**English 6B Syllabus**

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**Full Schedule: Monday through Friday, from 9:00 a.m. to 9:00 p.m.**

**Class hours:** Classes according to schedules set by School Control and according to English level.

**Course Texts/Materials:**

* English-English Dictionary
* Portfolio for homework assignments
* Diary for note taking in classes
* <http://news.harvard.edu/gazette> or any other sites that include academic essays.

**General Objectives**

Students grasp and conquer the fundamental knowledge of a globalized society with a myriad of cultural backgrounds and languages by listening, writing, speaking and reading general information from all over the world and specifically from every English speaking country with the English language.

**Specific Objectives**

Students develop their own innate reading, writing, speaking, listening English skills through research from a myriad of topics ranging from sports, writing styles, literature, films, video, history, entertainment, etc., and by presenting their findings in a variety of modes such as: Power Point Presentations, Reading assignments, video and film review, and role play.

**Integrated learning**

All of the following activities are design with students in mind, with their interest and emotions in mind. These are thought as a result of the students’ necessities to explore new information from different perspectives and approaches. All students have different learning styles, from hands-on style to auditory style; they also have a variety of intelligences which are needed in order to create, imagine and promote learning through a non-threatening approach to whatever new information is presented to them. New information must motivate and drive students’ inner sense and intelligence to decode, organize, process and utilize it, so it could be used to solve any situation students face and produce successful outcomes.

Activities allow students to exercise every learning style they possess in a myriad of approaches. By exercising their decision making ability students learn to have confidence and to analyze the problem at hand with their best developed learning style; this, as a result complies with the students’ necessities to corroborate their competency and delivers a sense of achievement. Students then create a dominance area and organize it to use it for whatever information they face in any given situation. Finally students develop their inner confidence at the highest level

**Rules and Regulations**

**Previous to all assignments, students must abide to all rules and regulations by understanding and acknowledging the content, time of delivery, form of delivery and presentation mode of each activity.**

**Failure to understand and acknowledge the rules and regulations by individual member of the groups or by the entire group can and will result in the dismissal of the entire group for the period being monitored, assessed and evaluated: as a result they will not be able to obtain any grades and all the members of the team will fail the period.**

**All students must abide by the following rules and regulations at all times when in the classroom:**

👁 **BE ON TIME!**

👁 **MANAGE YOURSELF AND OTHERS WITH RESPECT AT ALL TIMES.**

👁 **SPEAK ENGLISH AT ALL TIMES!**

👁 **THE DOOR IS LOCKED AFTER THE TEACHER COMES IN THE CLASSROOM!**

👁 **HOMEWORK DELIVERY IS EXPECTED ALWAYS ON TIME. FAILURE TO DO SO WILL RESULT ON DISMISSAL OR DEDUCTING OF POINTS IN GRADING ASSESSMENT.**

👁 **FOLLOW THE GUIDELINES WRITTEN ON THE RUBRIC, IT WILL MAKE YOUR HOMEWORK AND WRITING WORK EASIER.**

👁 **ARRANGE CHAIRS IN A HALF-MOON SHAPE.**

👁 **AFTER ENGLISH CLASS IS OVER, ALL CHAIRS MUST BE RE-ARRANGED BACK TO ITS PLACE.**

**As part of the presentations all students must answer the following questions individually after every presentation done by the teacher or the students and the answers and conclusions will be presented in groups to the class:**

* What did I know before the presentation?
* What did I learn with the presentation?
* Is this information relevant to the area of expertise my major covers?
* In what specific situation can I use this information?
* What else, if anything, do I need to learn to develop English as a valuable tool in my field of work?
* What can I do to improve the presentation, from the English language perspective, not design or information wise?

**The questions presented previously and their respective answers will be reported in a notebook called ‘Diary’ with the following guidelines:**

**➊ All reports done in class on the ‘Diary’ or as homework assignments on the ‘Portfolio’ need to have:**

* Cover page: Name of school, class, subject being discussed, name of presenter or presenters.
* Index: leave a blank sheet after the cover page so you can design the index as you do homework and design the activities being requested.
* Date: Upper right side of the sheet inked during every activity.
* Title and theme or subject covered: right, centered, or left on the top of the sheet, bold for every class being presented.
* Name of presenter or presenters (full names and last names) for every class being presented.
* Relevant information (summary of the presentation correctly written) of every class being presented.
* All specific information regarding the content of the presentation, from classification, types, examples, etc., of every class being presented.
* Learning questions and answers for every class being presented.

**What did I know before the presentation?**

**What did I learn with the presentation?**

**Is this information relevant to the area of expertise my major covers?**

**In what specific situation can I use this information?**

**What else, if anything, do I need to learn to develop English as a valuable tool in my field of work?**

**What can I do to improve the presentation, from the English language perspective, not design or information wise?**

**GETTING READY FOR THE ACTIVITIES**

**According to the number of students present in the class, all students must group or tier in pairs or in a triad. Groups can not be larger than three members.**

🗫 Choose one or two team members among your friends and classmates whom are willing and committed to work throughout the entire semester and agree to support and accept responsibility for failures and successes.

🗫 All members of the team must abide by the following rules and regulations and always accept responsibility for the team’s accomplishments and failures.

**RULES AND REGULATIONS FOR TEAM AND TEAM MEMBERS**

🎖Grading and scoring will be assigned individually based upon performance of the entire team and providing all goals and objectives are being covered.

🎖Every team member must collect all the information necessary to be able to contact team members at all times; cell phone number, e-mail address, home address, major, classes being taken during current semester, building and classroom information where classes are being taken, and of course, time and schedule assigned during current semester.

🎖Every presentation done by the team must have information from each individual whom is a part of the team.

🎖Presentation of research findings must be presented only by the entire team and during designated time and date.

🎖 All products resulted from every activity must be produced individually so every team member presents his/her own evidence.

**ATTENDANCE AND PARTICIPATION**

⌛ You must be prepared in advance to present in front of a class or to deliver homework on time.

⌛ All students must participate actively in all activities done in class as groups, pairs or as a whole class.

⌛ Every student must follow ITS attendance guidelines.

**HOMEWORK**

All homework must be delivered on time and you are expected to review vocabulary independently in a daily basis.

**VOCABULARY JOURNAL**

🕮 Definitions of the academic words are not provided for you. Therefore you must learn to use an English-English dictionary effectively to extract a variety of useful information about the word.

🕮 All the information regarding the academic words should be written down in a vocabulary journal and review from time to time in order to help you commit the words to long-term memory.

🕮 Select a specific section of the diary so you register all words presented by classmates. Write the title of the section and leave two blank pages so you can create an index at the end of the semester.

🕮 A complete entry on the diary might contain the following information, all of which can be found in a dictionary.

· Word meaning, explanation, or synonym with an optional translation (Rewording

something in less technical terminology)

· Multiple meanings of the same word

· Illustration of the meaning to help visualize the word

· Phonetic pronunciation

· Any spelling irregularities (e.g., plural forms)

· Other word forms (noun, verb, adjective, and adverb)

· Prefixes and suffixes included in the word

· Prefixes and suffixes which can be added to form new words

· Collocations (words that are commonly used together)

· Formal or informal style

· Negative or positive connotations

· Topic associations

· An original sentence

**Sample Vocabulary Journal Entry**

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| **Acknowledge** | |
| \_ Meaning  \_ Sentence  \_ Pronunciation  \_ Related word Forms  \_ Associations  \_ Collocations  \_Part of Speech | 1. **Declare to be true or admit the existence or reality or truth of something.** 2. **Express recognition of the presence or existence of, or acquaintance with**   He never acknowledges his colleagues when they run into him in the hallway.  \ik-ˈnä-lij, ak-\  Acknowledgement, acknowledged, acknowledgeable  Admit, know, notice, receipt, recognize, recognise (Brit)  Acknowledge responsibility, quickly/readily acknowledges, acknowledge receipt/a letter/a debt/my greeting/a gift    Verb: Acknowledge  Noun: Acknowledgement  Adjective: Acknowledged/acknowledgeable |

**Note:** *The vocabulary items introduced to the class in both types of presentation will be included in the period evaluations. Therefore, it is essential that you take notes and review these items regularly.*

**Activities**

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| **SCHEDULE** | | |
| WEEK 1 | **UNIT 1**  Diagnostic Exam. Students review specific English 5 through analysis and feedback of diagnostic exam. Student write exam on portfolio answered and corrected. | |
| WEEK 2 | **UNIT 1**  Students analyze all level 6 contents along with teacher. Tier up in pairs and design strategies to start developing activities. Students register and upload photograph at [www.grspconquerenglish.weebly.com](http://www.grspconquerenglish.weebly.com) | |
| WEEK 3  WEEK 4 | **UNIT 2** | |
| **Reported** (Indirect) Speech  **Quoted** (Direct) Speech  **Newspapers: Sections; types of articles.**  **Academic Vocabulary** | Reported Speech: **Definition**  Quoted Speech: **Definition**  **Reported Speech vs. Quoted Speech**  Punctuation Rules  Verb Tenses Changes  Time and Location Changes  Pronouns and possessives |

**Academic Vocabulary**

**Objectives**

Students comprehend and use 570 words on the academic word list.

Use an English-English dictionary to aid in word pronunciation, to determine the part of speech of a word, to choose from multiple meanings in the dictionary according to context and to recognize and analyze related word forms, roots and affixes.

Become aware of techniques for remembering new vocabulary.

To recognize and use the different forms of a word (noun, verb, adjective, adverb)

To use context clues to deduce the meaning of new vocabulary items without the aid of a dictionary in order to facilitate comprehension

**Instructions:**

* Students combine independent study and classroom activities to learn and practice the academic vocabulary in each chapter of the English 6 program, which is focused on a specific academic field: punctuation.
* Students prepare for class sessions by looking up unknown words in the academic word list and recording them in a detailed vocabulary journal.
* Each student is given 30 academic word list
* Individually students research three academic texts, such as: essays, scientific reports, etc.
* Students then create a Power Point Presentation where they exemplify the use, and applications of 5 academic words for every essay the found.
* Each student presents 15 academic words with a Power Point Presentation during a short presentation in front of a class.
* Each student presents two short presentations in front of the class, so a total of 30 academic words are exemplified on academic texts.
* Each presentation is evaluated with a rubric given by the teacher.
* The following activities are included with student presentations so all words are fully comprehend:
* Preview questions related to each subject or theme presented.
* Academic reading from various internet sources
* Vocabulary in context
* Reading Comprehension: Text analysis and inferences
* Dictionary skills
* Word forms: Chart completion and word forms in sentences
* Collocation identification and practice
* Word parts analysis and application
* Personal and academic writing: summaries, paraphrases, definitions, reports
* Academic speaking activities: role plays, surveys, interviews, presentations, discussions

1. **Newspapers: Sections; types of articles.**

* Students tiered up in groups of three members maximum nominate group leader
* Each member selects a newspaper from around the world in English

[**http://www.newspapers.com/**](http://www.newspapers.com/)

* **The New York Times**
* **The Sun**
* **The Age**
* **El Excelsior**
* **El Informador**
* **Vallarta Opina**
* **Mail & Guardian**
* **Le Figaro,**
* **Jerusalem Post, etc.**
* The newspaper must be a characteristic of present time
* Once group of students decide on what newspaper they will be working; each member of the team must select a section of the newspaper to research and an activity to develop and present it individually first to the team; then as a team, students present their findings to the class. The following are examples of newspaper sections:
* **Categories:**

**Daily**

**Weekly**

**National**

**International**

**On Line**

**Customized**

* **Areas or Sections:**

**Arts**

**Business**

**Entertainment**

**Environment**

**Fashion**

**Medicine**

**Politics**

**Science**

**Sports**

**Technical**

**Trade**

**Traffic**

**Weather**

* **Journalism:**

**Areas or Sections**

**Genres**

**Social Impact**

**Roles**

* The activities are distributed as follow:
* Type of text
* News category
* Use of writing style, for example; narrative, descriptive, introductory, persuasive, conclusive, informational, instructional, expository, etc.
* Biography of author and work history, and any other related topics.
* Pinpoint punctuation rules within the text and provide three examples of different text with same punctuation rule.
* A detailed description of the grammatical contents of the unit at hand is presented throughout the presentation by the team aided by the teacher.
* The Power Point Presentation to the class must describe in detail all the requirements of each section selected by team members. All the information must show all sites and bibliography information from sources cited.

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| WEEK 4  WEEK 5 | **UNIT 3** | |
| **MAKING INFERENCES**  **Instructions to install different types of equipment.**  **Academic Vocabulary** | * 1. Making inferences from information in the passage. (reading)   2. Making inferences about the author’s purpose. (reading)   3. Understanding how new information fits into the passage. (reading)   4. Making inferences from information in a talk or conversation. (listening)   5. Making inferences about a speaker’s purpose and attitude. (listening) |
| **WEEK 6**  **WEEK 7** | **UNIT 4** | |
| **IDENTIFYING AND USING MAIN IDEAS AND DETAILS**  **Instructions to install different types of equipment.**  **Academic Vocabulary** | **4.1 Basic understanding questions. (reading).**  **4.2 Summary and fill in the table questions. (reading)**  **4.3 Basic comprehension questions. (listening)**  **4.4 Connecting content questions. (listening)** |

1. **Instructions to install different types of equipment.**

**Use of Imperative Voice**

Some verbs are in the **imperative mood,** which expresses commands or requests. Though it is not stated, the understood subject of imperative sentences is you.

**The imperative is naturally used mostly with the second person, since commands are directed to a person addressed.**

**(1) *Command.***

*Call up* the shades of Demosthenes and Cicero to vouch for your words; *point* to their immortal works.—J. Q. Adams.

*Honor* all men; *love* all men; *fear* none.—Channing.

**(2) *Entreaty***

Oh, from these sterner aspects of thy face  
*Spare* me and mine, nor *let* us need the wrath  
Of the mad unchained elements.  
—Bryant.

**(3) *Request.***

"*Hush*! mother," whispered Kit. "*Come* along with me."—Dickens

*Tell* me, how was it you thought of coming here?—*Id.*

**Step-by-Step instructions are written in active voice in the imperative mood.**

The imperative mood is commonly called a command.

In active voice the subject of the sentence does the action.

**The reader is the actor in instructions. The word *YOU* is not mentioned, but it is understood to be the subject of the imperative sentence—the command.**

**Example of command:** Clean your workstation.

**Remember a command begins with an action verb.**

**A modifier that tells how, when, or why can come before the action verb.**

**Example of modifier:** Thoroughly clean your workstation. **(how)**

To receive a bonus, thoroughly clean your workstation. **(why)**

Before turning in your time card, thoroughly clean your workstation. **(when)**

* Each group selects an instructional manual to install, repair, use, prepare, make, do, or dismantle something.
* Students must research on the instructions and the item or instrument they are presenting, if possible students must present a real version of that describe on the manual
* If real versions were not possible or difficult to obtain, students must create a video, Power Point Presentation with a lot of pictures and images or a simulation of the instructions being presented.
* The presentation must be a minimum of 3 minutes and a maximum of 5 minutes.
* Students must ask questions to the audience and make sure the instructions were understood by inviting students to the front and describe the instructions presented.
* After the presentation all students must write three sentences to suggest better instructions on each manual presented.
* A detailed description of the grammatical contents of the unit at hand is presented throughout the presentation by the team aided by the teacher.

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| **WEEK 6**  **WEEK 7** | **UNIT 5** | |
| **Skimming and Scanning.**  **Parts of an Essay IV: Comparison / Contrast Essays.**  The History of Movies  Academic Vocabulary | 1. 5.1 Organization of 2. **Comparison/Contrast** 3. Essays. 4. 5.1.1. **Point-by-Point** 5. Organization.   5.1.2. **Block organization**.  5.2 **Comparison and Contrast**  Signal Words.  5.2.1. **Comparison Signal**  **Words.**  5.2.2. **Contrast Signal Words**.  5.3 **Basic information** questions.  (Reading)  5.4 **Reading / listening / Speaking**  Questions. |

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| **WEEK 8**  **WEEK 9** | **UNIT 6** | |
| **Using Context Clues.**  **Parts of an Essay V: Paraphrase and Summary.**  The History of Movies  Academic Vocabulary | * 1. **Paraphrasing.**   **6.1.1. Plagiarism.**  **6.1.2. Using Paraphrases as Support.**   * 1. **Adding new information to a passage. (Reading)**   2. **Understanding the author’s purpose (Reading)**   3. **Understanding a speaker’s purpose and attitude. (listening)** |

1. **The History of Movies**

* Tiered in groups of 3 members, students research history of movie and film making.
* First, groups of students choose from a myriad of genres the specific genre they wish to study and develop. The following list exemplifies some of the genres found in film making:

Suggested site: Edutopia

Action

Adventure

Comedy

Crime

Documentary

Drama

Family

Fantasy

Horror

Musical

Mystery

Romance

Science Fiction

Sport

Suspense

Thriller

War

Western

* **After each team selects a desired genre all teams vote on a favorite genre.**
* **All votes are seen and checked by the entire class.**
* **The film genre selected democratically is announced.**
* **Each team selects a specific scene from the movie selected.**
* **Obviously the scene selected must be for the exact number of members of the team.**
* **Teams can tiered up together to represent a scene with larger number of characters.**
* **Each member researches part from scene selected.**
* **Each member writes or prints specific script from scene selected.**
* **The selected script must be written or glue to the portfolio.**
* **The script must be memorized by each member of the team.**
* **The representation of the scene takes place during the 9th to the 13th of August, 2010 and will be considered the exam.**
* **The exam will consist on the scripts written on the portfolio and how well they are presented on the play.**
* **All notes taken during presentations and homework assigned during class will be considered very important evidence during these two weeks for evaluation purposes.**
* Teams must delegate each specific task related to the genre at hand.
* Tasks are given by the teacher and are contained in the following list;
* History of movie genre
* Main representative movie or film in detailed description and interpretation
* Director, producer, actors and characters
* Geographical description of filming area, city, or country
* Extrapolation of genre in reference with today’s productions with the original film and differences found
* Presentation of the film if time allows it or a fragment of the film for illustration purposes
* Each member of a team selects two of the task described previously to further research and develop.
* All findings resulted from research are brought to the class and analyze as a group.
* The team organizes information.
* Teams plan and design a form to present all finding to the class.
* Short passage of film, extract of film o entire film is presented at the end of the classes assigned for the teacher for the purpose of presenting research.
* A detailed description of the grammatical contents of the unit at hand is presented throughout the presentation by each team aided by the teacher.

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| **WEEK 10**  **WEEK 11** | **UNIT 7** | |
| * **Parts of an Essay VI: Argumentative Essays.** * **Characteristics of the spoken language: Spoken Language vs. Written Language** * **Sentence Structure I: Types of Sentences.**   **BIOGRAPHIES** | **7.1 Organization of Argumentative**  **Essays.**  **7.2 The Introductory Paragraph.**  **Thesis Statement.**  **7.3 Spoken Language vs. Written**  **Language.**  **7.4 Redundancy; Three categories of**  **Redundancy.**  **7.4.1. Periphrasis**  **7.4.2. Tautology**  **7.4.3. Circumlocution.**  **7.5 Types of sentences:**  **7.5.1 Clauses.**  **7.5.2 Kinds of Sentences.**  **7.5.3 Sentence Types and**  **Writing Style.** |

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| **WEEK 12**  **WEEK 13** | **UNIT 8** | |
| * Review Level VI (10 hours) * **Sentence Structure II:** Types of Sentences: **Clauses**   **BIOGRAPHIES** | 8.1 **Review** All Units Level VI  (10 hours)  8.2 Types of Sentences:  **Clauses.**  8.2.1 Independent Clause.  8.2.1 Dependent Clauses. |