

Effective 2008-1: ESL Textbook List
 Kendall Campus ESL Department
 Fall, 2008 (2008 - 1) • Last Revised 10/16/08

Δ indicates primary text

EAP Texts	Level 1	Level 2
SPEECH	EAP 1101 Δ Interchange – Intro (student & wkbk);	EAP 1201 Δ Interchange – Book 1 (wkbk/CD)
SPEECH LAB	EAP 1101 L Δ Interchange – Intro Video Activity wkbk & video	EAP 1201 L Δ Interchange – Book 1 (Video Activity wkbk / video)
READING	EAP 1121 Δ Themes for Today + Heinle Dictionary	EAP 1221 Δ Insights for Today *Pilot Interactions Access – Silver Edition
WRITING	EAP 1141 Δ Writing to Learn: The Sentence	EAP 1241 Δ Great Sentences for Great Paragraphs - Houghton Mifflin (up to page 205)
WRITING LAB	EAP 1141 L Δ Write on Target, McGraw-Hill + Δ eWriting materials for independent lab hours	EAP 1241 L Δ Great Sentences for Great Paragraphs - Houghton Mifflin (from page 206 to 270) + Δ eWriting materials for independent lab hours *Pilot Top Language Exercises – D by Steck Vaughn
GRAMMAR	EAP 1161 Δ Basic English Grammar - Azar More Grammar Practice 1 Workbook - supplement	EAP 1261 Δ Focus on Grammar 2, optional workbook More Grammar Practice 1 - supplement Basic English Grammar - Azar

Texts marked with this symbol - Δ are primary texts, will be automatically ordered at the book store, and will be used by all adjunct faculty. Primary texts will also be orderd for full-time faculty unless alternate texts are requested.

EAP TEXTBOOKS	LEVEL 3	LEVEL 4
SPEECH	EAP 1301 Δ Interchange Book 2, student & wkbk /CD	EAP 1401 Δ Interchange – Book 3, student book & /CD
SPEECH LAB	EAP 1301 L Δ Interchange – Book 2 Video Activity wkbk & video	EAP 1401 L Δ Interchange – Book 3 Video Activity wkbk & video
READING	EAP 1321 Δ Interactions 1 – Silver Edition Issues for Today (Heinle)	EAP 1421 Δ Interactions 2 - Silver Edition Concepts for Today (Heinle)
WRITING	EAP 1341 Δ First Steps in Academic Writing - Longman Get Ready to Write – Longman	EAP 1441 Δ Introduction to Academic Writing From Writing to Composing – Cambridge Great Paragraphs – Houghton Mifflin Basic Composition for ESL - Heinle
WRITING LAB	EAP 1341 L Δ eWriting materials or Δ One Step at a Time: One	EAP 1441 L Δ eWriting materials or Δ One Step at a Time: Two Top Ten Great Grammar for Great Writing * Pilot Nitty Gritty Grammar 2 nd Edition
GRAMMAR	EAP 1361 Δ Focus on Grammar 3 , optional workbook	EAP 1461 Δ Focus on Grammar 4 , optional workbook Azar: Fundamentals of Grammar (black book)

Supplementary Materials Available in Bookstore for Levels 3-4 (These will be automatically ordered every semester)
Heinle's Newbury House Dictionary of American English, 4th Ed (comes with CD and Integrated Thesaurus)

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EAP TEXTBOOKS	LEVEL 5	LEVEL 6
SPEECH	EAP 1500 Δ Passages 1	EAP 1600 Δ Passages 2
SPEECH LAB	EAP 1500 L Δ Noteworthy Targeting Pronunciation	EAP 1600 L Δ Noteworthy Targeting Pronunciation
READING	EAP 1520 Δ Building Understanding College Reading 3 (Houghton-Mifflin)	EAP 1620 Δ Reader's Choice 5 th edition College Reading 4 Voices and Values
WRITING	EAP 1540 Δ Writing Academic English, 4 th ed. Chap. 1-9 **** Ready to Write More Real Writing with Readings *Destinations - Pilot	EAP 1640 Δ The Process of Composition (Reid, Longman) Real Writing with Readings, (Bedford St.Martins)
WRITING LAB	EAP 1540 L Δ eWriting materials or Δ Writing Academic English, 4 th ed. Chap. 10-15 Top 20 Great Grammar for Great Writing – New Edition	EAP 1640 L Δ eWriting materials or Δ Writing Essentials, Thomson International
GRAMMAR	EAP 1560 Δ Using and Understanding Grammar (Azar—blue) –divide as per competencies Focus on Grammar 5, optional workbook ----- <u>See attached competencies for chapter selection.</u> Suggested chapters include: Chapter 13 (Relative Clauses, reduction of relative pronouns from clauses); Chapter 17 (Subordinating Adverb Clauses); Chapter 18 (Reduction of Noun + Verb in adverb clauses; Chapter 19 (Clauses linked by connective adverbs and conjunctive adverbs; Chapter 12 (noun clauses as subjects of objects); Chapter 17 (Subordinating Adverb clauses of time, cause, contrast, condition); Chapter 3 (past perfect); Chapter 4 (Future present); Chapter 11 (Passive voice); Chapter 9 (had to); chapter 10 (Could (past ability).	EAP 1660 Δ Using and Understanding Grammar (Azar—blue) - divide as per competencies The Advanced Grammar Book ----- <u>See attached competencies for chapter selection and suggested chapters being used by EAP 1560.</u>

Supplementary Materials Available in Bookstore for Levels 5-6 (These will be automatically ordered every semester)

* *Heinle's Newbury House Dictionary of American English, 4th Ed* (comes with CD and Integrated Thesaurus)

Texts marked with this symbol - Δ are primary texts, will be automatically ordered at the book store, and will be used by all adjunct faculty. Primary texts will also be orderd for full-time faculty unless alternate texts are requested.

Course Description: *Students develop the ability to use complex grammatical structures appropriate to effective academic presentations, discussions, and essays at this level.*

3 credits

Prerequisites: EAP 1461 or equivalent proficiency

Co-requisites: None

Course Competencies:

Competency 1: The student will demonstrate proficiency when using the grammatical structures from Levels 1 - 4 (see competencies for these levels).

SENTENTIAL and SUBSENTENTIAL STRUCTURE

Competency 2: The student will **identify** and **produce** a variety of sentence structure patterns (including questions) appropriate to the level and containing grammatical forms covered in this and previous levels.

Competency 3: The student will **recognize** and **use** the following grammatical structures in context:

- a. Noun clauses as subjects or objects (embedded speech with WH words, whether/if, that)
- b. Quoted speech
- c. Relative clauses, restrictive and non-restrictive (who, what, that, which, whose)
- d. Deletion of relative pronouns from relative clauses
- e. Subordinating adverb clauses of time, cause, contrast, and condition (e.g., as soon as, as, although, unless)
- f. Deletion of “noun + verb” in adverb clauses (e.g., while listening)
- g. Dangling modifiers
- h. Misplaced modifiers
- i. Clauses linked by conjunctive adverbs/adverb phrases (e.g. thus)
- j. Verb phrases as specified below: Booklis2006-1.doc

VERBS (Tense, Aspect, Voice, & Mood)

Competency 4: The student will **recognize** and **use** active and passive voice verbs in affirmative, negative, and question forms as indicated by the context of a passage or conversation.

Competency 5: The student will **recognize** contextualized meaning and will **use** simple past modals and related phrasal forms in affirmative, negative, and question forms (e.g.):

- a. Had to/Be supposed to (past obligation)
- a. Would/Used to (habitual past)
- b. Be/Get used/accustomed to (present or past habit)
- c. Be allowed to (permission)
- d. Be able to/Could (past ability)

Miami-Dade Community College
EAP 1660 - Grammar Level 6

Course Description: - Students develop the ability to use complex grammatical structures necessary for effective participation in mainstream college classes.

3 credits

Prerequisite: EAP 1560 or equivalent proficiency

Co-requisite: None

Course Competencies:

- Competency 1: The student will demonstrate proficiency when using the grammatical structures from Levels 1 - 5 (see competencies for these levels).
SENTENTIAL and SUBSENTENTIAL STRUCTURE
- Competency 2: The student will **identify** and **produce** a variety of sentence structure patterns (including questions) appropriate to the level and containing grammatical forms covered in this and previous levels.
- Competency 3: The student will **recognize** and **use** the following grammatical structures in context:
- a. Reported speech
 - b. Conditionals – actual and hypothetical (if/wish)
 - c. Subjunctive and causative forms
 - a. Connectives and reductions covered in the previous level
 - b. Clauses linked by correlative conjunctions (both...and, either...or, neither...nor)
 - c. Prepositional phrases
 - d. Determiners in phrases (e.g., articles, quantifiers and partitives, collective nouns)
 - e. Referential forms (antecedent agreement)
 - f. Verb phrases as specified below:
VERBS (Tense, Aspect, Voice, & Mood)
- Competency 4: The student will **recognize** and **use** active and passive voice verbs in affirmative, negative, and question forms as indicated by the context of a passage or conversation demonstrating the ability to shift among tenses and use appropriate forms of inflection.
- Competency 5: The student will **recognize** contextualized meaning and will **use** perfect modals and related phrasal forms in affirmative, negative, and question forms (e.g.):
- a. Could have
 - b. Would have
 - c. May/Might have
 - d. Should have
 - e. Will have