1-Simple present & present continuous
  - 2-Past continuous & simple past
  - 3-Present perfect & pres. perf. continuous
  - 4-Be going to, simple future, future continuous
- Functions: Introducing, comparing, describing, expressing opinions, asking for/giving directions, making offers & promises

READING:

- 1 - "Methods of Education: East vs. West"
- 2 - "College Life"
- 3 - Building vocabulary & following instructions
- 4 - Scanning for information: letter & application form

WRITING: Rhetorical focus: persuasion

- 1 - Getting ready: Order of importance, vocab., ideas & reasons
- 2 - Writing skills: giving reasons, using transition words, moderating opinions
- 3 - Editing: Adding reasons; paragraph format
- 4 - Communicating: class debate

## CHAPTER TWO: CITY LIFE

LISTENING/SPEAKING:

- Subtopics: Renting a room, household repairs, recorded messages
- Lecture: Burglary prevention
- Reductions: where're ya, whad'ya, can ya, how d'ya, you kin
- Functions: Eliciting information, making requests

GRAMMAR:

- 1 - Count nouns: singular & plural, indefinite pronouns, adjectives
  - 2 - Non-count nouns: (How) much/many, few/little, units of measurement
  - 3 - Noncount nouns vs. count nouns
  - 4 - the with locations & other special uses
- Functions: Describing/comparing places, getting/giving information, making generalizations, contradicting, giving examples, complaining, explaining

READING:

- 1 - "The City of the Future"
- 2 - "Why I Love the City"
- 3 - Building vocab. & using a dictionary
- 4 - Scanning for information: city attractions

WRITING: Rhetorical focus: description

- 1 - Getting ready: free writing, vocab., topic sentences, details, concluding sentences
- 2 - Writing skills: reasons, word order, non-count nouns
- 3 - Editing: relevance, run-on sentences
- 4 - Communicating: guessing topic sentences

CHAPTER THREE: BUSINESS AND MONEY	
<p><u>LISTENING/SPEAKING:</u></p> <p>-Subtopics: Making investments, balancing a checkbook, bank services, credit cards</p> <p>-Lecture: Entrepreneurs</p> <p>-Reduction: <u>d'ya</u>, <u>'n</u>, <u>lotta</u>, <u>lotsa</u>, <u>able ta</u>, <u>'da like ta</u>, <u>'im</u>, <u>can ya</u>, <u>wanna</u></p> <p>-Functions: Giving advice</p>	<p><u>GRAMMAR:</u></p> <ol style="list-style-type: none"> <li>1 - Modal auxiliaries of request &amp; permission</li> <li>2 - Modal auxiliaries of ability, expectations &amp; preference</li> <li>3 - Modal auxiliaries &amp; related structures of need &amp; advice</li> <li>4 - Modal auxiliaries of possibility &amp; probability</li> </ol> <p><u>Functions:</u> Asking for/giving permission, information, advice; making/responding to requests; describing abilities, plans, etc.</p>
<p><u>READING:</u></p> <ol style="list-style-type: none"> <li>1 - "The Psychology of Money"</li> <li>2 - "Shopping in the Future"</li> <li>3 - Building vocabulary &amp; reading speed</li> <li>4 - Scanning for information: banking forms</li> </ol>	<p><u>WRITING:</u></p> <p>Rhetorical focus: persuasion</p> <ol style="list-style-type: none"> <li>1 - Getting ready: discussion, vocab., charts, topic sentences, concluding sentences</li> <li>2 - Writing skills: Referring to places, stating opinions, giving facts, adding information</li> <li>3 - Editing: Adding facts, examples, transition words</li> <li>4 - Communicating: sharing &amp; discussing editorials</li> </ol>
CHAPTER FOUR: JOBS AND PROFESSIONS	
<p><u>LISTENING/SPEAKING:</u></p> <p>-Subtopics: Changing careers, job interviews, a homemaker's work</p> <p>-Lecture: Labor unions</p> <p>-Reductions: <u>are ya</u>, <u>have ta</u>, <u>kinda</u>, <u>lotsa</u>, <u>d'ya</u>, <u>wanna</u>, <u>gonna</u>, <u>used ta</u>, <u>donno</u>, <u>didja</u></p> <p>-Functions: Talking about past events, complaining</p>	<p><u>GRAMMAR:</u></p> <ol style="list-style-type: none"> <li>1 - Present perfect with <u>already</u>, <u>just</u>, <u>recently</u>, <u>still</u>, <u>yet</u></li> <li>2 - <u>Contrast of tenses</u></li> <li>3 - <u>would</u>, <u>used to</u>, <u>was/were going to</u></li> <li>4 - Past perfect</li> </ol> <p><u>Functions:</u> Talking about work experience, making suggestions, complaining, giving schedules, comparing past &amp; present, making excuses</p>
<p><u>READING:</u></p> <ol style="list-style-type: none"> <li>1 - "Workaholism"</li> <li>2 - "Working People Speak Out"</li> <li>3 - Building vocabulary &amp; reading speed</li> <li>4 - Scanning for information: classified ads</li> </ol>	<p><u>WRITING:</u></p> <p>Rhetorical focus: exposition</p> <ol style="list-style-type: none"> <li>1 - Getting ready: discussion, vocab., topic sentences, concluding sentences</li> <li>2 - Writing skills: correct tense, demonstratives</li> <li>3 - Editing: omitting unimportant ideas</li> <li>4 - Communicating: discussing personal essays</li> </ol>

CHAPTER FIVE: LIFESTYLES	
<p><u>LISTENING/SPEAKING:</u></p> <ul style="list-style-type: none"> <li>-Subtopics: Single parents, divorce, the elderly, an opinion survey</li> <li>-Lecture: Changes in the American family</li> <li>-Stress: two- and three-word verbs</li> <li>-Functions: Expressing opinions, agreement, disagreement</li> </ul>	<p><u>GRAMMAR:</u></p> <ol style="list-style-type: none"> <li>1 - Review of prepositions; inseparable phrasal verbs</li> <li>2 - Separable phrasal verbs</li> <li>3 - Separable vs. inseparable phrasal verbs</li> <li>4 - Participles &amp; adjectives followed by prepositions</li> </ol> <p>Functions: Expressing opinions/emotions, describing people/events, complaining, making suggestions</p>
<p><u>READING:</u></p> <ol style="list-style-type: none"> <li>1 - "On the Road: Travel Lifestyles"</li> <li>2 - "Travel Experiences: Lifestyles"</li> <li>3 - Building vocabulary: suffixes &amp; prefixes</li> <li>4 - Scanning for information: newspaper ads</li> </ol>	<p><u>WRITING:</u></p> <p>Rhetorical focus: narration</p> <ol style="list-style-type: none"> <li>1 - Getting ready: discussion, vocab., anecdotes, details</li> <li>2 - Writing skills: past perfect</li> <li>3 - Editing: omitting, editing quotations</li> <li>4 - Communicating: discussing anecdotes</li> </ol>
CHAPTER SIX: TRAVEL AND TRANSPORTATION	
<p><u>LISTENING/SPEAKING:</u></p> <ul style="list-style-type: none"> <li>-Subtopics: Travel plans &amp; problems, parts of the car</li> <li>-Lecture: Transportation in the 21st century</li> <li>-Reductions: <u>metcha</u>, <u>gonna</u>, <u>d'ya</u>, <u>vanna</u>, <u>you kin</u>, <u>lotta</u>, <u>otta</u>, <u>doncha</u></li> <li>-Functions: getting travel information, making recommendations</li> </ul>	<p><u>GRAMMAR:</u></p> <ol style="list-style-type: none"> <li>1 - Compound sentences &amp; connected statements</li> <li>2 - Complex sentences; clauses of time &amp; factual conditional sentences: present or unspecified; clauses of reason, contrast, &amp; purpose</li> <li>3 - Clauses of time: future time (1)</li> <li>4 - Future perfect; clauses of time: future (2)</li> </ol> <p>Functions: (Dis)agreeing, comparing, describing, explaining</p>
<p><u>READING:</u></p> <ol style="list-style-type: none"> <li>1 - "The Romance of Train Travel"</li> <li>2 - "Mystery on the Noeth American Express"</li> <li>3 - Building vocabulary &amp; reading speed</li> <li>4 - Scanning for information: brochure</li> </ol>	<p><u>WRITING:</u></p> <p>Rhetorical focus: exposition</p> <ol style="list-style-type: none"> <li>1 - Getting ready: discussion, vocab., outside sources, listing, organ., title</li> <li>2 - Writing skills: choosing part of speech</li> <li>3 - Editing: including appropriate facts, maintaining idea</li> <li>4 - Communicating: discussing other kinds of technology</li> </ol>

BIBLIOGRAFIA.: Interactions/Mosaic Series. New York: Random House, 1985:

Interactions II: A Listening/Speaking Skills Book

A Communicative Grammar

A Reading Skills Book

A Writing Process Book