

ED Expert - Basic 3

Unit Name: Getting A Job						
Component	Listening	Reading	Speaking	Grammar	Grammar	Grammar
Genre and Title	TV: Drama	Story: My Education Plans	Phone Call	Modals: Be Able To	Gerunds: As Object	Gerunds: After Prepositions
Summary	Michael receives a message from his agent about an audition for a play.	A narrator describes a training course in which one learns how to succeed in an interview.	A receptionist on the phone is telling a caller that someone is unavailable.	Presentation and practice of the modal "be able to."	Presentation and practice of gerunds as objects.	Presentation and practice of the use of gerunds after prepositions.
Objectives - Learners will:	1. Understand the general meaning and significant details of a short clip; 2. Understand time expressions in a video clip; 3. Draw inferences from the information in a clip.	1. Understand the main ideas and supporting details in a story; 2. Apply knowledge of time expressions and tenses to follow the sequence of events in the story; 3. Classify items from the story according to categories.	Answer a request/ask for someone on the telephone.	Use the modal "be able to" to talk about ability in affirmative and negative sentences and yes/no and Wh questions, in the past, present, and future.	Use gerunds as the objects of verbs in sentences.	Use gerunds after prepositions in sentences.

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Unit Name: Business Matters						
Component	Listening	Reading	Speaking	Grammar	Grammar	Grammar
Genre and Title	Voice Mail: Business	Postcard: London	Fax It	Modals: Must	Modals: Had To	Modals: Must Not/Don't Have To
Summary	A voice mail message from someone who wants to make an appointment with Mr. James to discuss a project.	A postcard from Arlene about her business trip to London to choose a location for a factory.	A businesswoman is requesting her secretary send a fax.	Presentation and practice of the modal "must."	Presentation and practice of the modal "had to."	Presentation and practice of the modals "must not" and "don't have to."
Objectives - Learners will:	Understand the general meaning and significant details of a voice mail message.	1. Understand the main ideas and supporting details in a post card; 2. Draw inferences on the basis of information in a postcard; 3. Use information in a postcard to complete a reply to it.	Take part in a dialogue in which they ask someone/reply to a request to do something.	Use the modal "must " to talk about duty, necessity or obligation to do something in affirmative/negative sentences and in questions.	Use the modal "had to" in sentences and questions to talk about duty, necessity or obligation to do something in the past.	Differentiate between use of "must not" to express that something is forbidden and "don't have to" to express that it isn't necessary to do something.

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Unit Name: Planning A Vacation						
Component	Listening	Reading	Speaking	Grammar	Grammar	Grammar
Genre and Title	Radio: Ad	Ad: Village Tours	Vacation At Last	Modals: Should	Infinitives: After Verbs	Gerunds: After Verbs
Summary	A radio ad for Best Tours, a travel agency.	An advertisement describing the services offered by Village Tourist Agency.	Two teenage girls at the airport are discussing their vacation.	Presentation and practice of the modal, "should."	Presentation and practice of the use of infinitives after verbs.	Presentation and practice of the use of gerunds after verbs.
Objectives – Learners will:	1. Understand the main ideas and supporting details 2. Infer information on the basis of a radio advertisement; 3. Classify items from a radio advertisement according to categories.	1. Understand the main ideas and supporting details in an advertisement; 2. Draw inferences on the basis of information in an advertisement.	Take part in a dialogue in which they discuss vacation plans.	Use the modal "should" in sentences and questions to talk about things that are duties and obligations and also to give advice.	Use the infinitive form after another verb (usually expressing the subject's attitude or ability) in a sentence.	Use gerunds as the object of a transitive verb in sentences.
Unit Name: Eating Out						
Component	Listening	Reading	Speaking	Grammar	Grammar	Grammar
Genre and Title	Radio: Food	Ad: Pearl's Party Service	Japanese Restaurant	Past Progressive: Progressive Vs.Simple	Adverbs: Comparisons	
Summary	A review of the Prima Vera Restaurant.	An advertisement for a catering service.	A man and a woman are walking in the street discussing their plans for the evening.	Presentation and practice of differences between the Past Progressive and the Past Simple.	Presentation and practice of the comparative form of adverbs.	
Objectives – Learners will:	Understand the main ideas and supporting details in a radio advertisement.	Understand the main ideas and supporting details in an advertisement.	Take part in a dialogue in which they inquire about /express preferences.	Use the Past Progressive and Past Simple in questions and statements to show a shorter action happened while a longer action was going on.	Use adverbs of comparison in statements to compare two or more subjects performing the same action.	

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Unit Name: Traveling Abroad							
Component	Listening	Reading	Speaking	Grammar	Grammar	Grammar	Grammar
Genre and Title	Voice Mail: Outgoing Message	Story: Rita's Trip Abroad	Information	Adverbs: Form	Future: Will Vs. Going To	Future: Simple Present	Future: Present Progressive
Summary	The Jamesons inform callers that they are abroad.	It is Rita's first time away from her small village in Mexico. She is on a flight to Washington, D.C. to visit her aunt and uncle.	A man standing at an information counter is asking how to get to his hotel.	Presentation and practice of the formation of adverbs.	Presentation and practice of the future tenses, "will" and "going to."	Presentation and practice of the use of the Simple Present to talk about the Future.	Presentation and practice of the use of the Present Progressive to talk about the Future.
Objectives – Learners will:	1. Understand the general meaning and significant details of a voice mail message; 2. Apply knowledge of conditionals to understand information in a voice mail message; 3. Infer information from a voice mail message.	1. Understand the main ideas and supporting details in a story; 2. Understand the sequence of events in a story.	Take part in a dialogue in which they ask for/impart information.	Use the correct form of adverbs to modify verbs in sentences.	Differentiate between the use of "will" and "going to" in statements and questions about the future.	Use the Simple Present to talk about definite and regular future actions.	Use the Present Progressive to talk about plans and decisions in the near future.
Unit Name: Emotions							
Component	Listening	Reading	Speaking	Grammar	Grammar		
Genre and Title	Radio: Drama	Story: Malcolm's Special Day	There's Tom	Past Progressive: Statements	Past Progressive: Questions & Answers		
Summary	The continuing saga of the TV soap opera "Hospital Adventures."	It is Malcolm's birthday. He thinks his wife has forgotten it but he returns home to a surprise party.	A girl sitting in a café with her friend is suggesting how the friend can meet a boy she is interested in.	Presentation and practice of statements using the Past Progressive.	Presentation and practice of questions and answers using the Past Progressive.		
Objectives – Learners will:	Understand the implicit and explicit information in a radio drama.	Understand the general meaning and significant details in a story.	Take part in a dialogue in which they give/ask for advice.	Use the Past Progressive in negative and affirmative sentences to talk about ongoing actions in the past.	Use the Present Progressive in yes/no and Wh questions and answers about ongoing actions in the past.		

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Unit Name: Making Excuses						
Component	Listening	Reading	Speaking	Grammar	Grammar	Grammar
Genre and Title	Voice Mail: Family	Story: The Party	Lunch	Infinitives: After Adjectives	Infinitives: After Objects	Gerunds: As Subject
Summary	Susan leaves a message saying that she has a cold and won't be attending a party that night.	A man forgot that he has to help his wife prepare for a party that night.	A woman is turning down a lunch invitation from a young man in her office.	Presentation and practice of the use of infinitives after adjectives.	Presentation and practice of the use of infinitives after objects.	Presentation and practice of the use of gerunds as subjects.
Objectives – Learners will:	Understand the general meaning and significant details in a voice mail message.	1. Understand the general meaning and significant details in a story; 2. Use information in a story to complete a letter about it.	Take part in a dialogue in which they offer /decline an invitation.	Use infinitives after adjectives in statements to talk about how someone thinks or feels about an action or event.	Use the infinitive after objects in sentences that have two verbs, each with a different subject.	Use gerunds as the subject of questions and statements.
Unit Name: Tickets, Please!						
Component	Listening	Reading	Speaking	Grammar	Grammar	Grammar
Genre and Title	TV: Vacation	Article: Tickets, Please!	Excuse Me	Adverbs: Frequency	Gerunds: Gerund Or Infinitive	Impersonal Statements: Empty Subject
Summary	A young man and woman are waiting for a flight. The woman is looking for something in her handbag.	An article about the work of theater ushers.	An airport check-in clerk is asking a man for his passport and ticket.	Presentation and practice of adverbs of frequency.	Presentation and practice of the differences between gerunds and infinitives	Presentation and practice of the use of impersonal statements in sentences where there is no real subject.
Objectives – Learners will:	Understand the implicit and explicit information in a video clip.	Understand the main ideas and supporting details in a story.	Take part in dialogue in which they ask/are asked for something.	Use adverbs of frequency in negative and affirmative sentences, and yes/no and Wh questions to talk about how often something happens.	Differentiate between the use of gerunds or infinitives after verbs in sentences.	Use impersonal statements in sentences where the verb has no real subject.