



## Academic Foundation 2

- Core Book:**
- Listening & Speaking: Headway Academic Skills -OXFORD
    - Introductory Course (Units 7-10) –Sarah Philpot and Lesley Curnick
    - Level 1 (Units 1-3) -Emma and Gary Pathare
  - Reading: Pre-Essence Reading 2 – Rachel Lee -LONGMAN
  - Writing: Complilation

WEEK	UNIT	LISTENING -SPEAKING		READING -WRITING	
W1	UNIT 7 DEVELOPMENTS IN TECHNOLOGY	<p><b>LISTENING</b> <b>Technology and telephones</b> -Taking notes (1) <i>using headings &amp; dates</i> -Listening for explanations</p> <p><b>VOCABULARY DEVELOPMENT</b> Past Simple endings <b>REVIEW</b></p>	<p><b>SPEAKING</b> <b>Telecommunications</b> -Helping the listener</p> <p><b>Pronunciation</b> -Final '-es' pronounced /iz/ -Weak forms in Present Simple questions</p>	<p><b>Reading Skills</b> -Previewing -Scanning for details <b>Vocabulary Skills</b> -Using collocations -Learning compound words</p> <p><b>Topic-based READING</b> -Mata Hari -The Strange Sleeping Habits of Animals</p>	<p><b>A. Review of Common Verb Tense</b> 1. Present Tense 2. Present Progressive Tense 3. Present Perfect Tense 4. Present Perfect Progressive Tense 5. Simple Past Tense 6. Past Progressive Tense 7. Past Perfect Tense 8. Future Tense</p>
W2	UNIT 8 INDUSTRY	<p><b>LISTENING</b> <b>Big business</b> -Taking notes (2) <i>identifying the main idea, reasons, examples</i> -Listening for questions</p> <p><b>RESEARCH</b> Independent learning <b>REVIEW</b></p>	<p><b>SPEAKING</b> <b>The clothing industry</b> -Helping the listener -Asking for help</p> <p><b>Pronunciation</b> -Weak forms of <i>a</i> and <i>the</i> -How many syllables?</p>	<p><b>Reading Skills</b> -Skimming -Identifying the topic and main idea <b>Vocabulary Skills</b> -Understanding idioms -Using prefixes: <i>un-, im-, in-, ir-</i></p> <p><b>Topic-based READING</b> -There's no Place like Home. -Why Are Opera Singers Fat?</p>	<p><b>B. Sentence Fragments</b></p> <p><b>C. Run-On Sentences</b></p>
W3	UNIT 9 ASTRONOMY	<p><b>LISTENING</b> <b>The solar system</b> -Using visuals -Taking notes (3) <i>labelling pictures</i></p> <p><b>VOCABULARY DEVELOPMENT</b> Using visuals to record vocabulary <b>REVIEW</b></p>	<p><b>SPEAKING</b> <b>Looking at the Moon</b> -Helping the listener</p> <p><b>Pronunciation</b> -Introduction to vowel sounds (cont.)</p>	<p><b>Reading Skills</b> -Finding supporting details -Making inferences <b>Vocabulary Skills</b> -Learning collocations about technology -Learning word forms</p> <p><b>Topic-based READING</b> -Soap Operas: Guiding Light -Legend and Myth</p>	<p><b>D. Subject-Verb Agreement</b> 1. Intervening Prepositional Phrases 2. Compound Subjects 3. Intervening Expressions 4. Indefinite Pronouns as Subjects</p>
W4	UNIT 10 CAREERS	<p><b>LISTENING</b> <b>A role model</b> Intensive listening</p> <p><b>VOCABULARY DEVELOPMENT</b> Choosing vocabulary to record <b>REVIEW</b></p>	<p><b>SPEAKING</b> <b>What do you want to do?</b> -Preparing a presentation -Giving a presentation</p> <p><b>Pronunciation</b> -Problem consonants: /θ/ and /ð/ ('th') -Sounding polite</p>	<p><b>Reading Skills</b> -Understanding the author's purpose -Understanding headings <b>Vocabulary Skills</b> -Understanding word roots -Understanding suffixes: <i>-al, -ic, -ist, -logy</i></p> <p><b>Topic-based READING</b> -Does Winning the Lottery Make People Happy? -Charity</p>	<p><b>E. Use of Pronouns</b> 1. Pronoun-Antecedent Agreement in Number and Gender 2. Pronoun-Antecedent Agreement with Indefinite Pronoun Antecedents</p>

<b>W5</b>	<b>UNIT 1 STARTING OUT</b>	<p><b>LISTENING</b> Listening at college -Listening for specific information -Listening for gist</p> <p><b>VOCABULARY DEVELOPMENT</b> What is vocabulary?</p> <p><b>REVIEW</b></p>	<p><b>SPEAKING</b> Checking information -Checking and confirming information</p> <p><b>Pronunciation</b> -Problem consonants: /w/</p>	<p><b>Reading Skills</b> -Making predictions -Distinguishing facts from opinions</p> <p><b>Vocabulary Skills</b> -Grouping words and phrases -Expressing certainty and uncertainty</p> <p><b>Topic-based READING</b> -The Origins of English -Personality Affects one's Health.</p>	<p><b>F. Use of Modifiers</b> <b>Misplaced Modifiers:</b> <b>Commonly Misplaced Modifiers</b> 1. Prepositional Phrase Modifiers 2. Present Participle Modifiers 3. Past Participle Modifiers 4. Other Dependent-Clause Modifiers</p> <p><b>Dangling Modifiers</b></p>
<b>W6</b>	<b>UNIT 2 ACADEMIC LIFE</b>	<p><b>LISTENING</b> Academic routines -Predicting -Asking questions -Giving a summary</p> <p><b>VOCABULARY DEVELOPMENT</b> Keeping a record</p> <p><b>REVIEW</b></p>	<p><b>SPEAKING</b> Talking about the college environment -Finding out more and speaking for longer</p> <p><b>Pronunciation</b> -<i>can</i> and <i>can't</i> -Pronunciation of negative forms</p>	<p><b>Reading Skills</b> -Dealing with unfamiliar words -Using context clues</p> <p><b>Vocabulary Skills</b> Understanding suffixes: -able, -ous, -ful, -less Understanding phrasal verbs</p>	<p><b>G. Parallel Structure</b> 1. Parallel Words 2. Parallel Phrases 3. Parallel Clauses 4. Parallel Sentences 5. Parallel Comparisons</p>
<b>W7</b>	<b>UNIT 3 CARING FOR THE ENVIRONMENT</b>	<p><b>LISTENING</b> Working together Taking notes (1&amp;2)</p> <p><b>RESEARCH</b> Choosing a focus</p> <p><b>REVIEW</b></p>	<p><b>SPEAKING</b> Talking about numbers -Talking about numbers -Presentations</p> <p><b>Pronunciation</b> -Word stress in numbers</p>	<p><b>Reading Skills</b> -Summarizing -Reading words in groups</p> <p><b>Vocabulary Skills</b> -Choosing definitions in a learner's dictionary -Using context to recognize word forms</p> <p><b>Topic-based READING</b> -Review</p>	<p><b>H. Punctuation</b> <b>Basic Comma Rules</b></p> <p><b>I. Capitalization</b> Basic Capitalization Rules</p>
<b>W8</b>		<b>FINAL TEST</b>	<b>FINAL TEST</b>	<b>FINAL TEST</b>	<b>FINAL TEST</b>