

# **TELLMEMORE**

## Scope and Sequences



**Miami-Dade College**

EAP Speech and Listening  
Revised for 2011-2012

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## Scope and Sequences

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## How to Use This Document

The goal of this document is to help you find your way around the TELL ME MORE content and to give you the information you need to direct Learners to the appropriate lesson.

<p><b>Professional Telephone Communication II - 06:37</b></p> <p>The Language Program Professional Telephone Communication II focuses on straightforward tasks over the phone, such as asking for directions, understanding or expressing needs. You will be able to write simple messages, such as surveys, that can be used while on the phone. You will be able to have conversations with others who speak at a moderate pace and without any significant accent.</p>	
<p><b>1. Directions - 01:20</b></p>	
<p><b>Lesson Objectives</b></p>	<ul style="list-style-type: none"> <li>- Understanding a complex itinerary that includes sub-locations</li> </ul>
<p><b>Targeted Skills</b></p>	<ul style="list-style-type: none"> <li>- Listening</li> <li>- Speaking</li> <li>- Reading</li> <li>- Writing</li> </ul>
<p><b>Language Functions</b></p>	<ul style="list-style-type: none"> <li>- Asking for directions</li> <li>- Asking for confirmation</li> <li>- Asking for further details</li> <li>- Understanding an itinerary</li> </ul>
<p><b>Lexical Groups</b></p>	<ul style="list-style-type: none"> <li>- Travel (to turn, to follow, to pass, ...)</li> <li>- Situation of something in space (right-hand side, left-hand side, in front of, ...)</li> <li>- Situation in time (next, before, soon, ...)</li> </ul>
<p><b>Vocabulary</b></p>	<ul style="list-style-type: none"> <li>- 'Here' - 'There'</li> </ul>
<p><b>Grammar</b></p>	<ul style="list-style-type: none"> <li>- Infinitive clauses</li> <li>- Question-tags</li> <li>- Interrogative words</li> <li>- 'Should' and 'ought to': advice</li> </ul>
<p><b>Phonetics</b></p>	<ul style="list-style-type: none"> <li>- ð (they)</li> <li>- w (Wednesday)</li> <li>- s (sixteen)</li> </ul>

1. Here you'll find the Language Program's title, length, and description.

2. Each Language Program contains several lessons. The title and length of each lesson can be found here.

3. A variety of information is available for each lesson, such as:

- The lesson objectives
- The targeted skills (listening, writing, etc.)
- The language functions that will be covered
- The lexical groups
- The grammar, phonetics, or cultural concepts

Note: The amount of information available may vary depending on the type and level of the lesson.

# MDC EAP Speech and Listening Laboratory Curriculum

## EAP 0100L – Level 1

### Description

The Tell Me More curriculum for EAP 0100L has been designed in conjunction with the lab faculty of MDC to match the goals set forth by the college for level 1. The lesson themes and activity progression are delivered with the primary focus of building the learners listening and speaking skills, while addressing and reinforcing the commensurate vocabulary and grammatical skills necessary to achieve the course competencies.

The EAP 0100L curriculum contains 24 unique lessons delivered into six modules, both for ease of navigation and for grading.

The activities have been selected with a heavy weighting on speaking and listening skills, with as much required production as possible, through utilization of advanced speech recognition, audio/video files, dictation activities, and more.

The timing of each of the levels is designed to allow the average student to complete the required 26 hours of lab time.

### Module 1

Greetings	
Vocabulary Themes	- Greetings & introductions (fine, hello, hi...)
The Alphabet	
Vocabulary Themes	- Communication (letter, A, B, C... Z...)
Introductions	
Vocabulary Themes	- Greetings & introductions (Mr., Ms., first name...)
Age	
Vocabulary Themes	- Description of a person (how old, to be x years old...) - Numbers (one, two, three... thirty...)
Countries	

<b>Vocabulary Themes</b>	<ul style="list-style-type: none"> <li>- Names of countries (Brazil, China, Colombia...)</li> <li>- Names of administrative divisions of countries (California, Florida, New York...)</li> </ul>
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## Module 2

Nationalities	
<b>Vocabulary Themes</b>	<ul style="list-style-type: none"> <li>- Nationalities (American, Brazilian, Chinese...)</li> </ul>

Occupations	
<b>Vocabulary Themes</b>	<ul style="list-style-type: none"> <li>- Professions (bank teller, bus driver, dentist...)</li> <li>- Students (student...)</li> </ul>

My Family	
<b>Vocabulary Themes</b>	<ul style="list-style-type: none"> <li>- Family and entourage (mother, father, sister...)</li> </ul>

Pets	
<b>Vocabulary Themes</b>	<ul style="list-style-type: none"> <li>- The animal kingdom (cat, dog, goldfish...)</li> </ul>

Review	
<b>Vocabulary Themes</b>	<ul style="list-style-type: none"> <li>- Speaking (hello, goodbye, name...)</li> <li>- The business world (dentist, firefighter, teacher...)</li> <li>- Family and entourage (mother, father, brother...)</li> <li>- The animal kingdom (cat, dog, goldfish...)</li> <li>- Names of countries (Brazil, China, Colombia...)</li> <li>- Populations &amp; inhabitants (Brazilian, Chinese, Colombian...)</li> <li>- Names of administrative divisions of countries (California, Florida, New York...)</li> <li>- Numbers (one, two, three...)</li> </ul>

## Module 3

The Body	
<b>Vocabulary Themes</b>	<ul style="list-style-type: none"> <li>- Human body (hand, eye, mouth...)</li> </ul>

Clothes	
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<b>Vocabulary Themes</b>	<ul style="list-style-type: none"> <li>- Fashion &amp; clothing (skirt, pants, dress...)</li> <li>- Color (red, orange, yellow...)</li> <li>- Shape (long, short...)</li> </ul>
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<b>Appearance</b>	
<b>Vocabulary Themes</b>	<ul style="list-style-type: none"> <li>- Physical description (tall, short, long...)</li> <li>- Color (blue, brown, gray...)</li> </ul>

<b>Feelings</b>	
<b>Vocabulary Themes</b>	<ul style="list-style-type: none"> <li>- Feelings (happy, sad, angry...)</li> <li>- A person's physical &amp; mental state (tired, sick, hot...)</li> </ul>

<b>Likes and Dislikes</b>	
<b>Vocabulary Themes</b>	<ul style="list-style-type: none"> <li>- Leisure (animal, book, computer...)</li> </ul>

## Module 4

<b>Activities</b>	
<b>Vocabulary Themes</b>	<ul style="list-style-type: none"> <li>- Athletic activities (baseball, basketball, football...)</li> <li>- Leisure (chess, piano, guitar...)</li> </ul>

<b>Days of the Week</b>	
<b>Vocabulary Themes</b>	<ul style="list-style-type: none"> <li>- Days of the week (Monday, Tuesday, Wednesday...)</li> <li>- Division of time (day, week, weekend...)</li> </ul>

<b>The Date</b>	
<b>Vocabulary Themes</b>	<ul style="list-style-type: none"> <li>- Months (January, February, March...)</li> <li>- Ordinal numbers (first, second, third... thirty-first...)</li> </ul>

<b>The Office</b>	
<b>Vocabulary Themes</b>	<ul style="list-style-type: none"> <li>- Situation of something in space (in, on, under...)</li> <li>- Stationary (pen, paper, notebook...)</li> <li>- Furniture (chair, desk, computer...)</li> </ul>

Review	
<b>Vocabulary Themes</b>	<ul style="list-style-type: none"> <li>- Human body (hand, eye, hair...)</li> <li>- Fashion &amp; clothing (skirt, pants, coat...)</li> <li>- Color (red, blue, brown...)</li> <li>- Physical description (tall, short, long...)</li> <li>- Days of the week (Sunday, Monday, Tuesday...)</li> <li>- A person's physical &amp; mental state (hungry, thirsty, sick...)</li> <li>- Leisure (shopping, ballet, video game...)</li> <li>- Athletic activities (baseball, basketball, football...)</li> <li>- Months (January, February, March...)</li> <li>- Stationary (notebook, pen, paper...)</li> </ul>

## Module 5

Introductions 2	
<b>Lesson Objectives</b>	Greet someone, introduce yourself, ask their name, inquire about their profession and family life.
<b>Vocabulary Themes</b>	Communication and Intellect <ul style="list-style-type: none"> <li>- Common expressions</li> <li>- Greetings, being polite</li> </ul> Family, Identity, Social Life <ul style="list-style-type: none"> <li>- Identity</li> <li>- Social life</li> </ul> Judgment and Opinion <ul style="list-style-type: none"> <li>- Agreement, disagreement</li> <li>- Appraisal</li> </ul> Work Environment <ul style="list-style-type: none"> <li>- Corporate life</li> </ul>
<b>Grammar</b>	Definite and indefinite articles The difference between “a” and “an” The verb “to be” The verb “to have”

2. The Family	
<b>Lesson Objectives</b>	Describe someone’s physical appearance and personality. Introduce your family.
<b>Vocabulary Themes</b>	The Human Body <ul style="list-style-type: none"> <li>- Physical description</li> </ul> Family, Identity, Social Life <ul style="list-style-type: none"> <li>- Family life</li> <li>- Age, stages of life</li> </ul> Personality and Feelings

<b>Grammar</b>	Possessive adjectives The plural Contraction of “to be” Questions without interrogative words
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## Module 6

3. Going on Vacation	
<b>Lesson Objectives</b>	Talk about public transportation, make vacation plans, tell time and learn the days of the week.
<b>Vocabulary Themes</b>	Defining Space <ul style="list-style-type: none"> <li>- Distance</li> <li>- Movements, moving</li> <li>- Indicating a place</li> </ul> Time <ul style="list-style-type: none"> <li>- Schedule</li> <li>- Times of day</li> <li>- Days of the week</li> <li>- The present</li> </ul>
<b>Grammar</b>	Prepositions of time Time “How long” “There is” - “There are”

4. A City Tour	
<b>Lesson Objectives</b>	Learn vocabulary dealing with urban settings. Ask for prices and order a drink.
<b>Vocabulary Themes</b>	Economy and Trade <ul style="list-style-type: none"> <li>- Buying, selling</li> <li>- Cost, payment</li> </ul> Defining Space <ul style="list-style-type: none"> <li>- Indicating a place</li> </ul> Games, Leisure and Entertainment <ul style="list-style-type: none"> <li>- Places</li> </ul> Shopping <ul style="list-style-type: none"> <li>- Stores</li> </ul> Cities and Towns <ul style="list-style-type: none"> <li>- Places and buildings</li> <li>- Public places</li> </ul>
<b>Grammar</b>	Interrogative words Demonstratives Prepositions of place “Here” - “There”



## EAP 0200L – Level 2

### Description

The Tell Me More curriculum for EAP 0200L has been designed in conjunction with the lab faculty of MDC to match the goals set forth by the college for level 2. The lesson themes and activity progression are delivered with the primary focus of building the learners listening and speaking skills, while addressing and reinforcing the commensurate vocabulary and grammatical skills necessary to achieve the course competencies.

The EAP 0200L curriculum contains 10 unique lessons with the first eight focusing on everyday conversations and situations, and the final two focusing on those of a professional nature.

The activities have been selected with a heavy weighting on speaking and listening skills, with as much required production as possible, through utilization of advanced speech recognition, audio/video files, dictation activities, and more.

The timing of each of the levels is designed to allow the average student to complete the required 26 hours of lab time.

### Lessons

Introducing Oneself	
<b>Lesson Objectives</b>	Learn how to greet people and how to introduce yourself and your family in a few words: give your name and nationality, where you are living and what you are doing.
<b>Vocabulary Themes</b>	Communication and Intellect - Greetings, being polite Family, Identity, Social Life - Family life - Age, stages of life - Identity
<b>Grammar</b>	The simple present The verb “to be” Subject pronouns Placing the adjective Contraction of “to be” Questions without interrogative pronouns The difference between “a” and “an”

Descriptions	
<b>Lesson Objectives</b>	Learn how to describe your appearance using some simple adjectives and the names of parts of the body and of clothes. Find out about a few verbs to describe actions.

<b>Vocabulary Themes</b>	Communication and Intellect <ul style="list-style-type: none"> <li>- Comparison</li> </ul> The Human Body <ul style="list-style-type: none"> <li>- Physical description</li> <li>- Head and face</li> </ul> Objects <ul style="list-style-type: none"> <li>- Colors</li> <li>- Descriptive terms</li> <li>- Size</li> </ul> Family, Identity, Social Life <ul style="list-style-type: none"> <li>- Age, stages of life</li> <li>- Personal details</li> </ul> Vacations and Traveling <ul style="list-style-type: none"> <li>- Hotels</li> </ul>
<b>Grammar</b>	The negative form “Can:” perception and knowledge Object pronouns Definite and indefinite articles Time Prepositions of time

### Numbers & Letters

<b>Lesson Objectives</b>	Learn how to describe where you are, to describe the positions of the body ( <i>to sit, to stand, to kneel</i> ). Learn numbers and how to formulate a simple arithmetical problem and its solution. Learn the alphabet and how to spell words.
<b>Vocabulary Themes</b>	Communication and Intellect <ul style="list-style-type: none"> <li>- Comparison</li> <li>- Awareness, memories, forgetting</li> <li>- Thinking, debating, explaining</li> <li>- Oral communication</li> </ul> Education <ul style="list-style-type: none"> <li>- Learning and knowledge</li> <li>- Language, reading and writing</li> </ul> Defining Space <ul style="list-style-type: none"> <li>- Indicating a place</li> </ul> Measurements and Quantities <ul style="list-style-type: none"> <li>- Figures and numbers</li> </ul> Science and Industry <ul style="list-style-type: none"> <li>- Mathematics</li> </ul>
<b>Grammar</b>	The verb “to have” Interrogative pronouns, adjectives and adverbs Tags - Short answers The plural Prepositions of place Comparing equals Exclamations with “what a”

### Dates & Times

<b>Lesson Objectives</b>	Learn the names of seasons, months, the days of the week and how to tell time. Learn to say what time it is and indicate duration (the current time and how long things take).
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<p><b>Vocabulary Themes</b></p>	<p>Time</p> <ul style="list-style-type: none"> <li>- Schedule</li> <li>- Instruments for measuring time</li> <li>- Dates</li> <li>- Telling time</li> <li>- Months</li> <li>- Times of day</li> <li>- Seasons</li> <li>- Days of the week</li> <li>- The present</li> <li>- Time indicators</li> </ul>
<p><b>Grammar</b></p>	<p>Age            Reflexive pronouns            The present continuous            Nationalities: capital letters            The possessive            Possessive adjectives            Demonstratives            The future</p>

**Objects & Animals**

<p><b>Lesson Objectives</b></p>	<p>Find out the names of everyday objects (<i>office furniture, stationery</i>) and describe where they are. Learn the names of some animals.</p>
<p><b>Vocabulary Themes</b></p>	<p>Food</p> <ul style="list-style-type: none"> <li>- Cookware and kitchen utensils</li> </ul> <p>Animals</p> <ul style="list-style-type: none"> <li>- Marine life</li> <li>- Land and amphibious animals</li> <li>- Insects</li> <li>- Birds</li> </ul> <p>Education</p> <ul style="list-style-type: none"> <li>- School supplies and related activities</li> </ul> <p>Housing</p> <ul style="list-style-type: none"> <li>- House and home</li> <li>- Furniture</li> </ul>
<p><b>Grammar</b></p>	<p>The verb “to have”            Interrogative pronouns, adjectives and adverbs            Tags - Short answers            The plural</p>

**Adjectives**

<p><b>Lesson Objectives</b></p>	<p>Learn new attributive adjectives. Describe yourself and some objects in detail.</p>
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<b>Vocabulary Themes</b>	<p>Objects</p> <ul style="list-style-type: none"> <li>- Textures</li> </ul> <p>Defining Space</p> <ul style="list-style-type: none"> <li>- Volume</li> <li>- Speed</li> </ul> <p>Judgment and Opinion</p> <ul style="list-style-type: none"> <li>- Agreement, disagreement</li> <li>- Necessity, ability and difficulty</li> <li>- Appraisal</li> <li>- Criticism</li> <li>- True, false</li> </ul> <p>Personality and Feelings</p>
<b>Grammar</b>	<p>Prepositions of place</p> <p>Comparing equals</p> <p>Exclamations with “what a”</p>

Vacation Plans	
<b>Lesson Objectives</b>	Make reservations for a vacation. Set the vacation length and dates. Book a vacation home and describe it ( <i>rooms, kitchen, and bathroom</i> ). Learn basic vocabulary for furniture.
<b>Vocabulary Themes</b>	<p>Objects</p> <ul style="list-style-type: none"> <li>- Descriptive terms</li> </ul> <p>Defining Space</p> <ul style="list-style-type: none"> <li>- Distance</li> <li>- Location</li> </ul> <p>Judgment and Opinion</p> <ul style="list-style-type: none"> <li>- General terms and impartiality</li> </ul> <p>Housing</p> <ul style="list-style-type: none"> <li>- Parts of a building</li> <li>- Types of accommodation</li> <li>- Living spaces</li> <li>- Real estate</li> </ul>
<b>Grammar</b>	<p>“How much” - “How many”</p> <p>“There is” - “There are”</p> <p>“How long”</p>

The Summer Rental	
<b>Lesson Objectives</b>	Learn how to express that something is broken or does not work. Learn basic household vocabulary ( <i>appliances, cutlery, linen</i> ).
<b>Vocabulary Themes</b>	<p>Food</p> <ul style="list-style-type: none"> <li>- Cookware and kitchen utensils</li> </ul> <p>Housing</p> <ul style="list-style-type: none"> <li>- Parts of a building</li> <li>- Living spaces</li> <li>- Household appliances</li> <li>- Linens</li> <li>- Furniture</li> </ul>
<b>Grammar</b>	<p>The affirmative imperative</p> <p>The negative imperative</p> <p>Past interrogatives</p>

At a Reception	
<b>Lesson Objectives</b>	Give information to a receptionist concerning your meeting with the company chairman. Follow directions on how to find the chairman's office.
<b>Vocabulary Themes</b>	Communication and Intellect <ul style="list-style-type: none"> <li>- Suggestion, proposal, advice</li> <li>- Oral communication</li> <li>- Greetings, being polite</li> </ul> Defining Space <ul style="list-style-type: none"> <li>- Indicating a place</li> </ul> Work Environment <ul style="list-style-type: none"> <li>- Office space and supplies</li> </ul> Time <ul style="list-style-type: none"> <li>- Schedule</li> <li>- The present</li> <li>- Sequence of events</li> </ul>
<b>Grammar</b>	The negative form The present continuous "Would like:" expressing wishes "Can:" ability and likelihood

Welcoming Clients	
<b>Lesson Objectives</b>	Learn how to welcome a visitor to your company. Ask questions concerning the visitor's business with your company and ask them to wait. Give directions to the vice-chairman's office.
<b>Vocabulary Themes</b>	Communication and Intellect <ul style="list-style-type: none"> <li>- Possibility and probability</li> <li>- Oral communication</li> <li>- Greetings, being polite</li> </ul> Work Environment <ul style="list-style-type: none"> <li>- Meetings</li> <li>- Professions and hierarchy</li> </ul> Politics and Society <ul style="list-style-type: none"> <li>- People and professions</li> </ul> Time <ul style="list-style-type: none"> <li>- Schedule</li> <li>- The present</li> </ul> Defining Space <ul style="list-style-type: none"> <li>- Volume</li> </ul>
<b>Grammar</b>	The simple present and the present continuous The verb "to have" The plural Questions without interrogative pronouns

## EAP 0300L – Level 3

### Description

The Tell Me More curriculum for EAP 0300L has been designed in conjunction with the lab faculty of MDC to match the goals set forth by the college for level 3. The lesson themes and activity progression are delivered with the primary focus of building the learners listening and speaking skills, while addressing and reinforcing the commensurate vocabulary and grammatical skills necessary to achieve the course competencies.

The EAP 0300L curriculum contains 11 unique lessons with the first six focusing on everyday conversations and situations, and the final five focusing on those of a professional nature.

The activities have been selected with a heavy weighting on speaking and listening skills, with as much required production as possible, through utilization of advanced speech recognition, audio/video files, dictation activities, and more.

The timing of each of the levels is designed to allow the average student to complete the required 26 hours of lab time.

### Lessons

Grocery Shopping	
<b>Lesson Objectives</b>	Learn what to ask when grocery shopping. Ask for advice on ingredients and cooking.
<b>Vocabulary Themes</b>	Food <ul style="list-style-type: none"> <li>- Food preparation</li> <li>- Preparing and enjoying a meal</li> <li>- Different meals</li> <li>- Courses</li> </ul> Economy and Trade <ul style="list-style-type: none"> <li>- Buying, selling</li> </ul> Shopping <ul style="list-style-type: none"> <li>- Stores</li> </ul>
<b>Grammar</b>	The simple present and the present continuous "Should" and "ought to:" advice "Too" - "Too much"
The Supermarket	
<b>Lesson Objectives</b>	Learn vocabulary related to the supermarket and groceries.

<b>Vocabulary Themes</b>	Food - Drinks - Preparing and enjoying a meal Economy and Trade - Business and commerce Finance and Insurance - Accounting Shopping - Stores
<b>Grammar</b>	“Some” - “Any” “Not . . . either” Use of the pronoun “one”
<b>Weather Report</b>	
<b>Lesson Objectives</b>	Ask questions about the weather forecast and name the days of the week. Learn the different weather conditions.
<b>Vocabulary Themes</b>	Weather - Cold, snow - Wind, sky - Temperature and heat - Rain, storms - Sun, heat
<b>Grammar</b>	Construction of the preterite Question tags “The same . . . as”

<b>The Canoe Trip</b>	
<b>Lesson Objectives</b>	Describe the weather conditions encountered in the past.
<b>Vocabulary Themes</b>	Defining Space - Movements, moving Nature and Geography - Natural disasters - Sun, heat - Rain, storms Weather - Wind, sky - Weather forecast Fashion - Clothes Time - The present - The future - The past - Seasons
<b>Grammar</b>	“Everybody” - “Nobody” Adverbs of time The adverb “that” “To get” + adjective

**Vacation Time**

<b>Lesson Objectives</b>	Make plans to go on vacation. Describe what you pack in your suitcases.
<b>Vocabulary Themes</b>	Fashion - Clothes - Shoes - Accessories Sea Transportation - Traveling by sea - Technical terms Vacations and Traveling - Tourist activities - Accessories Sports - Sporting activities
<b>Grammar</b>	Use of the preterite The near future: BE + ING Possessive pronouns

**At the Shore**

<b>Lesson Objectives</b>	Learn vocabulary related to beach vacations ( <i>beach, lotion, life jackets</i> ).
<b>Vocabulary Themes</b>	Sea Transportation - Traveling by sea Vacations and Traveling - Accessories Sports - Clothing and accessories - Sporting activities Nature and Geography - Water - Minerals Fashion - Clothes
<b>Grammar</b>	Construction of compound nouns Use of “so” to express a goal “Also” - “As well” - “Too”

**A New Project**

<b>Lesson Objectives</b>	In a meeting, you and your colleagues discuss the details of a new project: the project’s start date, the signing of the contract, recruitment, and the available budget.
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<b>Vocabulary Themes</b>	<p>Judgment and Opinion</p> <ul style="list-style-type: none"> <li>- Agreement, disagreement</li> <li>- General terms and impartiality</li> <li>- Necessity, ability and difficulty</li> </ul> <p>Time</p> <ul style="list-style-type: none"> <li>- Sequence of events</li> <li>- Schedule</li> </ul> <p>Finance and Insurance</p> <ul style="list-style-type: none"> <li>- Accounting</li> </ul> <p>Work Environment</p> <ul style="list-style-type: none"> <li>- Corporate life</li> <li>- Office space and supplies</li> <li>- Professions and hierarchy</li> <li>- Managing and organizing</li> </ul> <p>Communication and Intellect</p> <ul style="list-style-type: none"> <li>- Thinking, debating, explaining</li> </ul>
<b>Grammar</b>	The future

<b>Giving your Opinion</b>	
<b>Lesson Objectives</b>	Exchange opinions with a colleague concerning the new project. Make suggestions on how the product could be improved. Discuss the budget, workload and give your opinion on how best to proceed.
<b>Vocabulary Themes</b>	<p>Communication and Intellect</p> <ul style="list-style-type: none"> <li>- Suggestion, proposal, advice</li> <li>- Thinking, debating, explaining</li> <li>- Possibility and probability</li> </ul> <p>Finance and Insurance</p> <ul style="list-style-type: none"> <li>- Currency</li> </ul> <p>Personality and Feelings</p> <ul style="list-style-type: none"> <li>- Feelings</li> </ul> <p>Judgment and Opinion</p> <ul style="list-style-type: none"> <li>- General terms and impartiality</li> </ul> <p>Work Environment</p> <ul style="list-style-type: none"> <li>- Corporate life</li> </ul>
<b>Grammar</b>	<p>“Should” and “ought to:” advice</p> <p>Verbs: reactions and preferences</p>

<b>Discussions</b>	
<b>Lesson Objectives</b>	Ask a colleague to summarize the latest meeting. Discuss the design of the product and the marketing strategy the company has planned for it.

<b>Vocabulary Themes</b>	<p>Economy and Trade</p> <ul style="list-style-type: none"> <li>- Marketing</li> <li>- Buying, selling</li> </ul> <p>The Arts</p> <ul style="list-style-type: none"> <li>- Creativity and artistic trends</li> <li>- Fine arts</li> </ul> <p>Work Environment</p> <ul style="list-style-type: none"> <li>- Managing and organizing</li> </ul> <p>Communication and Intellect</p> <ul style="list-style-type: none"> <li>- Suggestion, proposal, advice</li> </ul> <p>Judgment and Opinion</p> <ul style="list-style-type: none"> <li>- Necessity, ability and difficulty</li> </ul>
<b>Grammar</b>	<p>Interrogative pronouns, adjectives and adverbs</p> <p>Direct and indirect questions</p>

<b>The Schedule</b>	
<b>Lesson Objectives</b>	- Presenting the overview of an annual schedule
<b>Targeted Skills</b>	<ul style="list-style-type: none"> <li>- Listening</li> <li>- Speaking</li> </ul>
<b>Language Functions</b>	<ul style="list-style-type: none"> <li>- Identifying the stages of a process</li> <li>- Identifying the people involved in a process</li> <li>- Expressing necessity</li> <li>- Outlining the stages of a process</li> <li>- Informing the people involved in a process</li> </ul>
<b>Lexical Groups</b>	<ul style="list-style-type: none"> <li>- Progression (to begin, to finish, to complete, ...)</li> <li>- Future situation (next, after, following, ...)</li> <li>- Duration (to take X month(s), length of time, duration, ...)</li> <li>- The business world (task, project, job, ...)</li> <li>- Hierarchy (director, manager, boss, ...)</li> <li>- Services (team, department, division, ...)</li> </ul>
<b>Grammar</b>	<ul style="list-style-type: none"> <li>- Prepositions of time</li> <li>- Ordinal numbers</li> <li>- The possessive</li> <li>- Construction of compound nouns</li> <li>- Use of compound nouns</li> <li>- 'Must' - 'Have to'</li> <li>- 'Need to'</li> <li>- Dates</li> </ul>

<b>Deadlines</b>	
<b>Lesson Objectives</b>	- Identifying dates & deadlines mentioned during a meeting
<b>Targeted Skills</b>	<ul style="list-style-type: none"> <li>- Listening</li> <li>- Speaking</li> </ul>
<b>Language Functions</b>	<ul style="list-style-type: none"> <li>- Identifying a date</li> <li>- Identifying a deadline</li> </ul>
<b>Lexical Groups</b>	<ul style="list-style-type: none"> <li>- Future situation (next, following, then, ...)</li> <li>- Progression (to extend, ready, to finish, ...)</li> </ul>

<b>Vocabulary</b>	<ul style="list-style-type: none"><li>- 'Next' - 'The next'</li><li>- 'For how long' - 'Since when'</li></ul>
<b>Grammar</b>	<ul style="list-style-type: none"><li>- Dates</li><li>- Ordinal numbers</li><li>- 'Till' - 'Until'</li><li>- Prepositions of time</li></ul>

## EAP 0400L – Level 4

## Description

The Tell Me More curriculum for EAP 0400L has been designed in conjunction with the lab faculty of MDC to match the goals set forth by the college for level 4. The lesson themes and activity progression are delivered with the primary focus of building the learners listening and speaking skills, while addressing and reinforcing the commensurate vocabulary and grammatical skills necessary to achieve the course competencies.

The EAP 0400L curriculum contains nine unique lessons with the first seven focusing on everyday conversations and situations, and the final two focusing on those of a professional nature.

The activities have been selected with a heavy weighting on speaking and listening skills, with as much required production as possible, through utilization of advanced speech recognition, audio/video files, dictation activities, and more.

The timing of each of the levels is designed to allow the average student to complete the required 26 hours of lab time.

## Lessons

Arrival in New York	
<b>Lesson Objectives</b>	Learn to answer the questions you might be asked at the airport upon arrival. State where you are going, for how long and with whom.
<b>Vocabulary Themes</b>	Air and Rail Transportation - Places - Baggage - Traveling by train or plane - Departure and arrival Nature and Geography - World geography - Countries, nationalities, languages Communication and Intellect - Oral communication - Obtaining information Cities and Towns - Places and buildings - Public places Transportation Terms - People and professions - Stages of a journey
<b>Grammar</b>	Construction of the present perfect continuous Use of the present perfect continuous "Either . . . or" - "Neither . . . nor" Direct and indirect questions

Free Time	
<b>Lesson Objectives</b>	Describe your tastes in music and other leisure activities. Talk about your plans to go out.

<b>Vocabulary Themes</b>	Time - Holidays Family, Identity, Social Life - Social life The Arts - Music - Movies - Singing - Theater Personality and Feelings - Tastes Games, Leisure and Entertainment - Leisure activities
<b>Grammar</b>	Use of the present conditional Regular superlatives Irregular superlatives

**At the Lake**

<b>Lesson Objectives</b>	State your likes and dislikes ( <i>to love, to hate</i> ). Learn general vocabulary about leisure activities, such as an outing at the lake.
<b>Vocabulary Themes</b>	Games, Leisure and Entertainment - Leisure activities Sports - Sporting activities - Clothing and accessories The Arts - Music Vacations and Traveling - Tourist activities Family, Identity, Social Life - Social life
<b>Grammar</b>	“Can” - “Could” - “To be able to” The present subjunctive Irregular comparatives

**Breakfast Menus**

<b>Lesson Objectives</b>	Order breakfast and ask the waiter questions. Learn basic breakfast vocabulary.
<b>Vocabulary Themes</b>	Food - Preparing and enjoying a meal - Different meals Communication and Intellect - Choices and decisions Family, Identity, Social Life - Social life
<b>Grammar</b>	The simple present and the present continuous “Would like:” expressing wishes The use and omission of “the” “Little” - “A little” - “Much”

**“Still Hungry?”**

<b>Lesson Objectives</b>	Send back something you ordered and order something else. Express your dissatisfaction.
<b>Vocabulary Themes</b>	Food - Drinks - Preparing and enjoying a meal - Food and cooking - Cookware and kitchen utensils Personality and Feelings - Tastes - Feelings
<b>Grammar</b>	Regular comparatives Adjectives ending in “-ing” “Too” - “Too much” Placement of “enough”

**The Menu**

<b>Lesson Objectives</b>	Order a meal. Name your favorite dishes, say what you do not like and learn basic food vocabulary.
<b>Vocabulary Themes</b>	Food - Drinks - Food preparation - People and professions - Courses - Eating out - Cookware and kitchen utensils Communication and Intellect - Choices and decisions Vacations and Traveling - Hotels
<b>Grammar</b>	Construction of the preterite “Also” - “As well” - “Too” Different meanings of “all”

**Desserts**

<b>Lesson Objectives</b>	Ask questions about the dessert tray in a restaurant. Order dessert and ask for the bill.
<b>Vocabulary Themes</b>	Food - Drinks - Types of food - Food preparation - Preparing and enjoying a meal - Different meals - Courses - Eating out Communication and Intellect - Choices and decisions - Suggestion, proposal, advice Personality and Feelings - Feelings - Tastes

<b>Grammar</b>	Use of the preterite Use of the past participle as an adjective Final prepositions
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**The Company**

<b>Lesson Objectives</b>	A journalist interviews you about your company. Answer his questions about your company's history and its international growth. Describe your products.
<b>Vocabulary Themes</b>	Time <ul style="list-style-type: none"> <li>- Frequency</li> </ul> Work Environment <ul style="list-style-type: none"> <li>- Office space and supplies</li> <li>- Professions and hierarchy</li> <li>- Corporate life</li> <li>- Managing and organizing</li> </ul> Judgment and Opinion <ul style="list-style-type: none"> <li>- Necessity, ability and difficulty</li> </ul> Science and Industry <ul style="list-style-type: none"> <li>- Technology</li> </ul> Finance and Insurance <ul style="list-style-type: none"> <li>- The stock market</li> </ul> Economy and Trade <ul style="list-style-type: none"> <li>- Marketing</li> </ul>
<b>Grammar</b>	Use of the preterite Irregular verbs Percentages

**Presenting your Firm**

<b>Lesson Objectives</b>	Respond to questions about your company while at a trade fair. Speak about the number of employees and the location of your headquarters. Explain how you became the market leader and how your distribution network is organized. Talk about your company's mergers and overseas profits. Outline the company's objectives for the coming year.
<b>Vocabulary Themes</b>	Economy and Trade <ul style="list-style-type: none"> <li>- Delivery</li> <li>- Professions and hierarchy</li> <li>- Micro- and macroeconomics</li> <li>- Buying, selling</li> </ul> Work Environment <ul style="list-style-type: none"> <li>- Professions and hierarchy</li> <li>- Office space and supplies</li> <li>- Managing and organizing</li> </ul> Progress and Change Finance and Insurance <ul style="list-style-type: none"> <li>- Accounting</li> <li>- Banking</li> </ul> Science and Industry <ul style="list-style-type: none"> <li>- Technology</li> </ul>
<b>Grammar</b>	Questions without interrogative pronouns Interrogative pronouns, adjectives and adverbs Past interrogatives





## EAP 0500L – Level 5

### Description

The Tell Me More curriculum for EAP 0500L has been designed in conjunction with the lab faculty of MDC to match the goals set forth by the college for level 5. The lesson themes and activity progression are delivered with the primary focus of building the learners listening and speaking skills, while addressing and reinforcing the commensurate vocabulary and grammatical skills necessary to achieve the course competencies.

The EAP 0500L curriculum contains 11 unique lessons with the first four focusing on everyday conversations and situations, and the final seven focusing on those of a professional nature.

The activities have been selected with a heavy weighting on speaking and listening skills, with as much required production as possible, through utilization of advanced speech recognition, audio/video files, dictation activities, and more.

The timing of each of the levels is designed to allow the average student to complete the required 26 hours of lab time.

### Lessons

Window-shopping	
<b>Lesson Objectives</b>	Take the bus downtown to go shopping for shoes with a friend. Give your opinion on an article.
<b>Vocabulary Themes</b>	Objects <ul style="list-style-type: none"> <li>- Size</li> <li>- Fabrics</li> </ul> Economy and Trade <ul style="list-style-type: none"> <li>- Cost, payment</li> <li>- Negotiation</li> <li>- Buying, selling</li> </ul> Fashion <ul style="list-style-type: none"> <li>- Clothing</li> <li>- Shoes</li> <li>- Clothes</li> </ul> Judgment and Opinion <ul style="list-style-type: none"> <li>- Originality, commonality</li> </ul> Shopping <ul style="list-style-type: none"> <li>- People and professions</li> <li>- Stores</li> </ul>
<b>Grammar</b>	Use of the present conditional Construction of compound nouns Verb + infinitive clause

The Fitting Room	
<b>Lesson Objectives</b>	Learn the names of clothes. Discuss size, color and express your taste.

<b>Vocabulary Themes</b>	Economy and Trade - Buying, selling Fashion - Descriptive terms - Clothing - Clothes Shopping - Stores - People and professions
<b>Grammar</b>	Use of compound nouns Compound adjectives Absolute superlative

<b>An Emergency</b>	
<b>Lesson Objectives</b>	Seek assistance for an injured person. Learn basic medical vocabulary and parts of the body.
<b>Vocabulary Themes</b>	Health and Medicine - Treatment, medication, operations - Miscellaneous - Sleep - Fitness and fatigue - Places - Medical equipment - Medical staff - Health problems
<b>Grammar</b>	Construction of the present perfect continuous Use of the present perfect continuous Irregular comparatives

<b>At the Doctor's</b>	
<b>Lesson Objectives</b>	Describe your symptoms and discuss treatment options.
<b>Vocabulary Themes</b>	Family, Identity, Social Life - Personal details Health and Medicine - Medical exams and tests - Treatment, medication, operations - Places - Medical staff - Health problems
<b>Grammar</b>	The sequence of tenses "That" and dependent clauses "Kind of" followed by a noun

<b>Telesales</b>	
<b>Lesson Objectives</b>	Respond to a telesales representative who wants to sell you his company's services. Discuss the advantages and disadvantages of their range of services in relation to existing services. Negotiate with the telesales representative.

<b>Vocabulary Themes</b>	<p>Work Environment</p> <ul style="list-style-type: none"> <li>- Corporate life</li> </ul> <p>Finance and Insurance</p> <ul style="list-style-type: none"> <li>- Insurance</li> <li>- Accounting</li> <li>- Banking</li> </ul> <p>Economy and Trade</p> <ul style="list-style-type: none"> <li>- Cost, payment</li> <li>- Delivery</li> </ul> <p>Communication and Intellect</p> <ul style="list-style-type: none"> <li>- Choices and decisions</li> <li>- Suggestion, proposal, advice</li> </ul> <p>Making Contact</p> <ul style="list-style-type: none"> <li>- The telephone</li> <li>- Written correspondence</li> </ul>
<b>Grammar</b>	<p>Regular comparatives</p> <p>Irregular comparatives</p>

<b>Customer Service</b>	
<b>Lesson Objectives</b>	Deal with a client who has a problem with a delivery. Ask about the invoice and negotiate a compromise to resolve the situation.
<b>Vocabulary Themes</b>	<p>Finance and Insurance</p> <ul style="list-style-type: none"> <li>- Accounting</li> <li>- Insurance</li> </ul> <p>Shopping</p> <ul style="list-style-type: none"> <li>- People and professions</li> </ul> <p>Objects</p> <ul style="list-style-type: none"> <li>- Descriptive terms</li> </ul> <p>Economy and Trade</p> <ul style="list-style-type: none"> <li>- Cost, payment</li> <li>- Buying, selling</li> <li>- Delivery</li> </ul>
<b>Grammar</b>	<p>The affirmative imperative</p> <p>The negative imperative</p>

<b>First Negotiations</b>	
<b>Lesson Objectives</b>	Learn how to negotiate. Discuss discounts on bulk orders and distribution rights with a distribution company representative.

<b>Vocabulary Themes</b>	Economy and Trade <ul style="list-style-type: none"> <li>- Negotiation</li> <li>- Delivery</li> </ul> Work Environment <ul style="list-style-type: none"> <li>- Corporate life</li> <li>- Office space and supplies</li> </ul> Communication and Intellect <ul style="list-style-type: none"> <li>- Oral communication</li> <li>- Suggestion, proposal, advice</li> </ul> Judgment and Opinion <ul style="list-style-type: none"> <li>- Descriptive terms</li> </ul> Time <ul style="list-style-type: none"> <li>- Time periods</li> </ul>
<b>Grammar</b>	Regular superlatives Irregular superlatives “Shall”

Contracts	
<b>Lesson Objectives</b>	Negotiate the terms of a contract with a sales representative. Discuss the discount, terms of payment and warranty covering the products. Outline how any contract disputes will be settled.
<b>Vocabulary Themes</b>	Judgment and Opinion <ul style="list-style-type: none"> <li>- Agreement, disagreement</li> </ul> Communication and Intellect <ul style="list-style-type: none"> <li>- Thinking, debating, explaining</li> </ul> Finance and Insurance <ul style="list-style-type: none"> <li>- Insurance</li> </ul> Economy and Trade <ul style="list-style-type: none"> <li>- Cost, payment</li> <li>- People and professions</li> </ul> Administration and Law <ul style="list-style-type: none"> <li>- Law and justice</li> <li>- Laws and regulations</li> </ul>
<b>Grammar</b>	Sequence of tenses with “if”

A Trade Fair	
<b>Lesson Objectives</b>	During an IT trade fair in Frankfurt, discuss potential business links with a representative of another company.
<b>Vocabulary Themes</b>	Economy and Trade <ul style="list-style-type: none"> <li>- Miscellaneous items</li> <li>- Buying, selling</li> </ul> Work Environment <ul style="list-style-type: none"> <li>- Office space and supplies</li> <li>- Managing and organizing</li> </ul> Science and Industry <ul style="list-style-type: none"> <li>- Technology</li> </ul> Shopping <ul style="list-style-type: none"> <li>- Stores</li> </ul>

<b>Grammar</b>	“May” - “Might” “To look forward to”
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<b>Product Presentation</b>	
<b>Lesson Objectives</b>	Respond to a client who asks you about one of your products. Describe the various features of the product and the length of validity of the warranty. Give the price and negotiate with the customer over the discount. Ask the customer to fill out a customer survey.
<b>Vocabulary Themes</b>	Economy and Trade - Marketing Communication and Intellect - Choices and decisions - Obtaining information Objects - Packaging - Descriptive terms - Progress and Change
<b>Grammar</b>	“Should” and “ought to”: advice

<b>About the Presentation</b>	
<b>Lesson Objectives</b>	- Summarizing your points of view on technical questions to a familiar audience
<b>Targeted Skills</b>	- Listening - Speaking - Reading - Writing
<b>Language Functions</b>	- Outlining the advantages of something - Minimizing something's flaws and drawbacks - Giving an example
<b>Lexical Groups</b>	- Maintenance and functioning (configuration, to install, to implement, ...) - Examples (as you can see, clear, to demonstrate, ...)
<b>Grammar</b>	- Construction of the present conditional - Diplomatic constructions
<b>Phonetics</b>	- Pronunciation of consonants - (pen) - (five) - (seventy)

## EAP 0600L – Level 6

### Description

The Tell Me More curriculum for EAP 0600L has been designed in conjunction with the lab faculty of MDC to match the goals set forth by the college for level 6. The lesson themes and activity progression are delivered with the primary focus of building the learners listening and speaking skills, while addressing and reinforcing the commensurate vocabulary and grammatical skills necessary to achieve the course competencies.

The EAP 0600L curriculum contains 11 unique lessons with the first five focusing on everyday conversations and situations, and the final six focusing on those of a professional nature.

The activities have been selected with a heavy weighting on speaking and listening skills, with as much required production as possible, through utilization of advanced speech recognition, audio/video files, dictation activities, and more.

The timing of each of the levels is designed to allow the average student to complete the required 26 hours of lab time.

### Lessons

Correspondence	
<b>Lesson Objectives</b>	Learn vocabulary for letter writing: writing paper, ink, envelopes.
<b>Vocabulary Themes</b>	Communication and Intellect - Greetings, being polite Making Contact - Written correspondence Education - Literature - School supplies and related activities - Language, reading and writing
<b>Grammar</b>	Verbs expressing a wish to act Possessive pronouns Anaphoric “to”
At the Post Office	
<b>Lesson Objectives</b>	Learn vocabulary to do with the postal service: sending a parcel, express delivery, registered mail, metered mail, stamp collecting.

<b>Vocabulary Themes</b>	<p>Communication and Intellect</p> <ul style="list-style-type: none"> <li>- Obtaining information</li> </ul> <p>Making Contact</p> <ul style="list-style-type: none"> <li>- Written correspondence</li> <li>- The telephone</li> </ul> <p>Transportation Terms</p> <ul style="list-style-type: none"> <li>- Stages of a journey</li> <li>- Public transportation</li> </ul> <p>Cities and Towns</p> <ul style="list-style-type: none"> <li>- Places and buildings</li> </ul>
<b>Grammar</b>	<p>“As much as” - “As many as”</p> <p>More uses of the possessive</p> <p>“For” - “Since” - “Ago”</p>

<b>Banks and ATMs</b>	
<b>Lesson Objectives</b>	Learn how to explain a problem and learn vocabulary associated with banks: credit card, expiration date, commission, etc.
<b>Vocabulary Themes</b>	<p>Economy and Trade</p> <ul style="list-style-type: none"> <li>- Buying, selling</li> </ul> <p>Finance and Insurance</p> <ul style="list-style-type: none"> <li>- Banking</li> <li>- The stock market</li> <li>- Accounting</li> <li>- Currency</li> </ul> <p>Time</p> <ul style="list-style-type: none"> <li>- Schedule</li> </ul>
<b>Grammar</b>	<p>Construction of the passive</p> <p>Use of the passive</p> <p>Construction of the present conditional</p>

<b>Paying a Bill</b>	
<b>Lesson Objectives</b>	Learn about different means of paying for something: by check, in cash, etc.
<b>Vocabulary Themes</b>	<p>Economy and Trade</p> <ul style="list-style-type: none"> <li>- Cost, payment</li> <li>- Business and commerce</li> <li>- Negotiation</li> </ul> <p>Finance and Insurance</p> <ul style="list-style-type: none"> <li>- Banking</li> <li>- Accounting</li> </ul> <p>Measurements and Quantities</p> <ul style="list-style-type: none"> <li>- Whole numbers</li> </ul>
<b>Grammar</b>	<p>The past subjunctive</p> <p>“To let”</p>

<b>An Overdue Payment</b>	
<b>Lesson Objectives</b>	- Giving a reminder in the case of an unpaid bill
<b>Targeted Skills</b>	<ul style="list-style-type: none"> <li>- Listening</li> <li>- Speaking</li> </ul>

	<ul style="list-style-type: none"> <li>- Reading</li> <li>- Writing</li> </ul>
<b>Language Functions</b>	<ul style="list-style-type: none"> <li>- Addressing a topic</li> <li>- Verifying that something has been done</li> <li>- Exposing a problem</li> <li>- Demanding payment</li> <li>- Taking a request into account</li> </ul>
<b>Lexical Groups</b>	<ul style="list-style-type: none"> <li>- Prices &amp; payments (to withhold, terms of sale, overdue, ...)</li> <li>- Resolution &amp; handling of problems (to straighten out, to iron out, to sort out, ...)</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>- Expressions with 'to have'</li> </ul>
<b>Grammar</b>	<ul style="list-style-type: none"> <li>- Adverbs of degree</li> </ul>

Flight Information	
<b>Lesson Objectives</b>	Learn airport vocabulary (departure, gate, flight number) and answer questions about flights.
<b>Vocabulary Themes</b>	Transportation Terms <ul style="list-style-type: none"> <li>- Stages of a journey</li> <li>- People and professions</li> </ul> Air and Rail Transportation <ul style="list-style-type: none"> <li>- Traveling by train or plane</li> <li>- The trip</li> <li>- Departure and arrival</li> <li>- Baggage</li> </ul> Vacations and Traveling <ul style="list-style-type: none"> <li>- Accessories</li> </ul>
<b>Grammar</b>	"Should" and "Ought to:" probability Use of "else" More uses of the possessive

Plane Reservations	
<b>Lesson Objectives</b>	Make flight reservations: ask questions about destinations, dates, departure and arrival times. Find a solution to travelers' concerns.
<b>Vocabulary Themes</b>	Stages of a Journey <ul style="list-style-type: none"> <li>- People and professions</li> <li>- Safety and regulations</li> <li>- Public transportation</li> </ul> Air and Rail Transportation <ul style="list-style-type: none"> <li>- Technical terms</li> <li>- People and professions</li> <li>- Departure and arrival</li> <li>- Baggage</li> </ul> Vacations and Traveling <ul style="list-style-type: none"> <li>- Accessories</li> <li>- Hotels</li> </ul>
<b>Grammar</b>	Construction of the passive The sequence of tenses "When", "while" + present



Seminar Planning	
<b>Lesson Objectives</b>	Reserve a hotel room. Organize a seminar, set the date and number of participants, choose the services required. Arrange for payment.
<b>Vocabulary Themes</b>	Communication and Intellect <ul style="list-style-type: none"> <li>- Oral communication</li> <li>- Obtaining information</li> <li>- Greetings, being polite</li> </ul> Judgment and Opinion <ul style="list-style-type: none"> <li>- Necessity, ability and difficulty</li> </ul> Housing <ul style="list-style-type: none"> <li>- Living spaces</li> </ul> Sports <ul style="list-style-type: none"> <li>- People and professions</li> </ul> Time <ul style="list-style-type: none"> <li>- Schedule</li> </ul>
<b>Grammar</b>	The perfect conditional Infinitive clause "To be left" - "To have left"

Delegates	
<b>Lesson Objectives</b>	Answer questions about your company and talk about your work.
<b>Vocabulary Themes</b>	Communication and Intellect <ul style="list-style-type: none"> <li>- Oral communication</li> </ul> Progress and Change <ul style="list-style-type: none"> <li>- Success and failure</li> </ul> Work Environment <ul style="list-style-type: none"> <li>- Managing and organizing</li> <li>- Professions and hierarchy</li> <li>- Meetings</li> </ul> Time <ul style="list-style-type: none"> <li>- Schedule</li> </ul>
<b>Grammar</b>	Perfect conditional using "should" "How" + adjective or adverb

A Difficult Visitor	
<b>Lesson Objectives</b>	<ul style="list-style-type: none"> <li>- Welcoming an uncooperative visitor</li> <li>- Asking an uncooperative visitor to wait</li> </ul>
<b>Targeted Skills</b>	<ul style="list-style-type: none"> <li>- Listening</li> <li>- Speaking</li> <li>- Reading</li> <li>- Writing</li> </ul>
<b>Language Functions</b>	<ul style="list-style-type: none"> <li>- Identifying a problem</li> <li>- Reassuring a visitor</li> <li>- Making excuses</li> <li>- Expressing empathy</li> <li>- Insisting diplomatically</li> <li>- Interrupting diplomatically</li> <li>- Suggesting a choice</li> </ul>
	- Problem explanation (to regret, unavoidable, to encounter, ...)

<b>Lexical Groups</b>	- Assessment of a situation (to appreciate, to acknowledge, to recognize, ...)
<b>Vocabulary</b>	- Emphatic 'do'
<b>Grammar</b>	- Diplomatic constructions

<b>A Busy Thursday Morning</b>	
<b>Lesson Objectives</b>	- Handling a problematic request
<b>Targeted Skills</b>	- Listening - Speaking - Reading - Writing
<b>Language Functions</b>	- Expressing a degree of certainty - Stalling for time - Generalizing - Notifying someone that something might happen - Refusing diplomatically - Offering a solution
<b>Lexical Groups</b>	- Habits and tendencies (to be inclined to, tendency, as a rule, ...) - Probability and potential (doubtful, conceivable, to be liable to, ...)
<b>Vocabulary</b>	- Noncommittal replies
<b>Grammar</b>	- Diplomatic constructions - Expressions of emphasis

# EAP 1501L – Accent Reduction 1

## Description

The Tell Me More curriculum for EAP 1501L has been designed in conjunction with the lab faculty of MDC to match the goals set forth by the college for the Accent Reduction level 1 course. The primary goal of the AR lessons is student production focusing on phonetic construction and advanced pronunciation.

The EAP 0501L curriculum contains 17 unique lessons.

All the activities selected in the AR levels requires either listening or production utilizing the advanced speech recognition, highlighting the feedback in the program including, but not limited to, the S.E.T.S. (Spoken Error Tracking System).

The timing of each of the levels is designed to allow the average student to complete the required 26 hours of lab time.

## Lessons

At the Airport	
<b>Lesson Objectives</b>	Respond to the questions asked at the check-in counter of New York airport. Upgrade your ticket, check your flight's departure and arrival times, check-in your luggage and enquire about the boarding gate.
<b>Vocabulary Themes</b>	Air and Rail Transportation <ul style="list-style-type: none"> <li>- Traveling by train or plane</li> <li>- Departure and arrival</li> <li>- Baggage</li> </ul> Transportation Terms <ul style="list-style-type: none"> <li>- Safety and regulations</li> <li>- Stages of a journey</li> <li>- Public transportation</li> </ul> Defining Space <ul style="list-style-type: none"> <li>- Movements, moving</li> </ul> Vacations and Traveling <ul style="list-style-type: none"> <li>- Accessories</li> </ul>
<b>Grammar</b>	"Must" - "Have to" Possessive pronouns

Getting Directions	
<b>Lesson Objectives</b>	Follow instructions over the phone to find the New York restaurant where you will attend your business lunch. Confirm the date and location of the meeting.

<p><b>Vocabulary Themes</b></p>	<p>Time</p> <ul style="list-style-type: none"> <li>- Schedule</li> </ul> <p>Defining Space</p> <ul style="list-style-type: none"> <li>- Direction</li> <li>- Distance</li> <li>- Indicating a place</li> </ul> <p>Cities and Towns</p> <ul style="list-style-type: none"> <li>- Places and buildings</li> </ul> <p>Food</p> <ul style="list-style-type: none"> <li>- Eating out</li> </ul> <p>Transportation Terms</p> <ul style="list-style-type: none"> <li>- Safety and regulations</li> <li>- Public transportation</li> </ul>
<p><b>Grammar</b></p>	<p>Construction of the present perfect Use of the present perfect “Still” - “Yet” “Yet” - “Not yet”</p>

<p><b>A Business Lunch</b></p>	
<p><b>Lesson Objectives</b></p>	<p>Conclude a contract during a business lunch. Engage in small talk: your business trip, your family and where you live. Order the meal. Discuss the terms of the contract and payment. Reach an agreement.</p>
<p><b>Vocabulary Themes</b></p>	<p>Food</p> <ul style="list-style-type: none"> <li>- Courses</li> <li>- Eating out</li> </ul> <p>Personality and Feelings</p> <ul style="list-style-type: none"> <li>- Feelings</li> <li>- Tastes</li> </ul> <p>Communication and Intellect</p> <ul style="list-style-type: none"> <li>- Oral communication</li> </ul> <p>Work Environment</p> <ul style="list-style-type: none"> <li>- Managing and organizing</li> </ul> <p>Economy and Trade</p> <ul style="list-style-type: none"> <li>- Delivery</li> <li>- People and professions</li> </ul>
<p><b>Grammar</b></p>	<p>“For” - “Since” - “Ago”</p>

<p><b>First Negotiations</b></p>	
<p><b>Lesson Objectives</b></p>	<p>Learn how to negotiate. Discuss discounts on bulk orders and distribution rights with a distribution company representative.</p>

<b>Vocabulary Themes</b>	<p>Economy and Trade</p> <ul style="list-style-type: none"> <li>- Negotiation</li> <li>- Delivery</li> </ul> <p>Work Environment</p> <ul style="list-style-type: none"> <li>- Corporate life</li> <li>- Office space and supplies</li> </ul> <p>Communication and Intellect</p> <ul style="list-style-type: none"> <li>- Oral communication</li> <li>- Suggestion, proposal, advice</li> </ul> <p>Judgment and Opinion</p> <ul style="list-style-type: none"> <li>- Descriptive terms</li> </ul> <p>Time</p> <ul style="list-style-type: none"> <li>- Time periods</li> </ul>
<b>Grammar</b>	<p>Regular superlatives</p> <p>Irregular superlatives</p> <p>“Shall”</p>

Technical Problems	
<b>Lesson Objectives</b>	Call technical support after your laptop crashes. Describe the problem to the technician and respond to his questions. Discuss solutions to the problem.
<b>Vocabulary Themes</b>	<p>Science and Industry</p> <ul style="list-style-type: none"> <li>- Computer science</li> <li>- Electricity</li> <li>- Technology</li> </ul> <p>Judgment and Opinion</p> <ul style="list-style-type: none"> <li>- Appraisal</li> </ul> <p>The Media</p> <ul style="list-style-type: none"> <li>- The Internet</li> </ul> <p>Objects</p> <ul style="list-style-type: none"> <li>- How it works</li> </ul> <p>Work Environment</p> <ul style="list-style-type: none"> <li>- Managing and organizing</li> <li>- Professions and hierarchy</li> </ul>
<b>Grammar</b>	<p>Construction of the present perfect continuous</p> <p>Use of the present perfect continuous</p>

The Welcome Desk	
<b>Lesson Objectives</b>	Welcoming various visitors using appropriate polite expression
<b>Targeted Skills</b>	<ul style="list-style-type: none"> <li>- Listening</li> <li>- Speaking</li> <li>- Reading</li> <li>- Writing</li> </ul>
<b>Language Functions</b>	<ul style="list-style-type: none"> <li>- Greeting a visitor</li> <li>- Asking someone to wait</li> <li>- Offering something politely</li> <li>- Notifying someone about someone else's availability</li> <li>- Putting yourself at someone's disposal</li> </ul>
<b>Lexical Groups</b>	<ul style="list-style-type: none"> <li>- Future situation (right away, in no time, shortly, ...)</li> <li>- Professional first contacts (to be willing to, to care, to get someone something, ...)</li> </ul>

	- A person's availability (busy, available, to be tied up, ...)
<b>Grammar</b>	- Modal auxiliaries - The future
<b>Phonetics</b>	- Shortened pronunciation - (Wednesday) - (September)
<b>Language &amp; Culture</b>	- Forms of address - 'Shall'

<b>Appointment Setup</b>	
<b>Lesson Objectives</b>	- Arranging a meeting with someone whose availability is limited
<b>Targeted Skills</b>	- Listening - Speaking - Reading - Writing
<b>Language Functions</b>	- Asking someone to wait - Giving information about a person's availability - Suggesting that someone do something - Confirming a meeting
<b>Lexical Groups</b>	- Polite expressions (to be afraid, to regret, you're welcome, ...) - A person's availability (busy, absent, to miss someone, ...)
<b>Grammar</b>	- Possessive adjective - Object pronouns
<b>Phonetics</b>	- (about) - (December) - (Sunday)
<b>Language &amp; Culture</b>	- Telephone calls - 'Shall'

<b>Itinerary Organization</b>	
<b>Lesson Objectives</b>	- Making suggestions to clients concerning their needs
<b>Targeted Skills</b>	- Listening - Speaking - Reading - Writing
<b>Language Functions</b>	- Advising - Warning someone about something - Stating conditions
<b>Lexical Groups</b>	- Advice and recommendations (reliable, to be wise to, to recommend, ...)
<b>Grammar</b>	- The past subjunctive - Construction of the present conditional - The future - Modal auxiliaries - Expressions of condition

<b>Phonetics</b>	<ul style="list-style-type: none"> <li>- (book)</li> <li>- (September)</li> </ul>
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Before the Visit	
<b>Lesson Objectives</b>	- Giving precise instructions to an unfamiliar group of visitors
<b>Targeted Skills</b>	<ul style="list-style-type: none"> <li>- Listening</li> <li>- Speaking</li> <li>- Reading</li> <li>- Writing</li> </ul>
<b>Language Functions</b>	<ul style="list-style-type: none"> <li>- Guiding a group</li> <li>- Giving instructions</li> <li>- Warning someone about something</li> <li>- Granting permission or expressing an absence of obligation</li> </ul>
<b>Lexical Groups</b>	<ul style="list-style-type: none"> <li>- Quantities (all, one by one, each, ...)</li> <li>- Advice and recommendations (to be careful, to make sure, to be aware, ...)</li> </ul>
<b>Vocabulary</b>	- Ways to address groups
<b>Grammar</b>	<ul style="list-style-type: none"> <li>- The negative imperative</li> <li>- Modal auxiliaries</li> </ul>
<b>Phonetics</b>	<ul style="list-style-type: none"> <li>- Intonation and stress</li> <li>- (Sunday)</li> <li>- (Saturday)</li> <li>- (about)</li> </ul>

Directions	
<b>Lesson Objectives</b>	- Understanding a complex itinerary that is clearly explained
<b>Targeted Skills</b>	<ul style="list-style-type: none"> <li>- Listening</li> <li>- Speaking</li> <li>- Reading</li> <li>- Writing</li> </ul>
<b>Language Functions</b>	<ul style="list-style-type: none"> <li>- Asking for directions</li> <li>- Asking for confirmation</li> <li>- Asking for further details</li> <li>- Understanding an itinerary</li> </ul>
<b>Lexical Groups</b>	<ul style="list-style-type: none"> <li>- Travel (to turn, to follow, to pass, ...)</li> <li>- Situation of something in space (right-hand side, left-hand side, in front of, ...)</li> <li>- Situation in time (next, before, soon, ...)</li> </ul>
<b>Vocabulary</b>	- 'Here' - 'There'
<b>Grammar</b>	<ul style="list-style-type: none"> <li>- Infinitive clauses</li> <li>- Question-tags</li> <li>- Interrogative words</li> <li>- 'Should' and 'ought to': advice</li> </ul>
<b>Phonetics</b>	<ul style="list-style-type: none"> <li>- (they)</li> <li>- (Wednesday)</li> <li>- (sixteen)</li> </ul>

<b>Registration</b>	
<b>Lesson Objectives</b>	<ul style="list-style-type: none"> <li>- Asking clients about their needs</li> <li>- Arranging for participation at a trade fair</li> </ul>
<b>Targeted Skills</b>	<ul style="list-style-type: none"> <li>- Listening</li> <li>- Speaking</li> <li>- Reading</li> <li>- Writing</li> </ul>
<b>Language Functions</b>	<ul style="list-style-type: none"> <li>- Asking for further details</li> <li>- Showing that you understand</li> <li>- Understanding a need</li> <li>- Asking someone to repeat something</li> <li>- Committing to doing something</li> <li>- Expressing a need</li> </ul>
<b>Lexical Groups</b>	<ul style="list-style-type: none"> <li>- Results of reflection (in mind, second thoughts, preference, ...)</li> <li>- Information &amp; inquiries (to specify, breakdown, to request, ...)</li> </ul>
<b>Grammar</b>	<ul style="list-style-type: none"> <li>- 'Which' - 'What'</li> </ul>
<b>Phonetics</b>	<ul style="list-style-type: none"> <li>- (pen)</li> <li>- (nine)</li> </ul>



## EAP 1502L – Accent Reduction 2

### Description

The Tell Me More curriculum for EAP 1502L has been designed in conjunction with the lab faculty of MDC to match the goals set forth by the college for the Accent Reduction level 2 course. The primary goal of the AR lessons is student production focusing on phonetic construction and advanced pronunciation.

The EAP 0502L curriculum contains 15 unique lessons.

All the activities selected in the AR levels requires either listening or production utilizing the advanced speech recognition, highlighting the feedback in the program including, but not limited to, the S.E.T.S. (Spoken Error Tracking System).

The timing of each of the levels is designed to allow the average student to complete the required 26 hours of lab time.

### Lessons

Insurance & Banking	
<b>Lesson Objectives</b>	Learn vocabulary related to the world of insurance and banking (coverage, life insurance, cash transfer, account number).
<b>Vocabulary Themes</b>	Administration and Law <ul style="list-style-type: none"> <li>- Law and Justice</li> <li>- Crimes and misdemeanors</li> </ul> Economy and Trade <ul style="list-style-type: none"> <li>- Buying, selling</li> <li>- People and professions</li> </ul> Finance and Insurance <ul style="list-style-type: none"> <li>- Insurance</li> <li>- Banking</li> </ul> Work Environment <ul style="list-style-type: none"> <li>- Corporate life</li> </ul>
<b>Grammar</b>	The main postpositions “Little” - “A little” - “Much” Invariable cardinal numbers
Market Research	
<b>Lesson Objectives</b>	Learn to formulate specific questions for a client survey.

<p><b>Vocabulary Themes</b></p>	<p>Communication and Intellect</p> <ul style="list-style-type: none"> <li>- Oral communication</li> <li>- Suggestion, proposal, advice</li> </ul> <p>Economy and Trade</p> <ul style="list-style-type: none"> <li>- Buying, selling</li> <li>- Marketing</li> </ul> <p>Education</p> <ul style="list-style-type: none"> <li>- Language, reading and writing</li> </ul> <p>Work Environment</p> <ul style="list-style-type: none"> <li>- Managing and organizing</li> <li>- Meetings</li> </ul> <p>Time</p> <ul style="list-style-type: none"> <li>- Sequence of events</li> <li>- Schedule</li> </ul>
<p><b>Grammar</b></p>	<p>“Ever”- “Never”          “Some”, “any:” singular or plural?          Nouns without singular forms</p>

<p><b>Helpful Contacts</b></p>	
<p><b>Lesson Objectives</b></p>	<p>Conduct a study to clarify clients’ needs, learn vocabulary related to computer equipment and set up an appointment.</p>
<p><b>Vocabulary Themes</b></p>	<p>Objects</p> <ul style="list-style-type: none"> <li>- Descriptive terms</li> </ul> <p>Economy and Trade</p> <ul style="list-style-type: none"> <li>- Business and commerce</li> <li>- Buying, selling</li> <li>- Delivery</li> <li>- Cost, payment</li> <li>- Products, merchandise</li> <li>- People and professions</li> </ul> <p>The Media</p> <ul style="list-style-type: none"> <li>- The Internet</li> </ul> <p>Measurements and Quantities</p> <ul style="list-style-type: none"> <li>- Whole numbers</li> </ul> <p>Science and Industry</p> <ul style="list-style-type: none"> <li>- Computer science</li> </ul>
<p><b>Grammar</b></p>	<p>“Shall”          “To let”</p>

<p><b>An Appointment</b></p>	
<p><b>Lesson Objectives</b></p>	<p>Answer the phone, transfer a call, take a message and schedule an appointment.</p>

<p><b>Vocabulary Themes</b></p>	<p>Communication and Intellect          - Oral communication          Making Contact          - Written correspondence          - The telephone          Economy and Trade          - People and professions          Work Environment          - Corporate life          Time          - Schedule          - Instruments for measuring time</p>
<p><b>Grammar</b></p>	<p>Sequence of tenses with “if”          Verbs expressing impressions and feelings          Expressions followed by the gerund</p>

<p><b>Business Calls</b></p>	
<p><b>Lesson Objectives</b></p>	<p>Make arrangements to attend a trade show. Book a stand. Explain your requirements in detail.</p>
<p><b>Vocabulary Themes</b></p>	<p>Making Contact          - Written correspondence          - The telephone          Objects          - Putting in order          Economy and Trade          - Accessories          - Cost, payment          Work Environment          - Managing and organizing          - Office space and supplies          Time          - Schedule</p>
<p><b>Grammar</b></p>	<p>Past perfect          “To look forward to”          Words ending in “ever”</p>

<p><b>The Company Stand</b></p>	
<p><b>Lesson Objectives</b></p>	<p>Tell a client about your product’s features. Speak about figures.</p>

<b>Vocabulary Themes</b>	<p>Communication and Intellect</p> <ul style="list-style-type: none"> <li>- Thinking, debating, explaining</li> </ul> <p>Making Contact</p> <ul style="list-style-type: none"> <li>- The telephone</li> </ul> <p>Economy and Trade</p> <ul style="list-style-type: none"> <li>- Buying, selling</li> <li>- Marketing</li> <li>- Cost, payment</li> <li>- Micro- and macroeconomics</li> </ul> <p>Work Environment</p> <ul style="list-style-type: none"> <li>- Managing and organizing</li> <li>- Corporate life</li> </ul> <p>Time</p> <ul style="list-style-type: none"> <li>- The future</li> </ul>
<b>Grammar</b>	<p>“For how long” - “Since when”</p> <p>Absolute superlative</p> <p>The place of “even”</p> <p>“Even though” - “Even if”</p>

<b>Comparing Products</b>	
<b>Lesson Objectives</b>	Convince someone about the quality of your product.
<b>Vocabulary Themes</b>	<p>Communication and Intellect</p> <ul style="list-style-type: none"> <li>- Comparison</li> </ul> <p>Objects</p> <ul style="list-style-type: none"> <li>- Colors</li> </ul> <p>Economy and Trade</p> <ul style="list-style-type: none"> <li>- Buying, selling</li> <li>- Marketing</li> <li>- Negotiation</li> <li>- Cost, payment</li> </ul> <p>Judgment and Opinion</p> <ul style="list-style-type: none"> <li>- Surprise, excessiveness</li> </ul> <p>Personality and Feelings</p>
<b>Grammar</b>	<p>The indefinite possessive</p> <p>Similarity: “like” and “as”</p> <p>Expressions with “to have”</p> <p>Adjectives ending in “ing”</p>

<b>Making a Sale</b>	
<b>Lesson Objectives</b>	Learn business-related vocabulary, meet a client, negotiate a contract and discuss prices.

<b>Vocabulary Themes</b>	<p>Communication and Intellect</p> <ul style="list-style-type: none"> <li>- Thinking, debating, explaining</li> </ul> <p>Economy and Trade</p> <ul style="list-style-type: none"> <li>- Delivery</li> <li>- Cost, payment</li> <li>- Products, merchandise</li> </ul> <p>Finance and Insurance</p> <ul style="list-style-type: none"> <li>- Accounting</li> </ul> <p>Judgment and Opinion</p> <ul style="list-style-type: none"> <li>- Agreement, disagreement</li> </ul> <p>Work Environment</p> <ul style="list-style-type: none"> <li>- Managing and organizing</li> </ul>
<b>Grammar</b>	<p>Expressions with the present perfect</p> <p>“The more . . . the more”</p> <p>A use of the comparative</p>

<b>Negotiating</b>	
<b>Lesson Objectives</b>	Learn business-related vocabulary, discuss stock availability, installation and delivery time.
<b>Vocabulary Themes</b>	<p>Communication and Intellect</p> <ul style="list-style-type: none"> <li>- Choices and decisions</li> <li>- Obtaining information</li> </ul> <p>Objects</p> <ul style="list-style-type: none"> <li>- How it works</li> <li>- Descriptive terms</li> </ul> <p>Economy and Trade</p> <ul style="list-style-type: none"> <li>- People and professions</li> <li>- Delivery</li> </ul> <p>Finance and Insurance</p> <ul style="list-style-type: none"> <li>- Insurance</li> <li>- Accounting</li> </ul> <p>Science and Industry</p> <ul style="list-style-type: none"> <li>- Computer science</li> <li>- Technology</li> </ul>
<b>Grammar</b>	<p>“To be” and “to have:” preterite</p> <p>“To hope” + dependent clause</p>

<b>Trouble with Orders</b>	
<b>Lesson Objectives</b>	Answer dissatisfied customers and apologize for problems.
<b>Vocabulary Themes</b>	<p>Objects</p> <ul style="list-style-type: none"> <li>- Descriptive terms</li> </ul> <p>Economy and Trade</p> <ul style="list-style-type: none"> <li>- People and professions</li> <li>- Delivery</li> </ul> <p>Judgment and Opinion</p> <ul style="list-style-type: none"> <li>- Necessity, ability and difficulty</li> </ul> <p>Work Environment</p> <p>Science and Industry</p> <ul style="list-style-type: none"> <li>- Technology</li> </ul>
<b>Grammar</b>	<p>The past subjunctive</p> <p>Use of the past participle as an adjective</p>

After-sales Service	
<b>Lesson Objectives</b>	Identify problems and provide customer assistance.
<b>Vocabulary Themes</b>	Communication and Intellect - Greetings, being polite Making Contact - Written correspondence Economy and Trade - Delivery Judgment and Opinion - Agreement, disagreement - Necessity, ability and difficulty - Criticism Shopping
<b>Grammar</b>	"Everybody" - "Somebody" - "Nobody" "Quite" - "Quite a few"