

## ED Expert - Advanced 2

<b>Unit Name: Telling The Truth</b>					
Component	Listening	Reading	Speaking	Grammar	Grammar
<b>Genre and Title</b>	TV: Romance	Letter: Personal	To Tell The Truth	Logical Connectors: Cause & Effect	Logical Connectors: Contrast
<b>Summary</b>	Bobby admits to Dr. Chadwick that he has loved Emily all his life. The doctor advises him to tell Emily the truth about his feelings.	Michael admits to Daniel that he has been depressed for several months because his girlfriend has left him.	A woman in the women's clothing department is asking her husband's opinion about which dress to buy.	Presentation and practice of logical connectors of cause and effect: <i>as, for, seeing that, etc.</i>	Presentation and practice of logical connectors of contrast: <i>although, in spite of, etc.</i>
<b>Objectives – Learners will:</b>	<ol style="list-style-type: none"> <li>1. Understand the main ideas and supporting details of a soap opera;</li> <li>2. Use the information in a video clip to complete a summary of it;</li> <li>3. Draw inferences on the basis of information in a video clip.</li> </ol>	<ol style="list-style-type: none"> <li>1. Understand the main ideas and supporting details of a personal letter;</li> <li>2. Apply knowledge of connectors of contrast to understand the ideas in a letter;</li> <li>3. Use the information in a letter to complete a reply to it.</li> </ol>	Take part in a dialogue in which they ask for/express an opinion.	Use logical connectors to express cause and effect relationships in sentences.	Use logical connectors to express relationships of contrast in sentences.
<b>Unit Name: Business Careers</b>					
Component	Listening	Reading	Speaking	Grammar	
<b>Genre and Title</b>	Voice Mail: Business	Article: A Career In Business	I'm Worried	Common Errors: Had Better Vs. Would Rather	
<b>Summary</b>	A boss leaves a message with instructions for her secretary.	A recent survey found that most university graduates want a career in business.	A woman is explaining to her male colleague that she is worried about being fired.	Presentation and practice of common errors in the use of "had better" versus "would rather."	
<b>Objectives – Learners will:</b>	<ol style="list-style-type: none"> <li>1. Understand instructions in a voice mail message;</li> <li>2. Draw inferences on the basis of information in a message.</li> </ol>	<ol style="list-style-type: none"> <li>1. Understand the main ideas and supporting details in an article;</li> <li>2. Identify attitudes in an article.</li> </ol>	Take part in a dialogue in which they express/respond to worry.	Differentiate between the use of "had better" and "would rather" in sentences.	

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<b>Unit Name: Agreeing &amp; Disagreeing</b>					
Component	Listening	Reading	Speaking	Grammar	
<b>Genre and Title</b>	Radio: Call-In	Story: Fun And Games	Here Comes The Bus	Common Errors: There Vs. It	
<b>Summary</b>	A call-in program about the relationship between violent videos and teenage crime.	Nora works as a counselor at Camp Laguna. She enjoys her job but dislikes the Camp Laguna Olympic Games.	A man and a woman are complaining about the bus being late.	Presentation and practice of common errors in the use of "There" versus "It."	
<b>Objectives – Learners will:</b>	1. Understand points of view in a call-in program; 2. Classify information according to the point of view it represents.	1. Understand the main ideas and supporting details in a story; 2. Understand feelings in a story; 3. Use the information in a story to complete a letter about it.	Take part in a dialogue in which they make/respond to a complaint.	Use "it" or "there" in sentences which require a dummy or empty subject.	
<b>Unit Name: Too Much Work</b>					
Component	Listening	Reading	Speaking	Grammar	Grammar
<b>Genre and Title</b>	Radio: Ads	Article: Working At Home	Too Much Work	Logical Connectors; Sequence	Common Errors: Do Vs. Make
<b>Summary</b>	An ad for the "Assist Employment Agency."	A woman decides to change her lifestyle and work at home.	A secretary is complaining about the amount of work his boss is giving him.	Presentation and practice of logical connectors of sequence: first, second, in the beginning, etc.	Presentation and practice of common errors in the use of "do" versus "make."
<b>Objectives – Learners will:</b>	Understand the main ideas and supporting details in a radio advertisement.	1. Understand the main ideas and supporting details in an article; 2. Understand the sequence of events in a description; 3. Classify items according to information in an article.	Take part in a dialogue in which they make/respond to a complaint	Use logical connectors of sequence to describe the order of events.	Differentiate between the use of "do" and "make" in sentences.

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<b>Unit Name: People With Problems</b>					
Component	Listening	Reading	Speaking	Grammar	Grammar
<b>Genre and Title</b>	Radio: Soap Opera	Story: Amy's Vacation	School Trip	Will Vs. Would Review	Logical Connectors: Purpose & Condition
<b>Summary</b>	Emily tells Tracy how she discovered that her boyfriend had left her for another woman, possibly her own therapist.	A successful TV therapist goes to a resort to relax, but is recognized and bothered by everyone.	A girl is asking her brother to do a favor for her.	Review of "will" versus "would."	Review of logical connectors of purpose and condition: so, so that, provided that, unless, in case, etc.
<b>Objectives – Learners will:</b>	1. Understand the main ideas and supporting details in a video clip of a soap opera; 2. Understand the sequence of events described in a video clip.	1. Understand the main ideas and supporting details in a story; 2. Apply knowledge of modals to understand descriptions of future actions or states; 3. Complete a written dialogue and a newspaper report on the basis of information in a story.	Take part in a dialogue in which they ask for someone to do them a favor.	Consolidate their knowledge of the modals "will" and "would" that are used to express willingness, capacity, habit, requests, future actions, etc.	Use logical connectors of purpose and condition to talk about the purpose of an action or conditions needed for an action to occur.
<b>Unit Name: Tell Me About...</b>					
Component	Listening	Reading	Speaking	Grammar	
<b>Genre and Title</b>	TV: Travel	Letter: Request	Where's My Daughter?	Logical Connectors: Review	
<b>Summary</b>	A travelogue about the ritual journeys of Australian Aborigines.	A letter from the chairwoman of "The Society for Animals in Distress" inviting a generous donor to visit their new animal shelter.	A mother is describing her child to a clerk at the "lost child" desk in a department store.	Review of logical connectors.	
<b>Objectives – Learners will:</b>	Understand factual information in a video clip of a travelogue.	1. Understand the main ideas and supporting details in a letter of request; 2. Use the information in the letter to complete a newspaper announcement.	Take part in a dialogue in which they express/respond to worry or fear.	Consolidate their knowledge of connectors to join clauses and sentences to show their logical relationship to each other.	

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<b>Unit Name: Economics</b>					
<b>Component</b>	<b>Listening</b>	<b>Reading</b>	<b>Speaking</b>	<b>Grammar</b>	<b>Grammar</b>
<b>Genre and Title</b>	Radio: News	Letter: Complaint	European Sales	Common Errors: Order Of Adjectives	
<b>Summary</b>	A news program in which the state government announces a new plan to assist professionals who have lost their jobs.	A self-employed woman writes to the Taxation Department complaining about a mistake in their assessment.	A woman in a board meeting is apologizing for interrupting a man who is speaking.	Presentation and practice of common errors in the order of adjectives: a small used red Italian sports car.	
<b>Objectives – Learners will:</b>	1. Understand the main ideas and supporting details in an economic news program; 2. Apply their knowledge of relative clauses to understand information in a news program.	1. Understand the main ideas and supporting details in a letter of complaint; 2. Apply their knowledge of tenses to follow the sequence of events described in a letter; 3. Use the information in a letter to complete a form.	Take part in a dialogue in which they Interrupt/respond to an interruption	Put a number of adjectives that describe a noun in a sentence in the correct order.	
<b>Unit Name: Interviews</b>					
<b>Component</b>	<b>Listening</b>	<b>Reading</b>	<b>Speaking</b>	<b>Grammar</b>	<b>Grammar</b>
<b>Genre and Title</b>	TV: Mystery	Article: Dear Dotty	I Apologize	Participles: Participial Adjectives	Participles: Present/Past
<b>Summary</b>	An interview with a young woman who describes how she began her modeling career.	An article about “Dear Dotty,” a book of letters from a weekly advice column.	A woman at her front door is interviewing a potential housekeeper	Presentation and practice of participial adjectives.	Presentation and practice of present and past participles.
<b>Objectives – Learners will:</b>	1. Understand the main ideas and supporting details in a video clip of an interview; 2. Make use of visual context in a video clip; 3. Apply their knowledge of discourse markers to follow the sequence of events as described in a video clip.	1. Understand the main ideas and supporting details in an article; 2. Use the information in an article to complete notes about it; 3. Use the information in an article to write a letter related to it.	Take part in a dialogue in which they express/respond to an apology.	Use present and past participial adjectives in sentences to talk about a subject's state.	Use the present and past participles of verbs as adjective before nouns in sentences.