

ED Expert - Advanced 3

| Unit Name: Relationships | | | | |
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| Component | Listening | Reading | Speaking | Grammar |
| Genre and Title | TV: Mystery | Story: Just Clowning Around | Close Relationship | Subjunctive Mood: Review |
| Summary | A soap opera in which a woman tells her doctor that she was very depressed when her children grew up and moved out. | A girl is disappointed that her father won't be able to come to her tenth birthday party. | A man and woman at a group therapy session are describing their relationship to a counselor. | Review of the Subjunctive Mood. |
| Objectives – Learners will: | 1. Understand the main ideas and supporting details of a video clip of a soap opera; 2. Draw inferences from information in the video clip. | 1. Understand the main ideas and supporting details of a narrative; 2. Use the information in a narrative to complete a letter about it. | Take part in a dialogue in which they interrupt./ express lack of surprise. | Consolidate their knowledge of the subjunctive to express desire, hope, doubt, emphasis, or preference in sentences and questions. |
| Unit Name: Overcoming Difficulties | | | | |
| Component | Listening | Reading | Speaking | Grammar |
| Genre and Title | Radio: Sports | Article: Mitch's Helping Hands | A Bit Deaf | More Common Errors: Prepositions After Verbs & Adjectives |
| Summary | A review of the "Sports Hall of Fame Awards" show. | An article describing "Helping Hands," an organization devoted to helping people with disabilities. | A man in a diner is asking the woman in the next booth not to speak so loudly. | Presentation and practice of common errors in using prepositions after verbs and adjectives. |
| Objectives – Learners will: | 1. Understand the main ideas and supporting details of a radio sports program; 2. Draw inferences from information in a radio show. | 1. Understand the main ideas and supporting details in an article; 2. Understand examples that support main ideas in an article; 3. Apply their knowledge of tenses and time expressions to follow the sequence of events in an article. | Take part in a dialogue in which they ask someone not to do something/agree to a polite request. | Use the correct preposition after verbs and adjectives in sentences and questions. |

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| Unit Name: Business As Usual | | | | | |
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| Component | Listening | Reading | Speaking | Grammar | Grammar |
| Genre and Title | Voice Mail: Business | Letter: Request | Maybe I Can | Subjunctive Mood: After Verbs | More Common Errors: So Vs. Such |
| Summary | Brendon leaves Gerald a message about a public relations business plan. | A letter to the public asking them to fill out questionnaires on their consumer habits. | An employer is insisting that an employee work over the weekend. | Presentation and practice of the Subjunctive Mood after verbs. | Presentation and practice of common errors in the use of "so" versus "such." |
| Objectives – Learners will: | 1. Understand the main idea and supporting details in a voice mail message; 2. Understand idiomatic expressions in a voice mail message. | 1. Understand the main idea and supporting details in a letter of request; 2. Identify the purpose of a letter. | Take part in a dialogue in which they insist/refuse to do something. | Use the subjunctive after verbs to express opinion about, or wish or intention about an action. | Use "so" and "such" correctly with adjectives and nouns to express emphasis. |
| Unit Name: The Great Outdoors | | | | | |
| Component | Listening | Reading | Speaking | Grammar | |
| Genre and Title | TV: Travel | Article: A Nature-Lover's Vacation | I Miss California | More Common Errors: Parallel Structures | |
| Summary | A travelogue about Canada. | An article about vacationing in America's national parks. | A female teacher is complaining about the weather to a colleague. | Presentation and practice of common errors in the use of parallel structures. | |
| Objectives – Learners will: | Understand factual information in a travelogue. | 1. Understand the main ideas and details in an article; 2. Apply their knowledge of discourse markers to classify information according to categories. | Take part in a dialogue in which they express /respond to frustration about something. | Use parallel structures correctly in sentences. | |

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| Unit Name: Exceptional Women | | | | |
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| Component | Listening | Reading | Speaking | Grammar |
| Genre and Title | TV: Romance | Story: Mystery Girl | You're So Aggressive! | Negation: Review |
| Summary | A soap opera in which Bobby professes his love to Emily. Emily feels they are not suited to one another. | Mike, a detective, asks his friend Dana for help. | A husband and wife in a group therapy session are complaining about each other's personalities | Review of structures to express negation: negation of nouns and verbs, negative pronouns, objects of negative verbs. |
| Objectives – Learners will: | 1. Understand implicit and explicit information in a soap opera; 2. Draw inferences from the information in a video clip. | 1. Understand the main ideas and details in a story; 2. Apply their knowledge of tenses to follow the sequence of events in a story; 3. Complete a review based on information in a story. | Take part in a dialogue in which they express/respond to anger. | Consolidate their knowledge of ways to express negation in English. |
| Unit Name: Truth & Lies | | | | |
| Component | Listening | Reading | Speaking | Grammar |
| Genre and Title | Radio: News | Article: Violations May Damage Treaty | My Friend | Subjunctive Mood: After Adjectives |
| Summary | A review of the president's speech announcing his decision to retire at the end of his term of office. | An article about customs officials who have been charged with bribery in connection with the exportation of microfilm products. | Two students are arguing in class. | Presentation and practice of the Subjunctive Mood after adjectives. |
| Objectives – Learners will: | Understand the main ideas and supporting details in a news report. | 1. Understand the main ideas and supporting details in a newspaper article; 2. Understand idiomatic expressions in an article. | Take part in a dialogue in which they argue about something. | Use the subjunctive after adjectives in sentences. |

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| Unit Name: Believe It Or Not | | | | | |
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| Component | Listening | Reading | Speaking | Grammar | |
| Genre and Title | Radio: Call-In | Letter: Personal | So Gullible | More Common Errors: Like Vs. Mind | |
| Summary | A call-in program in which listeners talk about their experiences relating to intuition. | Beth writes to Valerie about Vanessa's party. | A mother at a diner is arguing with her daughter about the girl's boyfriend. | Presentation and practice of common errors in the use of "like" versus "mind." | |
| Objectives – Learners will: | 1. Understand the main ideas and supporting details in a radio call in program; 2. Apply knowledge of time expressions and tenses to understand the sequence of events described in a radio program. | 1. Understand the main ideas and supporting details in a personal letter; 2. Apply knowledge of time expressions and tenses to understand the sequence of events described in a letter. | Take part in a dialogue in which they argue about someone. | Differentiate between the use of "like" and "mind" especially in interrogative form with the modal "would." | |
| Unit Name: Strong Feelings | | | | | |
| Component | Listening | Reading | Speaking | Grammar | Grammar |
| Genre and Title | Radio: Soap Opera | Story: Ghost Castle | Good-Bye! | More Infinitives As Connectors | More Infinitives After Passive |
| Summary | A soap opera in which a detective informs a woman that her jealous ex-husband has escaped from prison and that she may be in great danger. | Caspar and Gloria Churchill are staying at Gloria's relatives' castle in Scotland. Caspar has a bad feeling about the castle. | A woman in a diner is breaking up with her boyfriend. | Presentation and practice of the use of infinitives as connectors. | Presentation and practice of the use of infinitives after the Passive. |
| Objectives – Learners will: | 1. Understand explicit and implicit information in a soap opera; 2. Use information from a radio program to complete a form about it. | 1. Understand main ideas and supporting details in a mystery story; 2. Draw inferences from information in a mystery story; 3. Use information in a story to complete a form. | Take part in a dialogue in which they react to/express surprise. | Use infinitives in sentences to replace clauses that explain a subject's reasons for doing something. | Use the infinitive after the passive in sentences to express a general opinion or belief. |