

BRAZILIAN NAVAL COMMISSION

CONTRACT BETWEEN

BRAZILIAN NAVAL COMMISSION IN WASHINGTON

AND

JOANN ROBERTSON, SOLE PROPRIETOR

FOR

ENGLISH LANGUAGE EDUCATIONAL SERVICES

CONTRACT Nº 70200/18-02/18

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Joann Robertson
(Signature)

**BRAZILIAN NAVY
BRAZILIAN NAVAL COMMISSION IN WASHINGTON**



**CONTRACT n°: 70200/18-02/18
CONTRACT ENTERED BETWEEN
BRAZILIAN NAVAL COMMISSION IN
WASHINGTON AND JOANN
ROBERTSON, SOLE PROPRIETOR
FOR ENGLISH LANGUAGE
EDUCATIONAL SERVICES.**

This Contract was entered on March 01, 2018, at the headquarters of the Brazilian Naval Commission, between Brazilian Naval Commission in Washington, represented by the its President, Captain DÉCIO MAIA DE SALES, holder of United States Department of State PID N° 5000-9749, with headquarters at 5130 Mac Arthur Boulevard, N.W., Washington D.C. 20016, and JOANN ROBERTSON, SOLE PROPRIETOR, holder of Employer's FED ID Number 52-1530834, whose office is 4706 Chestnut Street, Bethesda, MD, 20814.

WHEREAS this Contract was preceded by the Invitation for Sealed Bid 01/18.

NOW THEREFORE, in consideration of the foregoing, the execution of this agreement by each of the parties hereto, and the full and faithful performance of the covenants and warranties contained herein, it is agreed as follows:

CLAUSE 1 - OBJECT OF THE CONTRACT

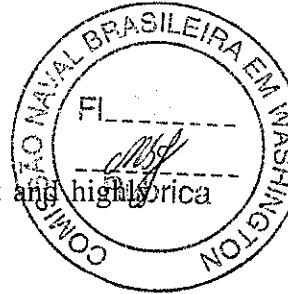
- 1.1 The object of this Contract is the "hiring of an English Teacher with at least a Bachelor Degree and TEFL Certification to provide educational language services according to the "Request for Service" in Appendix "A" for one (1) year 11-hour weekly regimen.
- 1.2 The following documents shall form an integral part of this Contract:
Appendix A - "Request for Service"; and
Appendix B - Price Proposal of BID 01/18 winner.

CLAUSE 2 - PERFORMANCE OF SERVICES

- 2.1 Service Provider will perform the services in accordance with the "Request for Service" in Appendix "A".
- 2.2 Service Provider will provide monthly reports on the progress of the different classes and make any necessary adjustments to ensure the best possible results.

CLAUSE 3 - WARRANTIES

- 3.1 Service Provider warrants that he/she has the necessary requisites to provide the services described in the Appendix "A" to this contract.



3.2 Service Provider warrants that he/she will perform the services in a diligent and highly professional manner.

CLAUSE 4 - PRICE

4.1 The price for the services under this Contract shall be per month, firm fixed and in US 1,000.00 (one thousand dollars). This price shall apply for the whole year (12 months).

CLAUSE 5 - TERMS OF PAYMENT

5.1 Payment to the service provider will be once a month. The payment shall be made after receipt of the corresponding month invoice issued by the service provider.

CLAUSE 6 - INSURANCE

6.1 During the term of this Contract (12 months), service provider will carry and maintain, in full force and effect, General Liability Insurance, Automobile Liability Insurance and Workers Compensation Insurance.

CLAUSE 7 - LIABILITY AND INTELLECTUAL PROPERTY

7.1 Service Provider will indemnify, hold harmless and defend the Brazilian Naval Commission against any and all damages, suits, actions claims, liabilities, losses, costs and expenses arising out of or relating to any personal or bodily injury (including death) or property damage caused by service provider's negligent, willful or unlawful acts or omissions or any infringement or misappropriation of any third party intellectual property.

CLAUSE 8 - DEFAULT

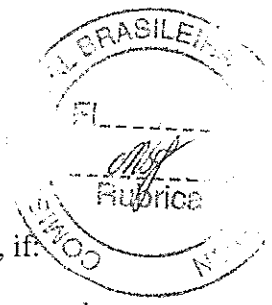
8.1 In the event of a material breach by either party of its obligations under this Contract, or, in the case of the Service Provider non-delivery of conforming Services as described in the "Request for Service" - Appendix A, the aggrieved party, in this case Brazilian Naval Commission, may, but is not required to, terminate this Contract for default in whole or in part, and seek the remedies as set forth below.

8.2 Buyer may terminate this Contract, in whole or in part, for Seller's default by written notice to Seller.

CLAUSE 9 - DISPUTES

9.1 The parties will make good faith efforts to resolve any dispute concerning this contract prior to commencing any litigation.

9.2 The Laws of District of Columbia will govern all right, duties and obligations arising from or relating to this contract



CLAUSE 10 - TERMINATION

- 10. BNC may terminate this Contract by written notice addressed to service provider, if:
 - 10.1) Service provider fails to comply with any contractual obligation and does not take measures to remedy such default within reasonable time from the receipt of BNC's written notice requesting him to do so.
 - 10.2) Service provider fails to make satisfactory progress in the exclusive judgment of the Brazilian Naval Commission.
 - 10.3) Brazilian Naval Commission may terminate this contract without cause and, in this case, will promptly pay service provider for the services performed through the effective date of termination.

CLAUSE 11 - EFFECTIVE DATE

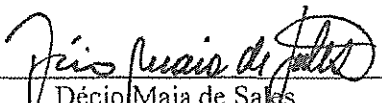
- 11.1 This Contract will come into force upon signature by both parties.
- 11.2 The term of this contract is one (1) year, commencing on the date of signature and expiring after 12 months.


CLAUSE 12 - COPIES

This Contract is made in two originals: one for the service provider and one for the Brazilian Naval Commission.

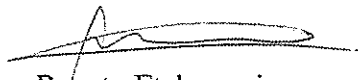
And, it is hereby agreed that both parties have accepted the provisions of this Contract, which was read and agreed with and signed by Captain DÉCIO MAIA DE SALES, President of the Brazilian Naval Commission in Washington, D.C, and Mrs. JOANN ROBERTSON, Service Provider, witnessed by CDR Renato Etcheverria and LCDR Ana Cristina Rodrigues Brites Garcia, Brazilian Naval Commission Representatives.

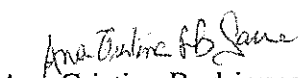
Washington, D.C, March 01, 2018.


Décio Maia de Sales
Captain, BNC
President


Joann Robertson
Sole Proprietor

Witnesses:


Renato Etcheverria
CDR, Brazilian Navy
Head of Purchasing Division


Ana Cristina Rodrigues Brites Garcia
LCDR, Brazilian Navy
Head of Contracts Division



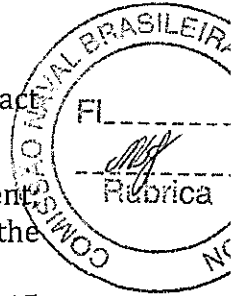
REQUEST FOR SERVICES

1. Evaluate the English level of participating students by individualized oral and written testing, observing the student's ability, and discussing his/her goals for successfully learning English.
2. Review and evaluate test results. Discuss results with each student individually, and recommend appropriate English Language Level for that student:
 - Basic
 - Lower Intermediate
 - Upper Intermediate
 - Advanced
3. Semesters will be six months in length. Basic and Lower Intermediate Levels will meet three times a week for one hour; Upper Intermediate and Advanced Levels two times a week for one hour. Projected timeframes for each Unit of study may vary somewhat, depending upon illness, absences, or unforeseen difficulty.
4. Instruct students in English speaking, grammar, writing, and listening skills. Upward and downward expansion will be constantly employed to concept check, verify progress, and expand student knowledge of each skill.
5. Attendance will be taken. Students will be assigned and expected to do homework, as well as encouraged to practice their skills in assigned workbooks, handouts, and instructional supplements. Homework assignments will be reviewed and evaluated by the teacher who will give the student immediate feedback as to the quality and completion of the homework.
6. Student proficiency will be formatively assessed weekly. Individual Learning Plans (ILPs), will be discussed with students who may need additional work in a given area, so that they can immediately address any deficiencies, and continue to progress.
7. Student learning will be summatively assessed at the end of each Unit of study, to mark student proficiency of that Unit. By having frequent formative assessments and solidifying knowledge throughout a Unit, students generally do well in summative testing at the conclusion of a Unit. However, if the testing reveals an area of weakness, that area also will be immediately addressed by an ILP, so the teacher and student can successfully address that weakness.
8. At the end of each Unit, students will do a self-assessment of their progress throughout the Unit.

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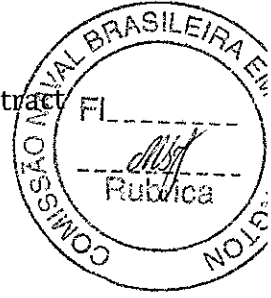
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9. Teacher will supply monthly reports to the Commission on each student, noting strengths, weaknesses, attendance, and any ILP to promote the student's success in the class.
10. Classes will be one hour in length and conversation-based. The first 15 minutes orient students to the lesson, and build on past knowledge. (Presentation) The next 20-25 minute interval introduces new concepts, vocabulary, etc. (Practice) During the last 20 minutes, students participate in activities and role play, using the new concepts, grammar, vocabulary, etc. (Production)
11. Students will have a main textbook, a workbook and a CD that will supply audio to hear and repeat words, numbers, expressions and short conversations. The classroom should be vital and interactive.
12. There will be two additional short-term courses:
 - A. DAY TO DAY COURSE - This course will be focused on staff members new to the United States. The course will be held twice a year, and meet three times a week for ten weeks. The classes will be ½ hour in length and cover basic information useful to persons entering the US for the first time. The teacher will supply handouts and binders to staff members for easy reference.
 - B. BUSINESS COURSE - This course will be two weeks in length, consisting of four one hour classes. This class will be held twice a year. This class will give staff members useful skills and ideas for interacting in an American business setting, be it written, by phone, in a meeting, or a negotiation.

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BASIC COURSE

UNIT 1: PERSONAL INFORMATION & FAMILY

TWO WEEKS - SIX CLASSES

Greetings, introducing yourself, (Hi, my name is...Nice to meet you); the alphabet in English; spelling your name, learning others' names (my, your, his, her) classroom directions (look, listen, point etc.); numbers 1-20; stating your telephone number, addresses and numbers (1-20), names of family members (mother, father, son, daughter, etc.) and their ages.

UNIT 2: CLASSROOM OBJECTS

TWO WEEKS - SIX CLASSES

Classroom objects and their locations, using locational prepositions; where people are located in the classroom, stating which objects are in the classroom (There's a computer in the classroom.), actions in the classroom (Please stand up, sit down, come here, go to the door, write your name, raise your hand.), numbers in the classroom. (How many pens, students, teachers?)

UNIT 3: EVERYDAY ACTIVITIES

THREE WEEKS - NINE CLASSES

REVIEW UNITS 1-3. Everyday activities, such as get up, eat breakfast, brush teeth, read. Difference between activities you do every day, and activities you're doing right now. (What do you do? I read. What are you doing now? I'm eating.) Terms for the weather. Using numbers 20-100.

UNIT 4: NUMBERS & ADDITION

TWO WEEKS - SIX CLASSES

Numbers & addition, time, days of the week, ordinal numbers (first, fifth, etc.), months of the year, money.

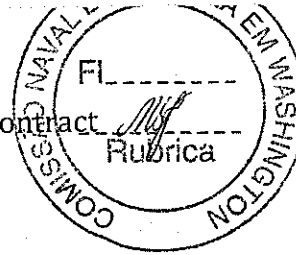
UNIT 5: ROOMS IN YOUR HOME

TWO WEEKS - SIX CLASSES

Rooms and features of a home, appliances, and furniture. Numbers Review.

UNIT 6: PLACES IN THE COMMUNITY

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THREE WEEKS - NINE CLASSES

REVIEW UNITS 4-6. Stores and buildings near your home, locational language (on, at, over there, next to, across from.)

UNIT 7: DESCRIBING PEOPLE AND PLACES

TWO WEEKS - SIX CLASSES

Describing people's age, height, hair, eye color, marital status, basic feelings (happy, sad), countries and languages.

UNIT 8: FOOD

TWO WEEKS - SIX CLASSES

Fruits, vegetables, food staples (bread, salt). Expressions and common conversations at the supermarket. Food quantities and containers (a bag, a bottle, a dozen eggs, a jar). Restaurant conversations: menus, ordering food. Fast food restaurants - expressions and conversations. Quantities and abbreviations.

UNIT 9: CLOTHING

THREE WEEKS - NINE CLASSES

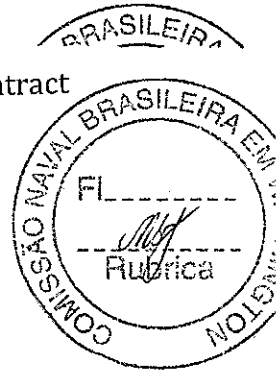
REVIEW UNITS 7-9. Articles of clothing, types of clothing (winter, summer), common expressions, colors, fabrics, sizes, prices, bargains, expensive stores. Expressions and conversations in clothing store.

UNIT 10: HEALTH

THREE WEEKS - NINE CLASSES

REVIEW SEMESTER. Ailments, doctor's visit, making an appointment, frequent questions and conversations, medicine, dosages, expressions used concerning medications, (take with food, take at night, keep away from children, etc.), medical advice.

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LOWER INTERMEDIATE

UNIT 1: PERSONAL INFORMATION

TWO WEEKS - SIX CLASSES

Describing people, their hair and clothes, what they are doing; adjective order (a long blue dress, a big red car); present continuous and simple present (What do you do every Tuesday? vs. What are you doing right now?); Answering questions after reading a short paragraph; life skills reading (a purchase order form); "and...too; and...either; but," grammar forms.

UNIT 2: AT SCHOOL

TWO WEEKS - SIX CLASSES

Identifying the objects and activities in a computer lab. Listening to a short conversation and answering questions; using "want to" and "need to + verb (He wants to learn English. He needs to take an English class.); future tense with "will" (What will you do next summer?) and "won't (She won't sing at the party next week.); reading about and discussing vocational classes; read a paragraph and then write three sentences about it using "want to" and "need to." Life skills - Reading a course catalog and answering questions; the future "will be going to," "will," and the present continuous. Pronunciation of strong syllables vs. weak.

UNIT 3: FRIENDS AND FAMILY

THREE WEEKS - NINE CLASSES

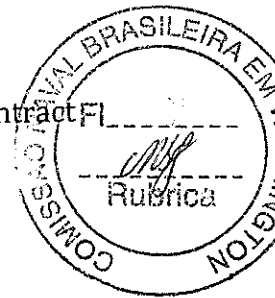
REVIEW UNITS ONE- THREE. Describe events in chronological order; simple past with regular and irregular verbs; students verbally describe their weekend; use of "do" and "did" in questions; placing list of statements in chronological order; vocabulary expansion of everyday activities; students discuss daily activities; students write journal entry about a special day. Life skills- reading a cell phone calling plan; "make," as in "make the bed;" "do," as in "do the dishes;" "play sports," and "go shopping."

UNIT 4: HEALTH

TWO WEEKS - SIX CLASSES

Identifying people, activities, and objects in Hospital ER; use of "should," (You should get a job); "have to," (You have to stop at red lights); reading warning labels; describing injuries and remedies, verbally, and on accident report form.

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UNIT 5: AROUND TOWN

TWO WEEKS – SIX CLASSES

Identifying people, activities, and signs in a train station; use of “how often?” and “how long?”; reading/understanding bus schedule; adverbs of frequency – often, sometimes, rarely, never, etc. Travel activities (take pictures, go sightseeing, stay at a hotel); talk about a trip you’ve taken; write letter about a trip; read a flight schedule.

UNIT 6: TIME

THREE WEEKS – NINE CLASSES

REVIEW OF UNITS 4-6 “when” questions and simple past – regular and irregular verbs; time phrases (on, in, ago, last week); interview someone about his/her life; vocabulary of life events (graduate from school, get a job, fall in love, get married, have a baby); filling out a marriage license; pronunciation – intonation in questions.

UNIT 7: SHOPPING

TWO WEEKS – SIX CLASSES

Shopping at a furniture store; comparatives (big, bigger; pretty, prettier, cheap, cheaper); superlatives (cheapest, most beautiful); students discuss biggest clothing store, cheapest supermarket, best restaurant; identify furniture and decorative home items; students survey each other about best gift they’ve received; reading a sales receipt of several items; use of “one, the other, “some, the others.”

UNIT 8: WORK

TWO WEEKS – SIX CLASSES

Identifying staff, activities, and patients in a hospital; “what” and “where” questions: (What are you doing?) (Where did you go last night?); conjunctions: “and, or, but”; identifying job duties of hospital staff; discussing and writing about student’s job history; reading and understanding a time sheet; could, couldn’t, can, can’t; pronouncing past tense –ed endings of regular verbs.

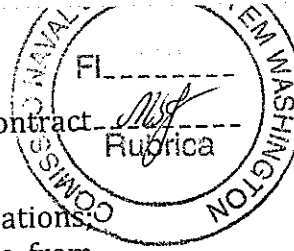
UNIT NINE: DAILY LIVING

THREE WEEKS – NINE CLASSES

REVIEW OF UNITS 7-9 Discussing multiple activities in a kitchen; questions, using “can, could, will, would.” Students discuss and role play complaining to a landlord, calling a plumber; questions using “which” and simple present (Which movie do you prefer?; Which store

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Appendix A to the contract



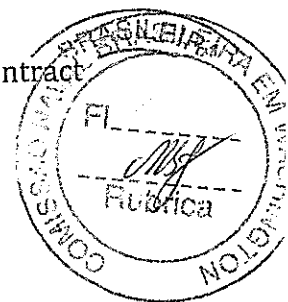
do you recommend?) students role play justifying recommendations, discerning positive and negative meaning of unknown words from context; vocabulary (broken, dripping, burned out, jammed, etc.; writing a formal complaint letter, using opening, body, closing, and signature; reviewing written repair estimates; use of "let's" and "let's not." Students role play plan for improving classroom with repairs and replacements.

UNIT TEN: FREE TIME

THREE WEEKS - NINE CLASSES

SEMESTER REVIEW. Discussing multiple people, activities, food, decorations, etc. at a Graduation Party; questions and answers using Would you like...? (Would you like some ice cream? Yes, I would, or Yes, I'd like some ice cream. Students role play offering each other (second and third persons: Would she like...) and responding to offers of various foods at a party; direct and indirect objects. (Tom gave Sally a flower. Tom gave a flower to Mary.) Students role play with various gifts for a Graduation Party; students read journal entry telling of party and answer questions about party; celebrations (Thanksgiving, a wedding, Mothers Day, a baby shower) students talk about celebrations in their countries; writing a thank you note; writing an invitation; "there is, there are, there was, there were," comparing a present day celebration with a past one.

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MAY



UPPER INTERMEDIATE

UNIT 1: PERSONAL INFORMATION

THREE WEEKS – SIX CLASSES

Identify personality types, describe likes and interests; questions and statements using verbs and gerunds; students talk about their personalities and activities; comparisons using “more than, less than, as much as;” drawing comparisons using a bar graph; read magazine article about your personality and your job, using pictures and clues to guess meaning; analyze a paragraph, and write similar paragraph about themselves. Life skill – interpreting abbreviations and messages in Personal Ads; using “must” for logical conclusions (“if you’ve been to that many operas, you must love music!”)

UNIT 2: AT SCHOOL

THREE WEEKS – SIX CLASSES

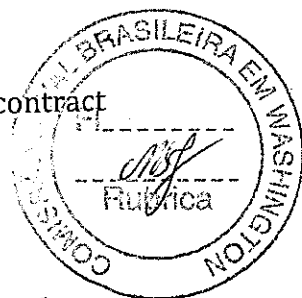
Identifying persons, things, and activities in a college library; identify learning strategies; relate learning strategies to study problems; recognize test-taking strategies; present perfect “how long, for and since,” (I’ve lived here for five years; I’ve lived here since 2012.); past participles; questions with “ever,” (Have you ever gone sailing?); short answers (No, I haven’t, Yes, I have.)

Reading short article and answering questions about “Strategies for Learning English;” setting goals and setting strategies to achieve goals; students write paragraph and compare; Life Skills – Taking Tests; grammar – simple past and present perfect.

UNIT 3: FRIENDS AND FAMILY

THREE WEEKS – SIX CLASSES

REVIEW UNITS 1-3 Neighborhood/housing problems; “to borrow, to lend”; phrases and clauses with “because;” adverbs of degree using “too, enough and not enough;” (it’s too cold to swim. It isn’t warm enough to swim.) Reading short article; students discuss topic sentences and two word verbs (run away, break into, look after etc..) writing a letter of complaint to a landlord; Life Skills – Reading a flyer and understanding; “be able to” students play board game where use “be able to” to move forward.



UNIT 4: HEALTH

THREE WEEKS – SIX CLASSES

Healthy habits and routines; complete medical history form; present perfect using “recently and lately;” grammar focus: “used to” and “use to; students talk about their health habits; reading short article about beneficial plants; answering questions; discuss introduction to the article; topic sentence; vocabulary: “prevention, digestion, sick, treatable, herbal;” beneficial plants in students’ countries; students write a plan for a paragraph; students fill out medical history form; reported commands

(The police officer told me to park over therePronunciation: voiced and voiceless “th”.)

UNIT 5: AROUND TOWN

THREE WEEKS – SIX CLASSES

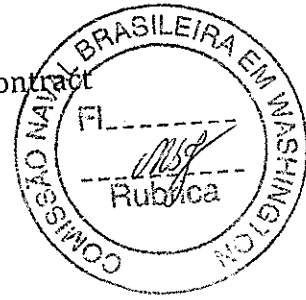
Family planning weekend activities using ads in newspaper; goals; to describe events in the community, identify positive and negative words from context clues, interpret announcements; verbs and infinitives (Where do you plan to go?); making plans; students discuss plans using vocabulary; present perfect using “already and yet;” reading article about Salsa band; guessing meanings of words – positive or negative; outline the article, noting positive and negative new vocabulary; students write their own review of a music event; life skills: students answer questions about newspaper announcements of events; grammar: verbs + infinitives and verbs and gerunds.

UNIT 6: TIME

THREE WEEKS – SIX CLASSES

REVIEW UNITS 4-6; Time management for the disorganized student; Goals: identify tips for time management, explain U.S. rules about time, describe qualities and habits of good and weak time managers; making sentences with “when,” (He always answered calls when she had a deadline. When she had a deadline, she didn’t answer the phone.); clauses with “before and after;” students will describe their daily routine, using before and after; read article about “Time” and answer questions; relevant vocabulary; vin diagram of good time manager and bad; students write paragraph about their own time management habits; reading and interpreting a pie diagram of “Time use of working parents.” Grammar of “one/some/ any and it/them.

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UNIT 7: SHOPPING

THREE WEEKS - SIX CLASSES

Shopping for a new car; Goals: identify spending habits, read about financial problems and solutions, give financial advice; modals "could and should;" gerunds after prepositions; phrases gerunds often follow: "afraid of, tired of, worried about, happy about, etc.); read short article about credit card problems and answer questions; reading advice column about managing money; students read column about someone with money problems, and write an advice column for that person; reading and understanding bank plans (free checks, ATM card; collations with "get and take;" (get dressed, get lost, take a walk, take a break)

UNIT 8: WORK

THREE WEEKS - SIX CLASSES

SEMESTER REVIEW - Looking for a job; Goals: identify questions and answers in a job interview; recognize and produce key elements in a thank you letter after a job interview; recognize occupations in which there is job growth; present perfect continuous (I have been living here for 10 years); separable phrasal verbs (He handed out the papers. He handed the papers out.); reading and answering questions about a job search blog; read a thank you letter for a job interview; plan and write a thank you letter; Life skills: interpreting a job growth chart; comparing the present continuous with the present perfect continuous.

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ADVANCED COURSE

Class 1 – Developing negotiation skills – What is a good negotiation? What are your strengths/weaknesses in business negotiations?

Class 2 – Student brings in topic for discussion by the class – News, magazine article TED talk, etc. – and oversees discussion.

Class 3 and 4 – Preparing to negotiate (1A): Learn and discuss the difference between Fact Cultures, People Cultures and Trust Cultures, and how to incorporate that understanding into your negotiation.

Class 5 – News article, etc. (See Second Class above)

Class 6 – Preparing to negotiate (1B) Negotiating as a team: “decision maker, chief negotiator, facilitator, number cruncher,” etc. What roles do they play, and how do they work together?

Class 7– U.S. Constitution and significant Amendments

Classes 8 and 9 – Relationship building (1): How to build relationships in a negotiation and their importance in a negotiation. Setting the scene. Students role play.

Class 10 – U.S. Constitution and significant Amendments II

Class 11 – Relationship building (2) Building rapport

Class 12 – News article, etc. (See Second Class above)

Classes 13 and 14 – Establishing a procedure – appropriate vocabulary; students engage in their own negotiation.

Class 15 – U.S. Court System – State and Federal

Classes 16 and 17 – The Proposal Stage – The vital ingredients of a good opening proposal. Accompanying vocabulary.

Class 18 – News article, etc. (See Second Class above)

Classes 19 and 20 – The Proposal Stage/Questioning Techniques
Opening and closed questions – when to use? Fixed choice questions?

Class 21 – News article, etc. (See Second Class above)

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Appendix A to the contract



Class 22 – Questioning Techniques – Tone of voice, repeating phrase, use of silence, seeking clarity, vocabulary – “breakdown of costs, deferred payment, upgrade penalty clauses,” etc.

Class 23 – A Jury trial in America – How does it work?

Classes 24 and 25– Exploring interests (positions vs. interests), finding common ground, Getting to Yes discussion. Students role play resolving a problem of a missed deadline by making a difficult phone call.

Class 26 – A Jury trial in the U.S. – How does it work? II

Classes 27 and 28– Exploring interests – the use of persistence (German, American, Chinese approaches). Negotiating your own salary on a promotion.

Class 29 – News article, etc. (See Second Class above)

Classes 30 and 31 - The Bargaining Zone – building in “trade offs,” identifying the main variables in a negotiation, attaching conditions to offers, concessions.

Class 32 – News article, etc. (See Second Class above)

Class 33 and 34 – The Bargaining Zone 2 – Getting to Yes too soon! Maintaining your power in a negotiation. Avoiding “buyer’s remorse.” When to walk away. Students role play.

Class 35 – News article, etc. (See Second Class above)

Classes 36 and 37 – Powers of Persuasion – Uses of threat, flattery, pressure, motivation depending upon who negotiating with. Power balance in negotiation. Verbal intensifiers in negotiating, value of negative questions (“Shouldn’t we try to agree on a basic price first?”)

Class 38 – Civil vs. Criminal Law in the U.S.

Classes 39 and 40 – Powers of Persuasion 2 – Six Principles of Persuasion – How can you become more persuasive? Listening to 10 scenarios, decide the most persuasive course of action.

Class 41 – News article, etc. (See Second Class above)

Classes 42 and 43– Powers of Persuasion 3 – Use of deception in negotiation. Ethical concerns. How to respond.

Class 44– News article, etc. (See Second Class above)

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Appendix A to the contract

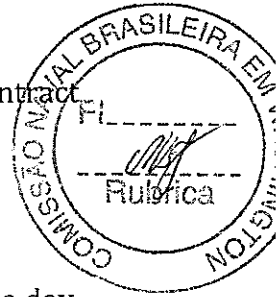


Classes 45 and 46 – Handling breakdowns of negotiation – conflicting ideas are good, different types of disagreements vs. being disagreeable. Reducing directness. Use of passive voice, past continuous. The benefits of stepping back or calling time out. What about lost momentum?

Class 47 – News article, etc. (See Second Class above)

Class 48 – Closing the deal. Know when to stop negotiating. Confirm terms of agreement to confirm everyone understands and agrees.

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DAY TO DAY COURSE

A ten week Course will be taught twice a year. These sessions will last ½ hour a day, and be held three days a week. Classes will be interactive, with student discussion and role playing. Scheduling dates for these sessions to be determined by the Commission.

Topics will include, but not be limited to:

1. General courteous speech and behavior
2. General formalities, idioms, and common expression
3. Talking to your doctor, visits, medications
4. Talking to your doctor. II
5. Hospital vs. Clinic Visits - What's the difference?
6. Drugstores - How do they work?
7. Talking to your dentist
8. Common expressions in supermarkets
9. Restaurant menus, tipping
10. Fast food
11. Car parts, maintenance and repair
12. Car parts, maintenance and repair II
13. Gas stations
14. Buying a car
15. Dealing with the Motor Vehicle Administration
16. Talking to Staff at Your Children's School
17. Talking to Staff at Your Children's School II
18. Setting up your bank account
19. Renting a house - Coming in/leaving
20. Speaking with your landlord
21. Reading traffic signs/signals and parking signs
22. Getting stopped by the Police - What to do?
23. Navigating the D.C. Metro
24. Fun spots, beyond the usual
25. "Have a good workout!" - at the Gym
26. Shopping for clothes
27. Making new friends in America
28. Best bargain stores for food and clothes
29. ATM machines
30. Movies and shows

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BUSINESS COURSE

The Business course will consist of four one-hour classes held twice a week for two weeks. This Course will be held twice a year. Topics will cover:

1. Business Letters and e-mails
 - a. Writing a successful business letter, using correct formatting, topic sentences, correct use of paragraphs, punctuation, and expressing your points clearly and succinctly.
2. Phone calls
 - a. Phone courtesy; Conference calls; Business English. Introducing topic, staying on track, successful conclusion.
3. Conducting business meetings.
 - a. Knowing your role and goal in business meetings, courtesy, communicating effectively, staying focused, achieving your goal.
4. Negotiation.
 - a. Proceeding persuasively in a negotiation and achieving your goal.

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11/21/11
[Signature]