



Program Catalog

DreamIT ESL, Inc.



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Part I. Introduction:

Purpose of the Catalog

This catalog is the official reference document containing approved curricula, programs and courses which may be offered. All information is current as of the date of publication. DreamIT ESL, Inc. reserves the right, at any time, to make appropriate changes in the policies and procedures contained in this publication including admission requirements, tuition, fees and certification requirements.

Mission Statement

DreamIT ESL Inc.'s mission is to offer English Language instruction in order to empower students to succeed in the 21st Century global community, confident in their language abilities for whatever practical, professional, and/or academic personal goals they pursue.

About DreamIT ESL, Inc.

At DreamIT ESL Inc., we provide high quality ESL instruction to non-native speakers of English in various levels of proficiency in order to ensure that all students, regardless of age (18+), gender, occupation or ethnic background, receive proper support in the classroom to meet their academic, social/practical, or professional needs. At DreamIT ESL, Inc., students will acquire new knowledge, while enhancing their prior knowledge of English through use of visuals, repetition, exams, peer-group work, casual and formal writing assignments, listening exercises, reading comprehension exercises, and excursions for cultural enrichment. At the same time, DreamIT ESL, Inc. will strive to provide a culturally-rich educational facility, where students can be certain that they are in the care of professional and experienced staff and instructors. At DreamIT ESL, Inc., various teaching methodologies and professional development for both staff and instructors are highly encouraged because we find it absolutely necessary in order to provide students with the exceptional care and instruction they deserve. Advisement will be available to students at all times when requested (academic or personal), as well as access to various student services such as basic information on health insurance, how to obtain a driver's license, pamphlets/brochures for local attractions, exhibits, as well as transportation, to name a few. We believe the programs we offer at DreamIT ESL, Inc. will greatly contribute to students achieving the majority of their goals, and we will make every effort to make these goals a reality.

Students

Our goal is to serve a diverse student population, conveniently based in Manhattan. we will assist in any way possible to help every person who wants to improve their English skills for whatever purpose. This includes but is not limited to international students and professionals who have recently come to the United States, and others in the community who wish to strengthen their English language skills. Our clients are students from all over the world. We will be specifically recruiting students originally from Japan, China, Australia and South Korea, where English skills are essential for career advancement.



Part II. Institute Administrators & Faculty

We look to provide the best quality instruction and counseling to our clients with our highly qualified and experienced staff. Our administrators and faculty will strive to meet the needs of each individual to the fullest extent possible.

Faculty Qualifications/Requirements include:

- a BA degree in Education, English, Communication, or related field
 - At least one year experience teaching ESL to adults in a classroom setting OR
 - A certificate in Teaching English to Speakers of Other Languages (TESOL, TEFL, CELTA, etc.)
 - Demonstrate proficiency in English
- *** Faculty, who do not have a BA degree in Education, English, Communication, or related field, must have a certificate in Teaching English to Speakers of Other Languages (TESOL, TEFL, CELTA, etc.) AND at least two years experience teaching ESL to adults in a classroom setting ***



Part III. Student Bill of Rights

Students' Rights

1. Freedom of inquiry and expression
2. Provision of course information in the beginning of each quarter, including topics for each week, time and duration of class, assessment procedures and grading system
3. Timely feedback from instructors
4. Access to final grades on a timely basis
5. Right to appeal academic evaluation or discipline
6. Privacy of academic and personal information

Grievance Procedures

DreamIT ESL, Inc. is licensed by New York State Bureau of Professional and Proprietary Schools (BPSS). If you have a grievance, please follow the procedures suggested by BPSS which includes first trying to work with the school at the teacher, administrator, or other level and then making a formal complaint which should include information about what you have tried to do before filing the complaint. Complete instructions can be found on the BPSS web site: <http://www.acces.nysed.gov/bpss/student-rights>

Pamphlets with this information are available at the school and are also included in your welcome packet. You should try to resolve your complaint directly with the school unless you believe that the school would penalize you for your complaint. Use the school's internal grievance procedure or discuss your problems with teachers, Agents, or the school's Academic Director. We suggest that you do so in writing and that you keep copies of all correspondence to the school. However, the school cannot require you to do this before you file a complaint with the New York State Education Department. If you

do file a complaint with the Department, please advise the Bureau of any action that you have taken to attempt to resolve your complaint.

Students are encouraged to take the following steps if they feel that they have an issue that needs to be resolved such as grievances regarding grades, courses requirements and classroom atmosphere:

1. Meet with the faculty member to discuss the issue. The faculty and the student should both sit down and discuss the issue at hand and explore possible solutions.
2. Notify the Academic Coordinator and the ESL Director in writing. If the student is unable to resolve the issue with the academic coordinator, he or she should notify the academic coordinator in writing. After receiving the complaint, the director will schedule a meeting with the student to address the concern within 72 hours. The meeting will take place within 5 business days of the complaint being received. The student will meet with both the academic coordinator and the ESL director (either



individually or jointly) and make a reasonable attempt to resolve the complaint to achieve satisfaction of both parties.

Although the steps for each grievance are similar, the timeline for the complaints are slightly different.

- Grievances regarding grading should be filed within one week of the students' receipt of a final transcript. The decision from the academic coordinator is a final one and the academic coordinator issues a written response of the disposition to the student and a faculty member.
- Grievances regarding course requirements involve other parties in a process such as other students in the same classroom. The academic coordinator must meet with other students in order to validate the claim. If the academic coordinator determines that a change is needed, the official process of curricular revision under the guidelines of the Bureau of Proprietary School Supervision is initiated.
- Grievances regarding classroom atmosphere should be filed before the end of the session in which the alleged inappropriate behavior occurs. The academic coordinator must give due consideration and speak to other students in the class to validate the claim. The academic Coordinator will issue a written response of disposition to the student, and the faculty member.
- Grievances regarding administration/ or other matters, the student should file a complaint to the ESL director. The ESL Director will make a final decision, and notify the students in writing within two weeks.

3. If the complaint still has not been resolved, then the student should notify the COO of the company in writing. Upon receiving the complaint, the COO shall respond to the student within 5 business days. The COO will meet with the student, faculty, academic coordinator and the ESL director either separately, or jointly, to satisfactorily resolve the issue at hand. If the situation still has not been resolved, the student should continue to the final step of the grievance process.

4. Contact the NYS Licensing Body

If the students are still not satisfied with the COO's decision, students should write to:

New York State Department of Education
The Bureau of Proprietary School Supervision (BPSS)
116 W. 32 Street 5th Floor, New York, NY 10001

The steps you must take to file a complaint with the New York State Education Department are:

1. Write to the New York State Education Department at 116 West 32nd Street, 5th Floor, New York, New York 10001, or telephone the Department at (212) 643-4760, requesting an interview for the purpose of filing a written complaint. Bring all relevant documents with you



etc. An investigator from the Department will meet with you and go through your complaint in detail.

2. If you cannot come for an interview, send a letter or call the office to request a complaint form. You must complete and sign this form and mail it to the office. Please include the copies of all relevant documents. You should keep the originals. *You must file a complaint within two years after the alleged illegal conduct took place.* The Bureau cannot investigate any complaint made more than two years after the date of the occurrence.

3. The investigator will attempt to resolve the complaint as quickly as possible and may contact you in the future with follow-up questions. You should provide all information requested as quickly as possible; delay may affect the investigation of your complaint. When appropriate, the investigator will try to negotiate with the school informally. If the Department determines that violations of law have been committed and the school fails to take satisfactory and appropriate action, then the Department may proceed with formal disciplinary charges.

Where can students file a complaint or get additional information?

Contact the New York State Education Department at:

New York State Education Department
116 West 32nd Street, 5th Floor
New York, New York 10001

Attention: Bureau of Proprietary School Supervision

Any complaints will be handled as discreetly as possible for the benefit of the students involved. A record of the complaint and the steps taken to remedy it including notes from any meetings will be kept securely in the student(s)' record for view to administration only.

Privacy of Student Records

DreamIT ESL, Inc. is a private English Language School which is not required but chooses to follow the policies and procedures related to the privacy of student records as set forth in the Family Educational Rights and Privacy Act (FERPA), a federal law that protects the privacy of student educational records. Complete FERPA guidelines can be found here: <https://www2.ed.gov/policy/gen/guid/fpco/ferpa/students.html>. Students can expect to be able to review their records, make appeals regarding information believed to be incorrect such as grades, and know that their information is kept private and never shared or sold to third parties except for reasons of accreditation, government request, or de-identified information for research purposes. Please speak with your adviser if you have any questions about FERPA.

Student files are kept in a secure room and are available only to school officials.



Part IV. Important School Policies

Admissions Policy

DreamIT ESL, Inc. accepts all qualified applicants for admission, both from the United States and worldwide. Candidates must demonstrate that they have an interest in learning ESL and an ability to successfully complete the requirements for the course of study that they wish to enroll, and their eligibility to study in the United States. DreamIT ESL, Inc. is an equal opportunity organization which does not discriminate for any reason including but not limited to race, creed, color, gender, nation of origin, age, or disability.

Students who wish to attend ESL courses at our institution must follow these specific steps:

- Fill out and submit an enrollment agreement form (NOTE: Full tuition must be paid when an applicant applies to the program).
- Submit the following documents
 - Copy of Identification—e.g., passport, driver’s license, or state ID
 - Copy of highest diploma or transcript
- Take the necessary placement examinations.
- Sign an enrollment agreement form and pay all of the required fees.
- Attend new student orientation and receive a student handbook.
- Begin studies.

**** Currently, DreamIT ESL, INC does not accept international students. ****

Placement Test

Initial student placement is determined by a standardized placement test by Oxford University Press consisting of questions that will test the skills for reading, writing, listening, and speaking. Students will take a placement test during the Orientation week. DreamIT ESL, Inc. uses Online Oxford Testing.

The Academic Coordinator will work with the Agent and student to determine the best program for his or her English language goals. Consideration of student goals is of paramount importance to DreamIT ESL, Inc. During the first few days of classes, faculty members are encouraged to informally assess the students. If the faculty member feels that a student is misplaced, s/he should address the concern to the academic coordinator. Similarly, students are also encouraged to express their concerns regarding the level of class difficulties to the academic coordinator if it occurs.

After being informed by either student or faculty members, the academic coordinator performs some investigation through the review of placement scores for both Oxford Online Test and Speaking test. Then, the academic coordinator will communicate with both the student and faculty regarding any changes.



available or convenient to the student, a refund can be issued in accordance with the enrollment agreement.

Registration

First time registrants are required to attend the new student orientation, which will review all registration processes and policies. During the orientation, students will also meet with an Agent to thoroughly review the process of entering the United States for the purpose of study and how best to study. An introduction to living in the United States and places of importance in the surrounding areas are also discussed if desired. Students should register for classes as soon as they are eligible to do so before classes get full. Following an advice session with each student, a placement exam is given. It will be graded by a qualified person on staff and placement will be determined.

Students with Disabilities

DreamIT ESL, Inc.'s campus is handicapped accessible. DreamIT ESL, Inc. is committed to providing reasonable accommodation for all members of the DreamIT ESL, Inc. community. Please discuss any need for accommodation with your agent.

Academic Standards and Policies for DreamIT ESL, Inc. Students

1. Report

Report to the DreamIT ESL, Inc. student Agent as soon as possible.

2. Review Documents Proving Eligibility to Study in the U.S.

Students without U.S. citizenship may require proof of eligibility to enroll and study in the United States. DreamIT ESL, Inc. does not currently offer I-20s for international students.

3. Address Validation

The student must notify the institution when he/she changes contact information—mailing address, phone number, email address, etc.

4. Attendance Policy

All students must strictly follow attendance policies. Students must maintain 80% of attendance during their course. Attendance is considered for every class and each course. Consequences of students who have incurred excessive absences are as follows:

Warnings and Disciplinary Actions

Attendance Notification:



provide an explanation for his/her excessive absence. If a student's reason for absence is for health reason/s then the student must provide a medical letter. If a student has other

reasons, then he/she will be advised to adhere to attendance policies and that improvement is expected. This meeting information is recorded in the student's personal file.

First Warning Letter:

First Warning letter is issued if the student misses classes from the time verbal warning on perfect attendance took effect. The student will be asked to report to the Academic Coordinator and provide an explanation for his/ her excessive absences. Only properly documented medical reasons may be accepted as justification for nonadherence to attendance policies. If a student's reason for absence is related to health reason/s then the student is given the chance to provide relevant medical letters. If a student has other reasons, then he/she will be asked to adhere to attendance policies and advised that improvement is expected. The first warning letter is kept in the student's personal file.

Second Warning Letter:

A second warning is issued if the student continues to disregard attendance requirements from the time the first warning took into effect. A written warning notice is issued to the student. Students who are issued a second warning will be informed through email, to report to the Academic Coordinator and provide an explanation for his/ her excessive absences. If a student's reason for absence is related to health reason/s then the student is given the chance to provide relevant medical letters.

If the student can not present a valid document, then he/she is placed on attendance probation. The student is required to sign the attendance probation agreement. The second warning letter and attendance probation agreement are kept in the student's personal file.

Attendance Probation:

When a student is placed on attendance probation, the student agrees not to miss any class as indicated in the attendance probation agreement. If the student is absent while on probation, he/she will be informed through email and asked to report immediately to the Academic Coordinator. Upon reporting to school, the student will be given the chance to explain why he/she is missing classes during this time. If the reason is not medical or there is no other valid excuse the student is informed that he/she is subject to termination or dismissal from school. This information is recorded in the student's personal file.

Termination or Dismissal:



longer attend classes at DreamIT ESL and that he/she must find another school. The termination or dismissal letter is kept in the student’s personal file.

5. Grading and Grading System

DreamIT ESL, Inc. classes are non-credit courses. Either a letter grade or status report is assigned each quarter for every course for which a student is registered following the second week of classes. The term “letter grade” refers to A through F and in certain circumstances to INC or W.

Letter Grade	Quality of Achievement	Percent Grade	G.P.A.
A+	Excellent	97-100	4.0
A		93-96	3.7
A-		90-92	3.3
B+	Good	87-89	3.0
B		83-86	2.7
B-		80-82	2.3
C+	Low	77-79	2.0
C		73-76	1.7
C-		70-72	1.3
D+		67-69	1.0
D		63-66	0.7
D-	Fail	60-62	0.0
F		Less < 60	0.0
INC	Incomplete	---	---
W	Withdrawal	---	---

6. Course Progression

Students must achieve a minimum passing final grade of C or higher. For every course, students must pass each class and maintain an average of C or higher in order to progress to the next level.

For the students who do not enroll in a full course (216 hours), the students must pass the class and maintain an average of C or higher in order to continue to the other part(s) of the curriculum. Students will not be permitted to move to the next level nor the other part (s) of the curriculum until they receive a passing grade at their current level/ course.

The final grade is determined by the following:



30%	Midterm Exam
40%	Final Exam

If the students do not meet the class advancement policy stated, students are required to repeat the same courses. However, the students are only allowed to repeat the same courses twice.

7. Completion

Students are considered to have completed the program after successfully passing the Advanced II course that meets the student's personal goals.

8. Leave of Absence

Any student may request a Leave of Absence for up to 30 days. This request must be made in writing and submitted to the Academic Director for approval prior to the beginning of the leave. The Academic Director will grant the leave if the reason is found to be valid. Examples of valid reasons for taking a Leave of Absence include situations such as a severe illness, injury, or other personal emergency. Vacations are not valid reasons for a Leave of Absence. Only one leave of absence may be granted to a student in any 12-month period, not a calendar year.

9. Academic Probation

Any student who is absent more than 20 percent of the total number of hours offered during each marking period of the student's program, excluding an approved leave of absence, or who has not maintained a cumulative G.P.A of 2.0, will be placed on academic probation. The probationary period is one quarter. The school shall dismiss any student who at the end of the academic probation period fails to raise his or her cumulative G.P.A. to 2.0 or higher, or who fails to maintain attendance for at least 80 percent of the instructional hours offered during the probationary period. In order to avoid academic difficulties, students are encouraged to seek out extra help during teacher's office hours when necessary; faculty will provide clarification in both oral and written formats as needed.

10. Readmission

Any student who has withdrawn from the school and desires re-admittance must sign a new enrollment agreement for the hours remaining to complete the program. The student will be retested to determine their level of proficiency. Any tuition due to the school will be determined and

payment must be arranged before readmittance. Students will be charged at the hourly rate for the hours that they need to complete the program. Students will be permitted to re-enter at the discretion of the Academic Director and after a review of their academic records. A student requesting re-admittance after failing to maintain satisfactory progress will not be admitted for one



until at least the following grading period.

Student Conduct and Dismissal

Each student has a responsibility to uphold the standards of the community and to take action when others violate them. Instructors and Agents have an obligation to educate students in keeping with the standards of student conduct and dismissal to report violations of these standards.

Students are responsible for knowing what the standards are and for adhering to them. Students should also bring any violations of which they are aware to the attention of their instructors. Student conduct expectations include strict adherence to academic integrity policies.

Violations of student conduct and dismissal include:

- copying from or giving assistance to others on an examination;
- plagiarizing portions of an assignment;
- using forbidden material on an examination;
- using a purchased quarter paper;
- presenting the work of another as one's own;
- altering a graded examination for the purposes of re-grading.

Faculty who believe that violations have occurred will immediately contact the Academic Director. Students who suspect that other students are involved in actions of academic dishonesty should speak to the instructor of the course. The first violation will result in the student receiving an "F" on the assignment or test in question. The "F" will be averaged in the course to yield the final grade. The second violation will result in an automatic failure for the course. Students must apply to the Academic Director for readmission.



Part V. Enrollment

Enrollment Dates

Classes are offered on an on-going basis throughout the year. Depending on the course taken, course starts vary according to the length of the course, instructor availability, and student interest. Students should contact the agent assigned to them regarding specific class starts. See the Academic Calendar below for more details. Students may enroll in one or more classes at one time providing there is not a conflict in the schedule. Every effort is made to provide the widest assortment of courses during each academic quarter; however, some courses will not be given every quarter.

Fall 2020 Academic Calendar

August 24th - August 28th	Student Orientation
September 7th - September 11th	Quiz #1
September 21st - September 25th	Quiz #2
October 5th - October 9th	Midterm
October 19th to October 23rd	Quiz #3
November 2nd - November 6th	Quiz #4
November 23rd to November 25th	Final Exam Week



Part VI. Course Offerings

Class Schedule

<i>Full time schedule</i>		
<input type="checkbox"/> Monday To Wednesday	<i>Mon-Wed 08:30AM – 11:30AM(3HOURS) Mon-Wed 12:00PM - 03:00PM(3HOURS)</i>	<i>18 hours/week × 12weeks Hours: 216 Hours/ Quarter</i>
<input type="checkbox"/> Monday To Thursday & Friday	<i>Mon-Thur 08:00AM – 11:30AM(3.5HOURS) Fri 08:00AM – 12:00PM(4HOURS)</i>	<i>18 hours/week × 12weeks Hours: 216 Hours/ Quarter</i>
<input type="checkbox"/> Monday To Thursday & Friday	<i>Mon-Thur 03:00PM – 06:30PM(3.5HOURS) Fri 02:30PM – 06:30PM(4HOURS)</i>	<i>18 hours/week × 12weeks Hours: 216 Hours/ Quarter</i>
<input type="checkbox"/> Monday To Friday & Sunday	<i>Mon-Fri 04:00PM – 07:00PM (3HOURS) Sun 01:00PM – 04:00PM (3HOURS)</i>	<i>3 Hours Daily, 18 hours/week × 12weeks Hours: 216 Hours/ Quarter</i>
<input type="checkbox"/> Monday To Friday & Saturday	<i>07:00PM – 10:00PM (3HOURS)</i>	<i>3 Hours Daily, 18 hours/week × 12weeks Hours: 216 Hours/ Quarter</i>
<input type="checkbox"/> Saturday & Sunday	<i>08:00AM – 11:00AM (3HOURS) 11:30AM – 02:30PM (3HOURS) 03:00PM – 06:00PM (3HOURS)</i>	<i>9 Hours Daily, 18hours/week × 12weeks Hours: 216 Hours/ Quarter</i>

<i>Part time schedule</i>		
<input type="checkbox"/> Monday To Thurs day	<i>Mon- Thur 07:00AM – 09:00AM(2HOURS)</i>	<i>8 hours/week × 12weeks +12hours for quizzes and exams * Quizzes and exams are administered on Fridays * Hours: 108 Hours/ Quarter</i>
<input type="checkbox"/> Monday To Thurs day	<i>Mon- Thur 04:00PM – 06:00PM(2HOURS)</i>	<i>8 hours/week × 12weeks +12hours for quizzes and exams * Quizzes and exams are administered on Fridays * Hours: 108 Hours/ Quarter</i>



<input type="checkbox"/> Monday To Thurs day	<i>Mon- Thur 07:00PM –09:00PM(2HOURS)</i>	<i>+12hours for quizzes and exams * Quizzes and exams are administered on Fridays * Hours: 108 Hours/ Quarter</i>
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*Each quarter consists of 12 weeks of class sessions.

2020-2021 Class Opening Dates

Session	Start Date	End Date
Fall 1	8/31/2020	11/25/2020
Fall 2	9/28/2020	12/24/2020
Fall 3	10/26/2020	1/23/2021
Winter 1	11/30/2020	2/27/2021
Winter 2	1/4/2021	4/3/2021
Winter 3	2/1/2021	5/1/2021
Spring 1	3/1/2021	5/29/2021
Spring 2	4/5/2021	7/2/2021
Spring 3	5/3/2021	7/31/2021
Summer 1	6/7/2021	9/4/2021
Summer 2	7/5/2021	10/2/2021
Summer 3	8/2/2021	10/30/2021
Fall 1	9/7/2021	12/4/2021
Fall 2	10/4/2021	12/31/2021
Fall 3	11/1/2021	1/29/2022
Winter 1	12/6/2021	3/5/2022



Winter 2	1/4/2022	4/2/2022
Winter 3	2/7/2022	5/7/2022

DreamIT ESL, Inc. Course of Study Information

Course of Study

Level	Course Code by Subject within Level				Relevant Level
	Reading	Writing	Conversation	Listening	
Basic I	R101	W101	C101	L101	Low Beginning
Basic II	R102	W102	C102	L102	High Beginning
Intermediate I	R201	W201	C201	L201	Low Intermediate
Intermediate II	R202	W202	C202	L202	High Intermediate
Advanced I	R301	W301	C301	L301	Low Advanced
Advanced II	R302	W302	C302	L302	High Advanced

Length of Study

Level	Length Required for Completion	Hours Required for Completion
Basic I	12 Weeks	216 Hours
Basic II	12 Weeks	216 Hours
Intermediate I	12 Weeks	216 Hours
Intermediate II	12 Weeks	216 Hours
Advanced I	12 Weeks	216 Hours
Advanced II	12 Weeks	216 Hours

Class Schedule Options: See above.

Students are required to enroll for a minimum of 18 hours/week (216 hours/quarter) in order to be considered as full time students. Students will have the choice of registering as afternoon, evening, or weekend students, all totaling up to 18 hours/week. There are 4 subjects dealt with in each level of study and students will receive at least 3 hours of instruction for each subject on a weekly basis.



DreamIT ESL Courses

Basic I

Course Description: This course helps students develop English language skills in listening, speaking, reading, and writing for everyday situations. The class is taught using a student-centered communicative approach to English language learning. The total time of the course is 216 hours.

Course Goals: This course focuses on basic English including lecture, vocabulary and grammar practice, and an expectation of participation every class session. Students read short texts, write about various topics introduced in class. Also, students practice listening skills through various types of audios. In addition, students discuss and present information to their classmates. The core competencies of reading, writing, listening, and speaking will be given equal importance.

Course Objectives:

Students will ...

Reading

- Read several text types such as:
 - ❖ Magazine articles
 - ❖ Articles from a textbook
 - ❖ Webposts.
 - ❖ Emails
 - ❖ Newspaper articles
 - ❖ Blog Post
 - ❖ The feature article
 - ❖ Article from a news magazine

Writing

- Find information and ideas to write about different topics such as
 - ❖ Personality
 - ❖ Appearance
 - ❖ Interest
 - ❖ School
 - ❖ People at a celebration



- ❖ Activities at a celebration
- ❖ How to have fun with friends
- ❖ Favorite building
- ❖ How to change an unhealthy habit
- ❖ Living in a different country or place
- ❖ How technology can help people

Listening

- Listen to a various types of audio such as:
 - ❖ Radio program
 - ❖ Podcast

- ❖ Class discussion
- ❖ Conversation
- ❖ Town meeting
- ❖ Classroom lecture

Speaking

- Use information and ideas to
 - ❖ Interview a classmate. Then introduce him or her to the class.
 - ❖ Give a presentation about a perfect school.
 - ❖ Design a survey and interview a classmate.
 - ❖ Have a group discussion about fun places in the area.
 - ❖ Design a perfect home.
 - ❖ Make a health survey and discuss it with a partner.
 - ❖ Give a presentation about where you want to travel.
 - ❖ Give a presentation about how a classmate uses technology.

Student Learning Outcomes

At the completion of Basic I level, students will be able to

<p>Reading</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify topic and main ideas of short text. <input type="checkbox"/> Scan for names, dates, and times. <input type="checkbox"/> Identify pronoun references. 	<p>Writing</p> <ul style="list-style-type: none"> <input type="checkbox"/> Write simple sentences. <input type="checkbox"/> Edit writing for capitalization and punctuation. <input type="checkbox"/> Capitalize proper nouns correctly. <input type="checkbox"/> Use correct subject-verb agreement in different types of sentences. <input type="checkbox"/> Write simple and compound sentences with <i>and</i>.
<p>Listening</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify examples. 	<p>Speaking</p> <ul style="list-style-type: none"> <input type="checkbox"/> Give your opinion.



<ul style="list-style-type: none"> <input type="checkbox"/> Identify the speaker's reasons. <input type="checkbox"/> Identify the speaker's opinions. <input type="checkbox"/> Identify frequency words and expressions. 	<ul style="list-style-type: none"> <input type="checkbox"/> Agree and disagree. <input type="checkbox"/> Ask for repetition. <input type="checkbox"/> Use open questions.
<p>Pronunciation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pronounce simple present third-person -s/-es. <input type="checkbox"/> Stress important words in sentences. <input type="checkbox"/> Reduce the pronouns he, him, her, and them. <input type="checkbox"/> Pronounce -ed ending, compound nouns, and numbers with -teen and -ty correctly. 	<p>Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use descriptive adjectives in sentences correctly. <input type="checkbox"/> Use verb + noun collocations correctly. <input type="checkbox"/> Use collocations for hobbies and interests in sentences correctly. <input type="checkbox"/> Use antonyms in sentences correctly. <input type="checkbox"/> Use prefixes and suffixes correctly. <input type="checkbox"/> Use collocations with <i>do</i>, <i>play</i>, and <i>go</i> in sentences correctly. <input type="checkbox"/> Use compound nouns in sentences correctly. <input type="checkbox"/> Use phrases “<i>get</i>” in sentences correctly.
<p>Grammar</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use the present of <i>be</i> and simple present affirmative statements and questions correctly. <input type="checkbox"/> Use adjectives, adverbs and adverbs + adjectives in sentences correctly. <input type="checkbox"/> Use subject and object pronouns correctly. <input type="checkbox"/> Use prepositions of location in sentences correctly. <input type="checkbox"/> Use modals <i>can</i>, <i>could</i>, and <i>should</i> correctly. <input type="checkbox"/> Use the past of <i>be</i> and the simple past in affirmative statements correctly. <input type="checkbox"/> Use the simple past with regular and irregular verbs correctly. <input type="checkbox"/> Use verbs + gerunds or infinitives correctly. 	

Basic II

Course Description: This course builds upon foundation English language skills in listening, speaking, reading, and writing for everyday situations and academic purposes. The class is taught using a



hours.

Course Goals: Students will be able to communicate with and understand basic II level written, spoken, and aural English. Students read short texts, write short paragraphs about various topics introduced in class, and actively participate in class discussions. In this course, the focus is on improving students' ability to understand written and spoken English, and improving their ability to communicate in real-world situations. Students practice listening skills through various types of audios. In addition, students discuss and present information to their classmates. The core competencies of reading, writing, listening, and speaking will be given equal importance.

Course Objectives

Students will ...

Reading

- Read several short articles in a textbook.

Writing

- Gather information and ideas to write various types of writing such as:
 - ❖ Describe the job you want and explain why you think it is a good job.
 - ❖ Describe how you study.
 - ❖ A short paragraph about the best way to relax.
 - ❖ A paragraph about one way laughter is good for you.
 - ❖ A paragraph about your favorite sport.
 - ❖ An opinion paragraph about when choice is a good thing.
 - ❖ A paragraph about two or more important changes in your life due to technology.
 - ❖ One or more paragraphs about a common fear.

Listening

- Listen to a various types of audio such as:
 - ❖ Radio program
 - ❖ Podcast
 - ❖ Class discussion
 - ❖ Conversation
 - ❖ Town meeting
 - ❖ Classroom lecture

Speaking

- Use information and ideas to
 - ❖ Interview a classmate. Then introduce him or her to the class.
 - ❖ Give a presentation about a perfect school
 - ❖ Design a survey and interview a classmate.
 - ❖ Have a group discussion about fun places in the area.
 - ❖ Design a perfect home.



- ❖ Give a presentation about where you want to travel.
- ❖ Give a presentation about how a classmate uses technology.

Student Learning Outcomes

At the completion of Basic II level, students will be able to

<p>Reading</p> <ul style="list-style-type: none"> <input type="checkbox"/> Skim a text and find important information. <input type="checkbox"/> Read charts, graphs, and tables. <input type="checkbox"/> Identify the topic sentence in a paragraph. <input type="checkbox"/> Identify supporting sentences and details. <input type="checkbox"/> Identify pronoun referents. <input type="checkbox"/> Identify facts and opinions in an article. 	<p>Writing</p> <ul style="list-style-type: none"> <input type="checkbox"/> Write a main idea and supporting sentences. <input type="checkbox"/> Connect sentences with <i>but</i> and <i>so</i>. <input type="checkbox"/> Correct paragraph structure. <input type="checkbox"/> Write a topic sentence, supporting sentences and details and concluding sentences. <input type="checkbox"/> Write contrast ideas with <i>however</i>.
<p>Listening</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify key words and phrases <input type="checkbox"/> Identify main ideas and details. <input type="checkbox"/> Understand numbers and dates while listening. <input type="checkbox"/> Identify specific information. <input type="checkbox"/> Identify signal words and phrases. <input type="checkbox"/> Make inferences. <input type="checkbox"/> Identify different opinions. <input type="checkbox"/> Identify examples 	<p>Speaking</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ask for repetition and clarification. <input type="checkbox"/> Present information from notes. <input type="checkbox"/> Introduce topics in a presentation. <input type="checkbox"/> Use eye contact, facial expressions and body language. <input type="checkbox"/> Ask for and give opinions. <input type="checkbox"/> Source information. <input type="checkbox"/> Check for listeners' understanding. <input type="checkbox"/> Express emotion.
<p>Pronunciation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pronounce simple past <i>-ed</i> endings correctly. <input type="checkbox"/> Pronounce the schwa sounds correctly. <input type="checkbox"/> Use the reduced pronunciation of <i>be going to</i> correctly. 	<p>Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use words that are both nouns and verbs correctly. <input type="checkbox"/> Use modifying nouns correctly. <input type="checkbox"/> Identify parts of speech and use them in sentences correctly.



<ul style="list-style-type: none"><input type="checkbox"/> Pronounce the simple present third-person -s/ -es correctly.<input type="checkbox"/> Use correct intonation in questions.<input type="checkbox"/> Link consonants to vowels.<input type="checkbox"/> Use content word stress in sentences.<input type="checkbox"/> Link vowel sounds with /w/ or /y/.	<ul style="list-style-type: none"><input type="checkbox"/> Use prefix <i>un-</i> correctly.<input type="checkbox"/> Use collocations correctly.<input type="checkbox"/> Use the suffixes <i>-ful</i> and <i>-ing</i> correctly.<input type="checkbox"/> Use synonyms in a sentence correctly.<input type="checkbox"/> Use percentages and fractions correctly.<input type="checkbox"/> Use verb-noun collocations correctly.<input type="checkbox"/> Use idioms and expressions correctly.
<p>Grammar</p> <ul style="list-style-type: none"><input type="checkbox"/> Use verbs + infinitives (<i>like, want, and need</i>) correctly.<input type="checkbox"/> Use the simple present and simple past correctly.<input type="checkbox"/> Write sentences with <i>because</i>.<input type="checkbox"/> Use sentences with <i>when</i> correctly.<input type="checkbox"/> Use prepositions of location correctly.<input type="checkbox"/> Use infinitives of purpose correctly.<input type="checkbox"/> Use clauses with <i>before/ before that</i> and <i>after/ after that</i> correctly.<input type="checkbox"/> Use comparative adjectives correctly.<input type="checkbox"/> Use <i>should/ shouldn't</i> and <i>it's+adjective+infinitive</i> correctly.<input type="checkbox"/> Use <i>be going to</i> correctly.<input type="checkbox"/> Use the simple present for informal narratives correctly.<input type="checkbox"/> Use gerunds as subjects or objects correctly.<input type="checkbox"/> Use the conjunctions <i>and</i> and <i>but</i> correctly.<input type="checkbox"/> Use the imperative of <i>be+adjective</i> correctly.<input type="checkbox"/> Use <i>so</i> and <i>such</i> with adjectives correctly.	

Intermediate I

Course Description: This course introduces students to write a longer text and develop speaking ability in a longer conversation through focused topics. The class is taught using a student-centered communicative approach to English language learning. The total time of the course is 216 hours.

Course Goals: Students will be able to communicate with and understand Intermediate I level written, spoken, and aural English. Students read several articles, write various types of paragraphs about various topics introduced in class, and actively participate in class discussions. In this course, the focus is on improving students' ability to understand written and spoken English, and understand and discuss various



will be given equal importance.

Course Objectives

Students will ...

Reading

- Read several articles in a textbook.

Writing

- Gather information and ideas to write various types of writing such as:
 - ❖ A descriptive paragraph about a current trend and why it is popular.
 - ❖ A proposal about the colors the student will use for a new business.
 - ❖ A paragraph in response to a question on an online discussion board.
 - ❖ An opinion paragraph about how to improve performance with technology.
 - ❖
 - ❖ A plan for a successful family business.
 - ❖ A paragraph describing the steps of a process.
 - ❖ An opinion paragraph about nature in a city.
 - ❖ An explanatory paragraph about an illness.

Listening

- Listen to a various types of audio such as:
 - ❖ A podcast
 - ❖ A conversation
 - ❖ A nature program
 - ❖ A panel presentation
 - ❖ A radio program
 - ❖ A news report
 - ❖ A lecture
 - ❖ An interview
 - ❖ A talk
 - ❖ A follow-up discussion after watching a video

Speaking

- Gather information and ideas to
 - ❖ Create a survey about trends.
 - ❖ Give a presentation about the uses of color.
 - ❖ Give a presentation about manners.
 - ❖ Participate in a panel discussion about how technology affects our relationships.
 - ❖ Give a speech about family.
 - ❖ Develop and present an educational game.
 - ❖ Role-play an interview about surviving in an extreme environment.
 - ❖ Participate in a discussion about the importance of clean water.

Student Learning Outcomes

At the completion of Intermediate I level, students will be able to



<p>Reading</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify the main idea of a paragraph. <input type="checkbox"/> Identify supporting details. <input type="checkbox"/> Identify the author’s purpose. <input type="checkbox"/> Identify claims and support. 	<p>Writing</p> <ul style="list-style-type: none"> <input type="checkbox"/> Write a descriptive paragraph. <input type="checkbox"/> Support main ideas with examples. <input type="checkbox"/> Write an opinion paragraph. <input type="checkbox"/> Write a paragraph with unified ideas. <input type="checkbox"/> Describe a step-by-step process. <input type="checkbox"/> Use a variety of sentences. <input type="checkbox"/> Write an explanatory paragraph.
<p>Listening</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify main ideas. <input type="checkbox"/> Identify cause and effect. <input type="checkbox"/> Identify specific information. <input type="checkbox"/> Identify reasons and explanations. <input type="checkbox"/> Identify dates and other numbers. <input type="checkbox"/> Identify a speaker’s attitude. <input type="checkbox"/> Identify facts and opinions. 	<p>Speaking</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ask for and give examples. <input type="checkbox"/> Give advice and make recommendations. <input type="checkbox"/> Ask for and give clarification. <input type="checkbox"/> Express opinions. <input type="checkbox"/> Give clear instructions. <input type="checkbox"/> Summarize information. <input type="checkbox"/> Participate in a group discussion.
<p>Pronunciation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use interjections and intonation. <input type="checkbox"/> Use the schwa in unstressed syllables. <input type="checkbox"/> Connect final /s/ or /z/ sounds. <input type="checkbox"/> Link consonant sounds. <input type="checkbox"/> Use intonation in questions with <i>or</i>. <input type="checkbox"/> Use correct word stress in compound nouns. <input type="checkbox"/> Stress function words properly. 	<p>Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use suffixes and prefixes to change word forms. <input type="checkbox"/> Use phrasal verbs correctly. <input type="checkbox"/> Use collocations and compound nouns correctly. <input type="checkbox"/> Use synonyms correctly. <input type="checkbox"/> Use verbs, nouns and adjectives from word families.
<p>Grammar</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use the present continuous correctly. <input type="checkbox"/> Use the future with <i>will</i> correctly. <input type="checkbox"/> Use subject-verb agreement correctly. <input type="checkbox"/> Use comparative and superlative adjectives correctly. <input type="checkbox"/> Use the infinitive of purpose correctly. <input type="checkbox"/> Use the simple past and past continuous correctly. <input type="checkbox"/> Use adverbs of manner and degree correctly. <input type="checkbox"/> Use <i>there’s</i> and <i>it’s</i> correctly. 	



- Use the modal verbs *should* and *shouldn't* correctly.
- Use auxiliary verbs in questions correctly.
- Use if clauses for future possibility correctly.

Intermediate II

Course Description: The course is designed to help students to refine reading, writing, listening and speaking skills for the purpose of participating in everyday situations, including school. The class is taught using a student-centered communicative approach to English language learning. The total time of the course is 216 hours.

Course Goals: Students will be able to communicate with and understand Intermediate II level written, spoken, and aural English. Students write and read extensively, participate in group discussions, give oral presentations, practice their listening skills and improve their pronunciation. In this course, the focus is on improving students' ability to understand written and spoken English, improve their ability to communicate in real-world situations, and understand and discuss various aspects of American culture and society. Continued focus will be given to helping students acquire strategies for effective oral communication.

Course Objectives

Students will ...

Reading

- Read several articles in a textbook.

Writing

- Gather information and ideas to write various types of writing such as:
 - ❖ A paragraph on how to make a good first impression.
 - ❖ A descriptive paragraph about favorite dishes.
 - ❖ A summary and a personal response paragraph about how technology has affected our lives.
 - ❖ An opinion essay on advertising.
 - ❖ A narrative essay about an obstacle that students have faced.
 - ❖ An analysis essay about whether a student is a good decision maker.
 - ❖ A cause/ effect essay about how a business can make money while making a difference.
 - ❖ An argumentative essay about what it takes to be successful.

Listening

- Listen to a various types of audio such as:
 - ❖ A lecture and excerpt from a radio show
 - ❖ A class discussion after watching a video
 - ❖ A talk
 - ❖ An interview.



- ❖ A podcast
- ❖
- ❖ A report
- ❖ A radio interview
- ❖ An excerpt from a college class discussion.
- ❖ A presentation
- ❖ A panel discussion

Speaking

- Gather information and ideas to
 - ❖ Give a short talk about an accurate first impression.
 - ❖ Conduct a class survey on food preferences.
 - ❖ Participate in a group discussion about change.
 - ❖
 - ❖ State and support opinions in a group discussion on advertising.
 - ❖ Give a short presentation on a risk the student has taken.
 - ❖ State and explain opinions in a group discussion about research into artificial intelligence.
 - ❖ Participate in a group discussion evaluating the influence money has on happiness.
 - ❖ Discuss successful and unsuccessful personal experiences and explain what students learned from them.

Student Learning Outcomes

At the completion of Intermediate II level, students will be able to

<p>Reading</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify main ideas and supporting ideas. <input type="checkbox"/> Identify facts from opinions. <input type="checkbox"/> Use a graphic organizer. <input type="checkbox"/> Use a timeline. 	<p>Writing</p> <ul style="list-style-type: none"> <input type="checkbox"/> Organize and develop a paragraph. <input type="checkbox"/> Use descriptive adjectives in writing. <input type="checkbox"/> Write a summary and a personal response. <input type="checkbox"/> Write an opinion essay. <input type="checkbox"/> Write a narrative essay. <input type="checkbox"/> State reasons and give examples. <input type="checkbox"/> Write a cause/ effect essay. <input type="checkbox"/> Write an argumentative essay.
<p>Listening</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify causes and effects. <input type="checkbox"/> Identify time markers. <input type="checkbox"/> Identify fact and opinion. <input type="checkbox"/> Identify different kinds of numbers. <input type="checkbox"/> Identify the speaker's attitude. <input type="checkbox"/> Identify examples. 	<p>Speaking</p> <ul style="list-style-type: none"> <input type="checkbox"/> Take conversation turns. <input type="checkbox"/> Give advice. <input type="checkbox"/> Ask for and give reasons. <input type="checkbox"/> Give and support opinions. <input type="checkbox"/> Give a short presentation. <input type="checkbox"/> Lead a group discussion. <input type="checkbox"/> Use expressions for agreeing and



	<p>disagreeing.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ask for and give clarification.
<p>Pronunciation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use contractions with auxiliary verbs. <input type="checkbox"/> Link words with /j/ and /w/ sounds. <input type="checkbox"/> Use intonation in tag questions. <input type="checkbox"/> Use correct intonation in questions. <input type="checkbox"/> Use contractions of <i>had</i>. <input type="checkbox"/> Put stress on important words. <input type="checkbox"/> Use correct intonation in different types of sentences. <input type="checkbox"/> Vary intonation to maintain interest. 	<p>Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use synonyms correctly. <input type="checkbox"/> Use prefixes and suffixes correctly. <input type="checkbox"/> Use phrasal verbs and idioms correctly. <input type="checkbox"/> Use collocations with verbs, adjectives + prepositions, and adjective-noun collocations correctly.
<p>Grammar</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use real conditions: present and future correctly. <input type="checkbox"/> Use adjectives in the correct order. <input type="checkbox"/> Use parallel structure correctly. <input type="checkbox"/> Use compound sentences correctly. <input type="checkbox"/> Use time shifts correctly in narrative writing. <input type="checkbox"/> Use gerunds and infinitives correctly. <input type="checkbox"/> Use the auxiliary verbs: <i>do</i>, <i>be</i>, and <i>have</i> correctly. <input type="checkbox"/> Use quantifiers with count and noncount nouns correctly. <input type="checkbox"/> Use tag questions correctly. <input type="checkbox"/> Use modals to express your attitude correctly. <input type="checkbox"/> Use the past perfect correctly. <input type="checkbox"/> Use gerunds and infinitives as the objects of verbs correctly. <input type="checkbox"/> Use the simple past and present perfect correctly. 	

Advanced I

Course Description: The course is designed to build upon emerging academic English language skills to engage in speaking, listening, writing, and reading tasks which are relevant to their professional, personal,



language learning. The total time of the course is 216 hours.

Course Goals: Students will be able to communicate with and understand Advanced I level written, spoken, and aural English. Students write and read extensively, participate in group discussions, give oral presentations, practice their listening skills. In this course, the focus is on developing and supporting functional skills for highly nuanced expression and interaction in an English language environment, primarily focusing on making multi-faceted descriptions, analyses, and evaluations. Continued focus will be given to helping students acquire strategies for effective oral communication. In addition, students participate in various kinds of speaking activities in order to develop fluency and accuracy.

Course Objectives

Students will ...

Reading

- Read a various types of text such as:
 - - ❖ An essay
 - ❖ A newspaper interview.
 - ❖ A magazine article.
 - ❖ A product review
 - ❖ A news article
 - ❖ An article from a health magazine
 - ❖ An article from a science magazine
 - ❖ A blog post
 - ❖ An article from an engineering magazine
 - ❖ An article from an international newspaper.

Writing

- Gather information and ideas to write the followings:
 - ❖ An analysis essay about what makes someone admirable.
 - ❖ A descriptive essay about an advertisement for a product, business, or service.
 - ❖ A narrative essay about someone or something that influenced you when you were younger.
 - ❖ An essay comparing and contrasting two new technologies that can improve lives.
 - ❖ A cause and effect essay about the effects of science on the food we eat.
 - ❖ Summary of a text
 - ❖ An opinion essay about a specific discovery or type of exploration.
 - ❖ A persuasive essay about whether failure can lead to success.

Listening

- Listen to a various types of audio such as:
 - ❖ A radio interview
 - ❖ A lecture
 - ❖ A book review



- ❖ Watch a video
- ❖ A class discussion
- ❖ A radio report
- ❖ A conversation
- ❖ A report

Speaking

- Gather information and ideas to:
 - ❖ Give a presentation about how to be an effective leader.
 - ❖ Role-play a conversation offering advice to help someone become better organized.
 - ❖ Present a personal story.
 - ❖ Create a role-play about presenting a business plan for a new product.
 - ❖ Participate in a debate on food science.
 - ❖ Have a discussion and make a group discussion.
 - ❖ Tell a personal story about an accidental discovery you made and how it affected you.
 - ❖ Present your opinions about the consequences of progress.

Student Learning Outcomes

At the completion of Advanced I level, students will be able to

<p>Reading</p> <ul style="list-style-type: none"> <input type="checkbox"/> Highlight and annotate a text. <input type="checkbox"/> Make inferences about a text. <input type="checkbox"/> Identify comparisons and contrasts. <input type="checkbox"/> Identify a writer’s bias. <input type="checkbox"/> Create and use an outline. <input type="checkbox"/> Identify facts and opinions <input type="checkbox"/> Identify counter arguments and refutation. 	<p>Writing</p> <ul style="list-style-type: none"> <input type="checkbox"/> Organize and develop an essay. <input type="checkbox"/> Write a descriptive essay. <input type="checkbox"/> Organize and write a narrative essay and vary sentence patterns. <input type="checkbox"/> Write a compare and contrast essay. <input type="checkbox"/> Write a cause and effect essay. <input type="checkbox"/> Write a summary. <input type="checkbox"/> Write an opinion essay. <input type="checkbox"/> Write a persuasive essay.
<p>Listening</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify main ideas. <input type="checkbox"/> Identify details. <input type="checkbox"/> Make inferences. <input type="checkbox"/> Identify contrasting ideas. <input type="checkbox"/> Identify signal words and phrases. <input type="checkbox"/> Identify causes and effects. 	<p>Speaking</p> <ul style="list-style-type: none"> <input type="checkbox"/> Give a presentation. <input type="checkbox"/> Avoid answering questions. <input type="checkbox"/> Express interest during a conversation. <input type="checkbox"/> Change the topic. <input type="checkbox"/> Use questions to maintain listener interest. <input type="checkbox"/> Add to another speaker’s comments.
<p>Pronunciation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Stress the syllables. 	<p>Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use collocations with nouns correctly.



<ul style="list-style-type: none"><input type="checkbox"/> Pronounce unstressed syllables correctly.<input type="checkbox"/> Use appropriate sentence stress. <input type="checkbox"/> Use basic intonation patterns.<input type="checkbox"/> Use common intonation patterns.<input type="checkbox"/> Link words with vowels.	<ul style="list-style-type: none"><input type="checkbox"/> Use prefixes and suffixes correctly.<input type="checkbox"/> Use cause and effect collocation correctly. <input type="checkbox"/> Use collocations with prepositions correctly.<input type="checkbox"/> Use idioms correctly.
<p>Grammar</p> <ul style="list-style-type: none"><input type="checkbox"/> Use restrictive relative clauses correctly.<input type="checkbox"/> Use definite and indefinite articles correctly.<input type="checkbox"/> Use the past perfect and past perfect continuous correctly.<input type="checkbox"/> Use subordinators and transitions to compare and contrast correctly.<input type="checkbox"/> Use agents appropriately with the passive voice. <input type="checkbox"/> Use reported speech with the present tense and shifting tenses correctly.<input type="checkbox"/> Use adverb phrases of reason correctly.<input type="checkbox"/> Use adverb clauses of concession correctly.<input type="checkbox"/> Use gerunds and infinitives correctly.<input type="checkbox"/> Use the subjunctive for suggestions correctly.<input type="checkbox"/> Use phrasal verbs correctly.<input type="checkbox"/> Use the present perfect and the present perfect continuous correctly.<input type="checkbox"/> Use comparative forms of adjectives and adverbs correctly.<input type="checkbox"/> Use simple, compound, and complex sentences correctly.<input type="checkbox"/> Use indirect speech correctly.<input type="checkbox"/> Use real conditional sentences correctly.	

Advanced II

Course Description: The course is delivered through the integrated language skills, with a focus on making multifaceted descriptions and analyses. The class is taught using a student-centered communicative approach to English language learning. The total time of the course is 216 hours.

Course Goals: Students will be able to communicate with and understand Advanced II level written, spoken, and aural English. Students utilize academic language and skills to participate in discussions, create dialogues, complete written compositions, read articles, and listen to conversations and lectures regarding



students read authentic texts from several well-known publications and listen to several advanced talks and discussions. In addition, students participate in various kinds of speaking activities in order to develop fluency and accuracy.

Course Objectives

Students will ...

Reading

- Read a various types of text such as:
 - ❖ Two articles with contrasting opinions on the value of learning a new language.
 - ❖ Two articles that support and criticize the “gig economy”.
 - ❖ The article from *Fast Company* and an excerpt from a textbook about the manipulation of images.
 - ❖ The article from *The New York Times* and article from *Maclean’s* news magazine about global cooperation initiatives.
 - ❖ An article from *The Economist* and an article from *The New York Times* about the design of public spaces.
 - ❖
 - ❖ An article from *New Scientist* and an article from *The Atlantic* news magazine on ways to recycle or avoid waste.
 - ❖ An article from *The Oxford Encyclopedia of the Modern World* and an article from *The Atlantic* news magazine about inventions and change.
 - ❖ An article from the website *Medical News Today* and an article from the website *Stack* about energy levels.

Writing

- Gather information and ideas to write the followings:
 - ❖ A persuasive email about a new foreign language program in your school, university, or community.
 - ❖ An article for your school or university career services newsletter arguing why a particular job is a good choice in the changing workplace.
 - ❖ Create a proposal for a print or online advertisement.
 - ❖ An essay about the importance of global cooperation.
 - ❖ An analysis of a public place suggests how it may be improved.
 - ❖ A business plan that describes a new recycling company to potential investors.
 - ❖ A summary and response essay based on an informational text.
 - ❖ A cause and effect essay analyzing two or three factors that affect people’s energy levels.

Listening

- Listen to a various types of audio such as:
 - ❖ A radio interview with a neuroanatomist
 - ❖ An excerpt from the audiobook of Hellen Keller’s autobiography, *The Story of My Life*.
 - ❖ Watch video interviews with employees at Google and Bloomberg.
 - ❖ A talk on a book about wilderness living.
 - ❖ An excerpt from a National Geographic television documentary



- ❖ News story from American RadioWorks on the coffee trade.
- ❖ A report about the UN Sustainable Development Goals for 2030.
- ❖ Watch a video introduction to urban planning.
- ❖ Listen to a radio interview on walkable cities.
- ❖ Reports from North Carolina Public Radio about health innovations and National Public Radio about Silicon Valley.
- ❖ A radio documentary from the non-profit organization Worlds of Difference on a group called the reindeer people.
- ❖ A discussion on the Domain7 podcast about the way computer technology is changing our world.
- ❖ Watch a video broadcast by a science editor.
- ❖ Listen to a report from New Hampshire Public Radio about different sources of energy.

Speaking

- Gather information and ideas to:
-
- ❖ Develop a narrative about language challenges.
- ❖ Present the tipping point between work and fun.
- ❖ Give a group presentation on the uses of visual deception.
- ❖ Give a group presentation on a global problem.
- ❖ Role-play a podcast in features of rural or urban environments.
- ❖ Develop a marketing presentation designed to sell a new invention or idea.
- ❖ Interview a classmate and report on that person’s attitudes toward change.
- ❖ Participate in a class debate on the future of energy.

Student Learning Outcomes

At the completion of Advanced II level, students will be able to

<p>Reading</p> <ul style="list-style-type: none"> <input type="checkbox"/> Distinguish main ideas from details. <input type="checkbox"/> Identify contrasting ideas. <input type="checkbox"/> Identify the author’s intent. <input type="checkbox"/> Organize notes and annotations in a chart. 	<p>Writing</p> <ul style="list-style-type: none"> <input type="checkbox"/> Write an effective email. <input type="checkbox"/> Use evidence to support an argument. <input type="checkbox"/> Write with unity. <input type="checkbox"/> Organize supporting ideas in writing. <input type="checkbox"/> Paraphrase. <input type="checkbox"/> Write a summary. <input type="checkbox"/> Write a cause and effect essay.
<p>Listening</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify examples. <input type="checkbox"/> Identify appositives that explain. <input type="checkbox"/> Identify facts and figures. 	<p>Speaking</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use figurative language correctly. <input type="checkbox"/> Discuss preferences and alternatives. <input type="checkbox"/> Clarify information.



<ul style="list-style-type: none"> <input type="checkbox"/> Identify organizational cues. <input type="checkbox"/> Distinguish between facts and opinions. <input type="checkbox"/> Identify attitudes. <input type="checkbox"/> Identify a cause and effect. 	<ul style="list-style-type: none"> <input type="checkbox"/> Cite sources. <input type="checkbox"/> Give advice. <input type="checkbox"/> Use formal and informal language appropriately. <input type="checkbox"/> Paraphrase. <input type="checkbox"/> Debate opinions.
<p>Pronunciation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use emphatic word stress. <input type="checkbox"/> Use intonation with choices. <input type="checkbox"/> Shift word stress with suffixes. <input type="checkbox"/> Use linking with final consonants. <input type="checkbox"/> Pronounce affirmative and negative conditional modals correctly. <input type="checkbox"/> Use consonant variations. <input type="checkbox"/> Say a sentence with a natural rhythm. 	<p>Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use reporting verbs in a sentence correctly. <input type="checkbox"/> Use prefixes in sentences correctly. <input type="checkbox"/> Use noun suffixes in sentences correctly. <input type="checkbox"/> Use adjective/ verb + preposition collocations correctly. <input type="checkbox"/> Use negative prefixes correctly in sentences. <input type="checkbox"/> Use compound nouns correctly. <input type="checkbox"/> Use word forms and suffixes correctly. <input type="checkbox"/> Use collocations in sentences correctly. <input type="checkbox"/> Use words with multiple meanings correctly. <input type="checkbox"/> Use idioms and informal expressions in sentences correctly. <input type="checkbox"/> Use phrasal verbs in sentences correctly.
<p>Grammar</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use contrast and concession connectors correctly. <input type="checkbox"/> Use noun clauses in a sentence correctly. <input type="checkbox"/> Use quantifiers correctly. <input type="checkbox"/> Use parallel structure and ellipsis correctly. <input type="checkbox"/> Use the passive voice to focus information. <input type="checkbox"/> Use modals of possibility correctly. <input type="checkbox"/> Correct subject-verb agreement errors. <input type="checkbox"/> Use cause and effect connectors correctly. <input type="checkbox"/> Use the passive voice correctly. <input type="checkbox"/> Use comparative structures correctly. <input type="checkbox"/> Use relative clauses correctly. <input type="checkbox"/> Use reported speech in sentences correctly. <input type="checkbox"/> Use conditionals in sentences correctly. <input type="checkbox"/> Use gerunds and infinitives in sentences correctly. <input type="checkbox"/> Use adverb clauses in sentences correctly. 	



DreamIT ESL, Inc. Courses Part time

Basic I

Basic I First Half

Course Description: This course helps students develop English language skills in listening, speaking, reading, and writing for everyday situations. The class is taught using a student-centered communicative approach to English language learning. The total time of the course is 108 hours.

Course Goals: This course focuses on basic English including lecture, vocabulary and grammar practice, and an expectation of participation every class session. Students read short texts, write about various topics introduced in class. Also, students practice listening skills through various types of audios. In addition, students discuss and present information to their classmates. The core competencies of reading, writing, listening, and speaking will be given equal importance.

Course Objectives:

Students will ...

Reading

- Read several text types such as:
 - ❖ Magazine articles
 - ❖ Articles from a textbook
 - ❖ Webposts.

Writing

- Find information and ideas to write about different topics such as



- ❖ Appearance
- ❖ Interest
- ❖ School
- ❖ People at a celebration
- ❖ Food at a celebration
- ❖ Activities at a celebration
- ❖ How to have fun with friends

Listening

- Listen to a various types of audio such as:
 - ❖ Radio program
 - ❖ Podcast
 - ❖ Class discussion
 - ❖ Conversation

Speaking

- Use information and ideas to
 - ❖ Interview a classmate. Then introduce him or her to the class.
 - ❖ Give a presentation about a perfect school.
 - ❖ Design a survey and interview a classmate.
 - ❖ Have a group discussion about fun places in the area.

Student Learning Outcomes

At the completion of Basic I level (first half), students will be able to

<p>Reading</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify topic and main ideas of short text. <input type="checkbox"/> Scan for names, dates, and times. 	<p>Writing</p> <ul style="list-style-type: none"> <input type="checkbox"/> Write simple sentences. <input type="checkbox"/> Edit writing for capitalization and punctuation. <input type="checkbox"/> Capitalize proper nouns correctly.
<p>Listening</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify examples. <input type="checkbox"/> Identify the speaker's reasons. 	<p>Speaking</p> <ul style="list-style-type: none"> <input type="checkbox"/> Give your opinion. <input type="checkbox"/> Agree and disagree.
<p>Pronunciation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pronounce simple present third-person -s/-es. <input type="checkbox"/> Stress important words in sentences. <input type="checkbox"/> Reduce the pronouns he, him, her, and them. 	<p>Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use descriptive adjectives in sentences correctly. <input type="checkbox"/> Use verb + noun collocations correctly. <input type="checkbox"/> Use collocations for hobbies and interests in sentences correctly. <input type="checkbox"/> Use antonyms in sentences correctly. <input type="checkbox"/> Use prefixes and suffixes correctly.



	<input type="checkbox"/> Use collocations with <i>do</i> , <i>play</i> , and <i>go</i> in sentences correctly.
Grammar <ul style="list-style-type: none"><input type="checkbox"/> Use the present of <i>be</i> and simple present affirmative statements and questions correctly.<input type="checkbox"/> Use adjectives, adverbs and adverbs + adjectives in sentences correctly.<input type="checkbox"/> Use subject and object pronouns correctly.<input type="checkbox"/> Use verbs + gerunds or infinitives correctly.	

Basic I Second Half

Course Description: This course helps students develop English language skills in listening, speaking, reading, and writing for everyday situations. The class is taught using a student-centered communicative approach to English language learning. The total time of the course is 108 hours.

Course Goals: This course focuses on basic English including lecture, vocabulary and grammar practice, and an expectation of participation every class session. Students read short texts, write about various topics introduced in class. Also, students practice listening skills through various types of audios. In addition, students discuss and present information to their classmates. The core competencies of reading, writing, listening, and speaking will be given equal importance.

Course Objectives:

Students will ...

Reading

- Read several text types such as:
 - ❖ Articles from a textbook
 - ❖ Emails
 - ❖ Newspaper articles
 - ❖ Blog Post
 - ❖ The feature article
 - ❖ Article from a news magazine

Writing

- Find information and ideas to write about different topics such as
 - ❖ Favorite building



- ❖ Living in a different country or place
- ❖ How technology can help people

Listening

- Listen to a various types of audio such as:
 - ❖ Radio program
 - ❖ Podcast
 - ❖ Class discussion
 - ❖ Conversation
 - ❖ Town meeting
 - ❖ Classroom lecture

Speaking

- Use information and ideas to
 - ❖ Design a perfect home.
 - ❖ Make a health survey and discuss it with a partner.
 - ❖ Give a presentation about where you want to travel.
 - ❖ Give a presentation about how a classmate uses technology.

Student Learning Outcomes

At the completion of Basic I level (second half), students will be able to

<p>Reading</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify topic and main ideas of short text. <input type="checkbox"/> Identify pronoun references 	<p>Writing</p> <ul style="list-style-type: none"> <input type="checkbox"/> Write simple sentences. <input type="checkbox"/> Use correct subject-verb agreement in different types of sentences. <input type="checkbox"/> Write simple and compound sentences with <i>and</i>.
<p>Listening</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify the speaker's opinions. <input type="checkbox"/> Identify frequency words and expressions. 	<p>Speaking</p> <ul style="list-style-type: none"> <input type="checkbox"/> Agree and disagree. <input type="checkbox"/> Ask for repetition. <input type="checkbox"/> Use open questions.
<p>Pronunciation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Stress important words in sentences. <input type="checkbox"/> Pronounce -ed ending, compound nouns, and numbers with -teen and -ty correctly. 	<p>Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use collocations in sentences correctly. <input type="checkbox"/> Use compound nouns in sentences correctly. <input type="checkbox"/> Use phrases “<i>get</i>” in sentences correctly.
<p>Grammar</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use prepositions of location in sentences correctly. <input type="checkbox"/> Use modals <i>can</i>, <i>could</i>, and <i>should</i> correctly. 	



- | | |
|--|--|
| <ul style="list-style-type: none">❑ Use the past of <i>be</i> and the simple past in affirmative statements correctly.❑ Use the simple past with regular and irregular verbs correctly. | |
|--|--|

Basic II

Basic II First Half

Course Description: This course builds upon foundation English language skills in listening, speaking, reading, and writing for everyday situations and academic purposes. The class is taught using a student-centered communicative approach to English language learning. The total time of the course is 108 hours.

Course Goals: Students will be able to communicate with and understand basic II level written, spoken, and aural English. Students read short texts, write short paragraphs about various topics introduced in class, and actively participate in class discussions. In this course, the focus is on improving students' ability to

understand written and spoken English, and improving their ability to communicate in real-world situations. Students practice listening skills through various types of audios. In addition, students discuss and present information to their classmates. The core competencies of reading, writing, listening, and speaking will be given equal importance.

Course Objectives

Students will ...

Reading

- Read several short articles in a textbook.

Writing

- Gather information and ideas to write various types of writing such as:
 - ❖ Describe the job you want and explain why you think it is a good job.
 - ❖ Describe how you study.
 - ❖ A short paragraph about the best way to relax.
 - ❖ A paragraph about one way laughter is good for you.

Listening

- Listen to a various types of audio such as:
 - ❖ Conversation
 - ❖ Interview
 - ❖ Presentation
 - ❖ Report
 - ❖ Discussion
 - ❖ Video

Speaking



- ❖ Role-play job interview
- ❖ Give a presentation on your recommendations for brain health
- ❖ Participate in a presentation describing a travel tour
- ❖ Tell a story using eye contact, facial expressions and body language

Student Learning Outcomes

At the completion of Basic II level (first half), students will be able to

<p>Reading</p> <ul style="list-style-type: none"> <input type="checkbox"/> Skim a text and find important information. <input type="checkbox"/> Read charts, graphs, and tables. <input type="checkbox"/> Identify the topic sentence in a paragraph. 	<p>Writing</p> <ul style="list-style-type: none"> <input type="checkbox"/> Write a main idea and supporting sentences. <input type="checkbox"/> Connect sentences with <i>but</i> and <i>so</i>. <input type="checkbox"/> Correct paragraph structure. <input type="checkbox"/> Write a topic sentence.
<p>Listening</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify key words and phrases <input type="checkbox"/> Identify main ideas and details. <input type="checkbox"/> Understand numbers and dates while listening. <input type="checkbox"/> Identify specific information. 	<p>Speaking</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ask for repetition and clarification. <input type="checkbox"/> Present information from notes. <input type="checkbox"/> Introduce topics in a presentation. <input type="checkbox"/> Use eye contact, facial expressions and body language.
<p>Pronunciation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pronounce simple past <i>-ed</i> endings correctly. <input type="checkbox"/> Pronounce the schwa sounds correctly. <input type="checkbox"/> Use the reduced pronunciation of <i>be going to</i> correctly. <input type="checkbox"/> Pronounce the simple present third-person <i>-s/ -es</i> correctly. 	<p>Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use words that are both nouns and verbs correctly. <input type="checkbox"/> Use modifying nouns correctly. <input type="checkbox"/> Identify parts of speech and use them in sentences correctly. <input type="checkbox"/> Use the suffixes <i>-ful</i> and <i>-ing</i> correctly. <input type="checkbox"/> Use synonyms in a sentence correctly.
<p>Grammar</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use verbs + infinitives (<i>like, want, and need</i>) correctly. <input type="checkbox"/> Use the simple present and simple past correctly. <input type="checkbox"/> Write sentences with <i>because</i>. <input type="checkbox"/> Use sentences with <i>when</i> correctly. <input type="checkbox"/> Use <i>should/ shouldn't</i> and <i>it's+adjective+infinitive</i> correctly. <input type="checkbox"/> Use <i>be going to</i> correctly. 	



- ❑ Use the simple present for informal narratives correctly.

Basic II Second Half

Course Description: This course builds upon foundation English language skills in listening, speaking, reading, and writing for everyday situations and academic purposes. The class is taught using a student-centered communicative approach to English language learning. The total time of the course is 108 hours.

Course Goals: Students will be able to communicate with and understand basic II level written, spoken, and aural English. Students read short texts, write short paragraphs about various topics introduced in class, and actively participate in class discussions. In this course, the focus is on improving students' ability to understand written and spoken English, and improving their ability to communicate in real-world situations. Students practice listening skills through various types of audios. In addition, students discuss and present information to their classmates. The core competencies of reading, writing, listening, and speaking will be given equal importance.

Course Objectives

Students will ...

Reading

- Read several short articles in a textbook.

Writing

- Gather information and ideas to write various types of writing such as:
 - ❖ A paragraph about your favorite sport.
 - ❖ An opinion paragraph about when choice is a good thing.
 - ❖ A paragraph about two or more important changes in your life due to technology.
 - ❖ One or more paragraphs about a common fear.

Listening

- Listen to a various types of audio such as:
 - ❖ Conversation
 - ❖ Discussion
 - ❖ Video
 - ❖ Lecture
 - ❖ TV News report
 - ❖ Radio show
 - ❖ Presentation

Speaking

- Use information and ideas to
 - ❖ Participate in a group interview about sports preferences



the class.

- ❖ Give instruction for how people can change their lives to make a difference in the world.
- ❖ Describe a frightening experience.

Student Learning Outcomes

At the completion of Basic II level (second half), students will be able to

<p>Reading</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify supporting sentences and details. <input type="checkbox"/> Identify pronoun referents. <input type="checkbox"/> Identify facts and opinions in an article. 	<p>Writing</p> <ul style="list-style-type: none"> <input type="checkbox"/> Write supporting sentences and details and concluding sentences. <input type="checkbox"/> Write contrast ideas with <i>however</i>.
<p>Listening</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify signal words and phrases. <input type="checkbox"/> Make inferences. <input type="checkbox"/> Identify different opinions. <input type="checkbox"/> Identify examples 	<p>Speaking</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ask for and give opinions. <input type="checkbox"/> Source information. <input type="checkbox"/> Check for listeners' understanding. <input type="checkbox"/> Express emotion.
<p>Pronunciation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use correct intonation in questions. <input type="checkbox"/> Link consonants to vowels. <input type="checkbox"/> Use content word stress in sentences. <input type="checkbox"/> Link vowel sounds with /w/ or /y/. 	<p>Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use prefix <i>un-</i> correctly. <input type="checkbox"/> Use collocations correctly. <input type="checkbox"/> Use percentages and fractions correctly. <input type="checkbox"/> Use verb-noun collocations correctly. <input type="checkbox"/> Use idioms and expressions correctly.
<p>Grammar</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use prepositions of location correctly. <input type="checkbox"/> Use infinitives of purpose correctly. <input type="checkbox"/> Use clauses with <i>before/ before that</i> and <i>after/ after that</i> correctly. <input type="checkbox"/> Use comparative adjectives correctly. <input type="checkbox"/> Use gerunds as subjects or objects correctly. <input type="checkbox"/> Use the conjunctions <i>and</i> and <i>but</i> correctly. <input type="checkbox"/> Use the imperative of be+adjective correctly. <input type="checkbox"/> Use <i>so</i> and <i>such</i> with adjectives correctly. 	

Intermediate I

Intermediate I first half



Course Description: This course introduces students to write a longer text and develop speaking ability in a longer conversation through focused topics. The class is taught using a student-centered communicative approach to English language learning. The total time of the course is 108 hours.

Course Goals: Students will be able to communicate with and understand Intermediate I level written, spoken, and aural English. Students read several articles, write various types of paragraphs about various topics introduced in class, and actively participate in class discussions. In this course, the focus is on improving students’ ability to understand written and spoken English, and understand and discuss various aspects of American culture and society. The core competencies of reading, writing, listening, and speaking will be given equal importance.

Course Objectives

Students will ...

Reading

- Read several articles in a textbook.

Writing

- Gather information and ideas to write various types of writing such as:
 - ❖ A descriptive paragraph about a current trend and why it is popular.
 - ❖
 - ❖ A proposal about the colors the student will use for a new business.
 - ❖ A paragraph in response to a question on an online discussion board.
 - ❖ An opinion paragraph about how to improve performance with technology.

Listening

- Listen to a various types of audio such as:
 - ❖ A podcast
 - ❖ A conversation
 - ❖ A nature program
 - ❖ A panel presentation
 - ❖ A radio program
 - ❖ A news report

Speaking

- Gather information and ideas to
 - ❖ Create a survey about trends.
 - ❖ Give a presentation about the uses of color.
 - ❖ Give a presentation about manners.
 - ❖ Participate in a panel discussion about how technology affects our relationships.

Student Learning Outcomes

At the completion of Intermediate I level (first half), students will be able to

Reading	Writing
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<ul style="list-style-type: none"> <input type="checkbox"/> Identify the main idea or a paragraph. <input type="checkbox"/> Identify supporting details. 	<ul style="list-style-type: none"> <input type="checkbox"/> Write a descriptive paragraph. <input type="checkbox"/> Support main ideas with examples. <input type="checkbox"/> Write an opinion paragraph.
<p>Listening</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify main ideas. <input type="checkbox"/> Identify cause and effect. <input type="checkbox"/> Identify specific information. 	<p>Speaking</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ask for and give examples. <input type="checkbox"/> Give advice and make recommendations. <input type="checkbox"/> Ask for and give clarification.
<p>Pronunciation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use interjections and intonation. <input type="checkbox"/> Use the schwa in unstressed syllables. <input type="checkbox"/> Connect final /s/ or /z/ sounds. <input type="checkbox"/> Link consonant sounds. 	<p>Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use suffixes and prefixes to change word forms. <input type="checkbox"/> Use collocations correctly. <input type="checkbox"/> Use synonyms correctly. <input type="checkbox"/> Use verbs, nouns and adjectives from word families.
<p>Grammar</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use the present continuous correctly. <input type="checkbox"/> Use the future with <i>will</i> correctly. <input type="checkbox"/> Use subject-verb agreement correctly. <input type="checkbox"/> Use modals correctly <input type="checkbox"/> Use the present continuous <input type="checkbox"/> Use <i>there's</i> and <i>it's</i> correctly. <input type="checkbox"/> Use the modal verbs <i>should</i> and <i>shouldn't</i> correctly. <input type="checkbox"/> Use comparative correctly. 	

Intermediate I second half

Course Description: This course introduces students to write a longer text and develop speaking ability in a longer conversation through focused topics. The class is taught using a student-centered communicative approach to English language learning. The total time of the course is 108 hours.

Course Goals: Students will be able to communicate with and understand Intermediate I level written, spoken, and aural English. Students read several articles, write various types of paragraphs about various topics introduced in class, and actively participate in class discussions. In this course, the focus is on improving students' ability to understand written and spoken English, and understand and discuss various aspects of American culture and society. The core competencies of reading, writing, listening, and speaking will be given equal importance.



Course Objectives

Students will ...

Reading

- Read several articles in a textbook.

Writing

- Gather information and ideas to write various types of writing such as:
 - ❖ A plan for a successful family business.
 - ❖ A paragraph describing the steps of a process.
 - ❖ An opinion paragraph about nature in a city.
 - ❖ An explanatory paragraph about an illness.

Listening

- Listen to a various types of audio such as:
 - ❖ A news report
 - ❖ A lecture
 - ❖ An interview
 - ❖ A talk
 - ❖ A follow-up discussion after watching a video

Speaking

- Gather information and ideas to
 - ❖ Give a speech about family.
 - ❖ Develop and present an educational game.
 - ❖ Role-play an interview about surviving in an extreme environment.
 - ❖ Participate in a discussion about the importance of clean water.

Student Learning Outcomes

At the completion of Intermediate I level (second half), students will be able to

<p><i>Reading</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify the author’s purpose. <input type="checkbox"/> Identify claims and support. 	<p><i>Writing</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Write a paragraph with unified ideas. <input type="checkbox"/> Describe a step-by-step process. <input type="checkbox"/> Use a variety of sentences. <input type="checkbox"/> Write an explanatory paragraph.
<p><i>Listening</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify reasons and explanations. <input type="checkbox"/> Identify dates and other numbers. <input type="checkbox"/> Identify a speaker’s attitude. <input type="checkbox"/> Identify facts and opinions. 	<p><i>Speaking</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Express opinions. <input type="checkbox"/> Give clear instructions. <input type="checkbox"/> Summarize information. <input type="checkbox"/> Participate in a group discussion.
<p><i>Pronunciation</i></p>	<p><i>Vocabulary</i></p>



<ul style="list-style-type: none"><input type="checkbox"/> Use intonation in questions with <i>or</i>.<input type="checkbox"/> Use correct word stress in compound nouns.<input type="checkbox"/> Stress function words properly.	<ul style="list-style-type: none"><input type="checkbox"/> Use suffixes and prefixes to change word forms.<input type="checkbox"/> Use phrasal verbs correctly.<input type="checkbox"/> Use collocations and compound nouns correctly.<input type="checkbox"/> Use verbs, nouns and adjectives from word families.
<p>Grammar</p> <ul style="list-style-type: none"><input type="checkbox"/> Use the future with <i>will</i> correctly.<input type="checkbox"/> Use comparative and superlative adjectives correctly.<input type="checkbox"/> Use the infinitive of purpose correctly.<input type="checkbox"/> Use the simple past and past continuous correctly.<input type="checkbox"/> Use adverbs of manner and degree correctly.<input type="checkbox"/> Use auxiliary verbs in questions correctly.<input type="checkbox"/> Use if clauses for future possibility correctly.	

Intermediate II

Intermediate II (first half)

Course Description: The course is designed to help students to refine reading, writing, listening and speaking skills for the purpose of participating in everyday situations, including school. The class is taught using a student-centered communicative approach to English language learning. The total time of the course is 108 hours.

Course Goals: Students will be able to communicate with and understand Intermediate II level written, spoken, and aural English. Students write and read extensively, participate in group discussions, give oral presentations, practice their listening skills and improve their pronunciation. In this course, the focus is on improving students' ability to understand written and spoken English, improve their ability to communicate in real-world situations, and understand and discuss various aspects of American culture and society. Continued focus will be given to helping students acquire strategies for effective oral communication.

Course Objectives

Students will ...

Reading

- Read several articles in a textbook.

Writing

- Gather information and ideas to write various types of writing such as:



- ❖ A descriptive paragraph about favorite dishes.
- ❖ A summary and a personal response paragraph about how technology has affected our lives.
- ❖ An opinion essay on advertising.

Listening

- Listen to a various types of audio such as:
 - ❖ A lecture and excerpt from a radio show
 - ❖ A class discussion after watching a video
 - ❖ A talk
 - ❖ An interview.
 - ❖ A radio show

Speaking

- Gather information and ideas to
 - ❖ Give a short talk about an accurate first impression.
 - ❖ Conduct a class survey on food preferences.
 - ❖ Participate in a group discussion about change.
 - ❖ State and support opinions in a group discussion on advertising.

Student Learning Outcomes

At the completion of Intermediate II (first half) level, students will be able to

<p>Reading</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify main ideas and supporting ideas. <input type="checkbox"/> Identify facts from opinions. 	<p>Writing</p> <ul style="list-style-type: none"> <input type="checkbox"/> Organize and develop a paragraph. <input type="checkbox"/> Use descriptive adjectives in writing. <input type="checkbox"/> Write a summary and a personal response. <input type="checkbox"/> Write an opinion essay.
<p>Listening</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify causes and effects. <input type="checkbox"/> Identify time markers. <input type="checkbox"/> Identify fact and opinion. 	<p>Speaking</p> <ul style="list-style-type: none"> <input type="checkbox"/> Take conversation turns. <input type="checkbox"/> Give advice. <input type="checkbox"/> Ask for and give reasons. <input type="checkbox"/> Give and support opinions.
<p>Pronunciation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use contractions with auxiliary verbs. <input type="checkbox"/> Link words with /j/ and /w/ sounds. <input type="checkbox"/> Use intonation in tag questions. <input type="checkbox"/> Use correct intonation in questions. 	<p>Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use synonyms correctly. <input type="checkbox"/> Use prefixes and suffixes correctly. <input type="checkbox"/> Use adjective-noun collocations correctly.
<p>Grammar</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use real conditions: present and future 	



correctly.

- Use adjectives in the correct order.
- Use parallel structure correctly.
- Use compound sentences correctly.
- Use the auxiliary verbs: *do*, *be*, and *have* correctly.
- Use quantifiers with count and noncount nouns correctly.
- Use tag questions correctly.
- Use modals to express your attitude correctly.

Intermediate II (second half)

Course Description: The course is designed to help students to refine reading, writing, listening and speaking skills for the purpose of participating in everyday situations, including school. The class is taught using a student-centered communicative approach to English language learning. The total time of the course is 108 hours.

Course Goals: Students will be able to communicate with and understand Intermediate II level written, spoken, and aural English. Students write and read extensively, participate in group discussions, give oral presentations, practice their listening skills and improve their pronunciation. In this course, the focus is on improving students' ability to understand written and spoken English, improve their ability to communicate in real-world situations, and understand and discuss various aspects of American culture and society. Continued focus will be given to helping students acquire strategies for effective oral communication.

Course Objectives

Students will ...

Reading

- Read several articles in a textbook.

Writing

- Gather information and ideas to write various types of writing such as:
 - ❖ A narrative essay about an obstacle that students have faced.
 - ❖ An analysis essay about whether a student is a good decision maker.
 - ❖ A cause/ effect essay about how a business can make money while making a difference.
 - ❖ An argumentative essay about what it takes to be successful.

Listening

- Listen to a various types of audio such as:
 - ❖ A podcast
 - ❖ A report



- ❖ An excerpt from a college class discussion.
- ❖ A presentation
- ❖ A panel discussion

Speaking

- Gather information and ideas to
 - ❖ Give a short presentation on a risk the student has taken.
 - ❖ State and explain opinions in a group discussion about research into artificial intelligence.
 - ❖ Participate in a group discussion evaluating the influence money has on happiness.
 - ❖ Discuss successful and unsuccessful personal experiences and explain what students learned from them.

Student Learning Outcomes

At the completion of Intermediate II level (second half), students will be able to

<p>Reading</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use a graphic organizer. <input type="checkbox"/> Use a timeline. 	<p>Writing</p> <ul style="list-style-type: none"> <input type="checkbox"/> Write a narrative essay. <input type="checkbox"/> State reasons and give examples. <input type="checkbox"/> Write a cause/ effect essay. <input type="checkbox"/> Write an argumentative essay.
<p>Listening</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify different kinds of numbers. <input type="checkbox"/> Identify the speaker's attitude. <input type="checkbox"/> Identify examples. 	<p>Speaking</p> <ul style="list-style-type: none"> <input type="checkbox"/> Give a short presentation. <input type="checkbox"/> Lead a group discussion. <input type="checkbox"/> Use expressions for agreeing and disagreeing. <input type="checkbox"/> Ask for and give clarification.
<p>Pronunciation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use contractions of <i>had</i>. <input type="checkbox"/> Put stress on important words. <input type="checkbox"/> Use correct intonation in different types of sentences. <input type="checkbox"/> Vary intonation to maintain interest. 	<p>Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use phrasal verbs and idioms correctly. <input type="checkbox"/> Use collocations with verbs, adjectives + prepositions correctly. <input type="checkbox"/> Use prefixes correctly.
<p>Grammar</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use time shifts correctly in narrative writing. <input type="checkbox"/> Use gerunds and infinitives correctly. <input type="checkbox"/> Use the past perfect correctly. <input type="checkbox"/> Use gerunds and infinitives as the objects of 	



verbs correctly.

- Use the simple past and present perfect correctly.

Advanced I

Advanced I (first half)

Course Description: The course is designed to build upon emerging academic English language skills to engage in speaking, listening, writing, and reading tasks which are relevant to their professional, personal, and academic life. The class is taught using a student-centered communicative approach to English language learning. The total time of the course is 108 hours.

Course Goals: Students will be able to communicate with and understand Advanced I level written, spoken, and aural English. Students write and read extensively, participate in group discussions, give oral presentations, practice their listening skills. In this course, the focus is on developing and supporting functional skills for highly nuanced expression and interaction in an English language environment, primarily focusing on making multi-faceted descriptions, analyses, and evaluations. Continued focus will be given to helping students acquire strategies for effective oral communication. In addition, students participate in various kinds of speaking activities in order to develop fluency and accuracy.

Course Objectives

Students will ...

Reading

- Read a various types of text such as:
 - ❖ An essay
 - ❖ A newspaper interview.
 - ❖ A magazine article.
 - ❖ A blog post
 - ❖ A product review
 - ❖ A news article

Writing

- Gather information and ideas to write the followings:
 - ❖ An analysis essay about what makes someone admirable.
 - ❖ A descriptive essay about an advertisement for a product, business, or service.
 - ❖ A narrative essay about someone or something that influenced you when you were younger.
 - ❖ An essay comparing and contrasting two new technologies that can improve lives.

Listening

- Listen to a various types of audio such as:
 - ❖ A radio interview
 - ❖ A lecture



- ❖ A podcast
- ❖ Watch a video
- ❖ A class discussion

Speaking

- Gather information and ideas to:
 - ❖ Give a presentation about how to be an effective leader.
 - ❖ Role-play a conversation offering advice to help someone become better organized.
 - ❖ Present a personal story.
 - ❖ Create a role-play about presenting a business plan for a new product.

Student Learning Outcomes

At the completion of Advanced I level (first half), students will be able to

<p>Reading</p> <ul style="list-style-type: none"> <input type="checkbox"/> Highlight and annotate a text. <input type="checkbox"/> Make inferences about a text. <input type="checkbox"/> Identify comparisons and contrasts. 	<p>Writing</p> <ul style="list-style-type: none"> <input type="checkbox"/> Organize and develop an essay. <input type="checkbox"/> Write a descriptive essay. <input type="checkbox"/> Organize and write a narrative essay and vary sentence patterns. <input type="checkbox"/> Write a compare and contrast essay.
<p>Listening</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify main ideas. <input type="checkbox"/> Identify details. 	<p>Speaking</p> <ul style="list-style-type: none"> <input type="checkbox"/> Confirm understanding <input type="checkbox"/> Give a presentation.
<p>Pronunciation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Stress the syllables. <input type="checkbox"/> Pronounce unstressed syllables correctly. <input type="checkbox"/> Use appropriate sentence stress. 	<p>Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use collocations with nouns correctly. <input type="checkbox"/> Use prefixes and suffixes correctly.
<p>Grammar</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use restrictive relative clauses correctly. <input type="checkbox"/> Use definite and indefinite articles correctly. <input type="checkbox"/> Use the past perfect and past perfect continuous correctly. <input type="checkbox"/> Use subordinators and transitions to compare and contrast correctly. <input type="checkbox"/> Use phrasal verbs 	

Advanced I (second half)



engage in speaking, listening, writing, and reading tasks which are relevant to their professional, personal, and academic life. The class is taught using a student-centered communicative approach to English language learning. The total time of the course is 108 hours.

Course Goals: Students will be able to communicate with and understand Advanced I level written, spoken, and aural English. Students write and read extensively, participate in group discussions, give oral presentations, practice their listening skills. In this course, the focus is on developing and supporting functional skills for highly nuanced expression and interaction in an English language environment, primarily focusing on making multi-faceted descriptions, analyses, and evaluations. Continued focus will be given to helping students acquire strategies for effective oral communication. In addition, students participate in various kinds of speaking activities in order to develop fluency and accuracy.

Course Objectives

Students will ...

Reading

- Read a various types of text such as:
 - ❖ An article from a health magazine
 - ❖ An article from a science magazine
 - ❖ A blog post
 - ❖ News magazine articles
 - ❖ An article from an engineering magazine
 - ❖
 - ❖ An article from an international newspaper.

Writing

- Gather information and ideas to write the followings:
 - ❖ A cause and effect essay about the effects of science on the food we eat.
 - ❖ Summary of a text
 - ❖ An opinion essay about a specific discovery or type of exploration.
 - ❖ A persuasive essay about whether failure can lead to success.

Listening

- Listen to a various types of audio such as:
 - ❖ A video report
 - ❖ A radio report
 - ❖ A conversation
 - ❖ A video
 - ❖ A lecture
 - ❖ A report
 - ❖ A radio interview

Speaking

- Gather information and ideas to:
 - ❖ Participate in a debate on food science.
 - ❖ Have a discussion and make a group discussion.



you.

- ❖ Present your opinions about the consequences of progress.

Student Learning Outcomes

At the completion of Advanced I level (second half), students will be able to

<p>Reading</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify a writer’s bias. <input type="checkbox"/> Create and use an outline. <input type="checkbox"/> Identify facts and opinions. <input type="checkbox"/> Identify counter arguments and refutation. 	<p>Writing</p> <ul style="list-style-type: none"> <input type="checkbox"/> Write a cause and effect essay. <input type="checkbox"/> Write a summary. <input type="checkbox"/> Write an opinion essay. <input type="checkbox"/> Write a persuasive essay.
<p>Listening</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify bias in the presentation <input type="checkbox"/> Identify contrasting ideas. <input type="checkbox"/> Identify causes and effects. 	<p>Speaking</p> <ul style="list-style-type: none"> <input type="checkbox"/> Express interest during a conversation. <input type="checkbox"/> Change the topic. <input type="checkbox"/> Add to another speaker’s comments.
<p>Pronunciation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use common intonation patterns. <input type="checkbox"/> Use basic intonation patterns. <input type="checkbox"/> Link words with vowels. 	<p>Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use cause and effect collocation correctly. <input type="checkbox"/> Use prefixes and suffixes correctly. <input type="checkbox"/> Use collocations with prepositions correctly. <input type="checkbox"/> Use idioms correctly.
<p>Grammar</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use agents appropriately with the passive voice. <input type="checkbox"/> Use reported speech with the present tense and shifting tenses correctly. <input type="checkbox"/> Use adverb phrases of reason correctly. <input type="checkbox"/> Use adverb clauses of concession correctly. <input type="checkbox"/> Use comparative forms of adjectives and adverbs correctly. <input type="checkbox"/> Use simple, compound, and complex sentences correctly. <input type="checkbox"/> Use real conditional sentences correctly. 	

Advanced II

Advanced II (first half)



multifaceted descriptions and analyses. The class is taught using a student-centered communicative approach to English language learning. The total time of the course is 108 hours.

Course Goals: Students will be able to communicate with and understand Advanced II level written, spoken, and aural English. Students utilize academic language and skills to participate in discussions, create dialogues, complete written compositions, read articles, and listen to conversations and lectures regarding current events, cultural values, personal views, and other aspects of contemporary life. In this course, students read authentic texts from several well-known publications and listen to several advanced talks and discussions. In addition, students participate in various kinds of speaking activities in order to develop fluency and accuracy.

Course Objectives

Students will ...

Reading

- Read a various types of text such as:
 - ❖ Two articles with contrasting opinions on the value of learning a new language.
 - ❖ Two articles that support and criticize the “gig economy”.
 - ❖ The article from *Fast Company* and an excerpt from a textbook about the manipulation of images.
 - ❖ The article from *The New York Times* and article from *Maclean’s* news magazine about global cooperation initiatives.

Writing

- Gather information and ideas to write the followings:
 - - ❖ A persuasive email about a new foreign language program in your school, university, or community.
 - ❖ An article for your school or university career services newsletter arguing why a particular job is a good choice in the changing workplace.
 - ❖ Create a proposal for a print or online advertisement.
 - ❖ An essay about the importance of global cooperation.

Listening

- Listen to a various types of audio such as:
 - ❖ A radio interview with a neuroanatomist
 - ❖ An excerpt from the audiobook of Hellen Keller’s autobiography, *The Story of My Life*.
 - ❖ Watch video interviews with employees at Google and Bloomberg.
 - ❖ A talk on a book about wilderness living.
 - ❖ An excerpt from a National Geographic television documentary
 - ❖ A history lecture.
 - ❖ News story from American RadioWorks on the coffee trade.
 - ❖ A report about the UN Sustainable Development Goals for 2030.

Speaking

- Gather information and ideas to:



- ❖ Present the tipping point between work and fun.
- ❖ Give a group presentation on the uses of visual deception.
- ❖ Give a group presentation on a global problem.

Student Learning Outcomes

At the completion of Advanced II level (first half), students will be able to

<p>Reading</p> <ul style="list-style-type: none"> <input type="checkbox"/> Distinguish main ideas from details. <input type="checkbox"/> Identify contrasting ideas. 	<p>Writing</p> <ul style="list-style-type: none"> <input type="checkbox"/> Write an effective email. <input type="checkbox"/> Use evidence to support an argument. <input type="checkbox"/> Write with unity. <input type="checkbox"/> Organize supporting ideas in writing.
<p>Listening</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify examples. <input type="checkbox"/> Identify facts and figures. 	<p>Speaking</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use figurative language correctly. <input type="checkbox"/> Discuss preferences and alternatives. <input type="checkbox"/> Cite sources.
<p>Pronunciation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use emphatic word stress. <input type="checkbox"/> Use intonation with choices. <input type="checkbox"/> Use linking with final consonants. 	<p>Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use reporting verbs in a sentence correctly. <input type="checkbox"/> Use prefixes in sentences correctly. <input type="checkbox"/> Use negative prefixes correctly in sentences. <input type="checkbox"/> Use compound nouns correctly. <input type="checkbox"/> Use collocations in sentences correctly.
<p>Grammar</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use contrast and concession connectors correctly. <input type="checkbox"/> Use noun clauses in a sentence correctly. <input type="checkbox"/> Use quantifiers correctly. <input type="checkbox"/> Use parallel structure and ellipsis correctly. <input type="checkbox"/> Use the passive voice correctly. <input type="checkbox"/> Use comparative structures correctly. <input type="checkbox"/> Use reported speech in sentences correctly. 	

Advanced II (second half)

Course Description: The course is delivered through the integrated language skills, with a focus on making multifaceted descriptions and analyses. The class is taught using a student-centered communicative approach to English language learning. The total time of the course is 108 hours.



Course Goals: Students will be able to communicate with and understand Advanced II level written, spoken, and aural English. Students utilize academic language and skills to participate in discussions, create dialogues, complete written compositions, read articles, and listen to conversations and lectures regarding current events, cultural values, personal views, and other aspects of contemporary life. In this course, students read authentic texts from several well-known publications and listen to several advanced talks and discussions. In addition, students participate in various kinds of speaking activities in order to develop fluency and accuracy.

Course Objectives

Students will ...

Reading

- Read a various types of text such as:
 - ❖ An article from *The Economist* and an article from *The New York Times* about the design of public spaces.
 - ❖ An article from *New Scientist* and an article from *The Atlantic* news magazine on ways to recycle or avoid waste.
 - ❖ An article from *The Oxford Encyclopedia of the Modern World* and an article from *The Atlantic* news magazine about inventions and change.
 - ❖ An article from the website *Medical News Today* and an article from the website *Stack* about energy levels.

Writing

- Gather information and ideas to write the followings:
 - ❖ An analysis of a public place suggests how it may be improved.
 - ❖ A business plan that describes a new recycling company to potential investors.
 - ❖ A summary and response essay based on an informational text.
 - ❖ A cause and effect essay analyzing two or three factors that affect people's energy levels.

Listening

- Listen to a various types of audio such as:
 - ❖ Watch a video introduction to urban planning.
 - ❖ Listen to a radio interview on walkable cities.
 - ❖ Reports from North Carolina Public Radio about health innovations and National Public Radio about Silicon Valley.
 - ❖ A radio documentary from the non-profit organization Worlds of Difference on a group called the reindeer people.
 - ❖ A discussion on the Domain7 podcast about the way computer technology is changing our world.
 - ❖ Watch a video broadcast by a science editor.
 - ❖ Listen to a report from New Hampshire Public Radio about different sources of energy.

Speaking



- ❖ Role-play a podcast in features of rural or urban environments.
- ❖ Develop a marketing presentation designed to sell a new invention or idea.
- ❖ Interview a classmate and report on that person’s attitudes toward change.
- ❖ Participate in a class debate on the future of energy.

Student Learning Outcomes

At the completion of Advanced II level (second half), students will be able to

<p>Reading</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify the author’s intent. <input type="checkbox"/> Organize notes and annotations in a chart. <input type="checkbox"/> Identify counter arguments and refutations. 	<p>Writing</p> <ul style="list-style-type: none"> <input type="checkbox"/> Paraphrase. <input type="checkbox"/> Write a summary. <input type="checkbox"/> Write a persuasive essay. <input type="checkbox"/> Write a cause and effect essay.
<p>Listening</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify appositives that explain. <input type="checkbox"/> Identify organizational cues. <input type="checkbox"/> Distinguish between facts and opinions. <input type="checkbox"/> Identify attitudes. <input type="checkbox"/> Identify a cause and effect. 	<p>Speaking</p> <ul style="list-style-type: none"> <input type="checkbox"/> Clarify information. <input type="checkbox"/> Give advice. <input type="checkbox"/> Use formal and informal language appropriately. <input type="checkbox"/> Paraphrase. <input type="checkbox"/> Debate opinions.
<p>Pronunciation</p> <ul style="list-style-type: none"> <input type="checkbox"/> Shift word stress with suffixes. <input type="checkbox"/> Pronounce affirmative and negative conditional modals correctly. <input type="checkbox"/> Use consonant variations. <input type="checkbox"/> Say a sentence with a natural rhythm. 	<p>Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use noun suffixes in sentences correctly. <input type="checkbox"/> Use adjective/ verb + preposition collocations correctly. <input type="checkbox"/> Use word forms and suffixes correctly. <input type="checkbox"/> Use words with multiple meanings correctly. <input type="checkbox"/> Use idioms and informal expressions in sentences correctly. <input type="checkbox"/> Use phrasal verbs in sentences correctly.
<p>Grammar</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use the passive voice to focus information. <input type="checkbox"/> Use modals of possibility correctly. <input type="checkbox"/> Correct subject-verb agreement errors. <input type="checkbox"/> Use adverb clauses in sentences correctly. <input type="checkbox"/> Use conditionals in sentences correctly. <input type="checkbox"/> Use noun clauses <input type="checkbox"/> Use gerunds and infinitives in sentences correctly. 	



Assessment and Course Policies

Assessment

Students will take two major exams: a midterm and a final exam. Students will also be assessed through classwork, quizzes, and assignments.

Report Card

Students will receive a written or oral progress report in the middle of the semester and a printed report card at the end of the semester. Report cards contain academic grades and instructor comments.

Grade Appeals

If a student feels that a grade they have been given in a particular course is unfair, they are first advised to speak directly with the instructor of the class in question. If a discussion with the faculty member does not resolve the issue, the student should write a written appeal stating the course, grade, and the grade they feel they have earned; this document should be given to the Director of ESL, who will arrange a meeting with the faculty member, the student's agent, and the student to resolve the issue.

Course Policies

1. Late work: Students will be expected to complete all missed class and homework assignments should they be absent from class. They will be penalized for any missed assignments.
2. Professionalism: Students will be expected to act in a courteous and professional manner at all times and should be respectful of their classmates' views and opinions at all times. Cell phones should be kept on vibrate and students should leave the classroom in a quiet manner, so as not to disturb others, should they need to make or receive a phone call.
3. Academic Integrity: Written or other work which students submit must be the product of their own efforts and must be consistent with appropriate standards of professional ethics. Academic dishonesty, which includes cheating, plagiarism, and other forms of dishonest or unethical behavior, is prohibited.

Appendix A – Sample student Needs Assessment Questionnaire

Why do you want to learn English? OR What skill would you like to improve?



READING

WRITING

LISTENING

SPEAKING

What topics would you like to study?



<p>JOBS/OCCUPATION</p>	<p>HEALTH</p>
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When, where, and with whom do you usually speak English?

How often and for how long at one time do you speak English?

Weekly Lesson Plan Template

Instructor: _____ Date: _____ Class: _____	
Do Now / Warm Up:	_____ _____ _____
Lesson Objectives:	_____ _____ _____



Materials Used:	
Procedures/Activities:	
Formative Assessment:	
Summative Assessment:	
Evaluation/Feedback:	

Part VII. Student Services

DreamIT ESL, Inc. has in place student support services which provide appropriate information and advice to students. Students will receive academic and professional development advising and counseling as required.

While studying at DreamIT ESL, Inc., students are provided with:

- Academic, and personal, and advising and additional assistance as necessary;



- Information regarding extracurricular and social, cultural events as appropriate;
- Support in their adjustment to the program or institution and to the surrounding culture and community;
- Information and advice on health insurance plan if required;

Counseling

Academic, and personal counseling is provided to students all day long. School faculty, and staff are caring, thoughtful, and dedicated. We work closely with our students to meet all of their personal, academic, and professional needs.

- Our small classes and nurturing school community offer students a supportive and stimulating environment in which to further their general education while expanding their skills in English.
- The faculty members work closely with each student to develop a course of study based on the student's abilities and academic goals.
- Students receive help in accessing local resources.

Procedures of Consultative Advising & Referral Policy

1. When students are in need of personal, and academic advising, they should contact school agents. Or, students may contact faculty for advising.
2. During the meeting, if students' needs are beyond the capability of school agents or faculty, the school agents or the faculty recommend students to contact the ESL director and the academic director.
3. In the event that the ESL director or the academic coordinator feels that students' needs exceed their capability, then the ESL director or the academic coordinator refers students to qualified professionals in that field.
4. In the event that students are referred to the qualified professionals, DreamIT ESL, Inc. agents closely monitor and regularly meet with the students to make sure the students' needs are met. All meeting logs are completed with narratives by agents in charge and placed in the binder.

Health Insurance

Medical treatment in NYC is expensive, so it is highly recommended that all students purchase health insurance for their stay in NYC. Students may speak to their agents at any time regarding further information about student health insurance. However, purchasing health insurance is not mandatory.

Culture Recreation/Social Events

While studying at DreamIT, ESL, Inc., all students have access to many fun, educational, social, and recreational activities. Throughout the course of study, students are offered extra-curricular cultural outings/field trips in New York City, ranging from museum visits to outdoor activities, cultural parades, and



parties before or after class to foster school spirit and introduce students to American culture and holidays.

Field Trip Safety Procedures

1. Prior to field trips, the faculty takes attendance at school.
2. The faculty makes sure all students sign a field trip waiver form and return it to the academic coordinator for approval.
3. All students bring their cell phones with them.
4. The faculty makes sure the students have a school contact number, along with the faculty's.
5. The faculty clearly explains to students the route, address, and direction of the field trip before leaving the school.
6. The faculty makes sure if there are any students who have food allergies or any health-related issues. If any, the faculty must report them to school and closely monitor these students during the field trip.
7. Students must not separate from the faculty or the group. In the event, they separate from the group, the students call the faculty and the school immediately.
8. In an emergency situation, students must call 911 or the police office.
9. At the end of the field trip, the faculty must take attendance again to make sure all students safely return to the school or home.
10. At the end of the field trip, the faculty must inform the school that the field trip ends safely.

Living Accommodation Assistance

DreamIT ESL, Inc. does NOT accommodate or arrange living houses or apartments as well as dormitories to any students by itself or at the campus.

Security and Safety

DreamIT ESL, Inc. is concerned about the safety and welfare of all campus members and guests and is committed to providing a safe and secure environment. DreamIT ESL, Inc. has developed a series of Policies and Procedures that are designed to ensure that every possible precautionary measure is taken to protect persons on campus. In order to reasonably prevent such incidents, a competent and trained school administration office is present. Nevertheless, faculty, staff and students are responsible for following a number of measures to ensure that they and their possessions are adequately protected.



working relationship with all appropriate law enforcement agencies and elements of the criminal justice system. Numerous efforts are made to advise members of the campus community in a timely basis about campus crimes and crime-related problems. The institution encourages its faculty, staff and students to report any crimes and suspicious activities immediately.

The institution's building is accessible to members of the campus community and to guests and visitors during normal business hours, Monday-Friday, and for limited designated hours on weekends during periods of time when the school is in normal operation.

Public Safety policies and procedures, especially regarding locking individual rooms, building entrances and related precautions are discussed with participants in crime prevention seminars, in routine floor meetings conducted by the building management and in printed materials which are posted and distributed by the school

The institution's students have a right to live in an environment free from sexual harassment and/or assault. If a student experiences any circumstance that can be interpreted as a sexual offense, that student should report to the school agents. The student also has the option to notify the proper law- enforcement authorities and the option to be assisted by campus authorities in notifying such authorities.

Procedures for on-campus disciplinary action in case of an alleged sexual offense shall include a clear statement of the following: 1) the accuser and the accused are entitled to the same opportunities to have others present during a campus disciplinary proceeding. 2) Both the accuser and the accused shall be informed of the outcome of any campus disciplinary proceeding alleging a sexual offense; 3) Possible sanctions for sexual assault include, but are not limited to the following; a) fines, b) disciplinary probation, c) expulsion.

The possession, use, or sale of firearms, ammunition, fireworks, major or minor explosives or any legal weapon is forbidden and subject to school discipline as well as to criminal sanctions.

DreamIT ESL, Inc. complies with federal, state and local laws including those, which regulate the possession, use and sale of alcoholic beverages and controlled substances. The following represents the drug and alcohol policies of DreamIT ESL, Inc.

On the school's premises or at school-sponsored activities, the following are prohibited: Distribution, possession or use of any illegal drugs or controlled substance; Providing alcoholic beverages to individuals under 21 years of age, possession of alcoholic beverages by individuals under 21 years of ages; illegal possession of an open container of an alcoholic beverage, public intoxication, driving while intoxicated and drinking alcoholic beverages in an unlicensed public place.



**ESL Program
ENROLLMENT AGREEMENT**

Dream IT ESL School

34 W 32nd St, 10Fl, New York, NY 10001

Tel: 212.268.0685 / Fax: 212.643.1596

Name: _____
Last, First Middle



_____ Street (Apt) _____ City _____ State _____ Zip

Alternate Address: _____ Street _____ City _____ State _____ Zip

Contact Information: (_____) _____ | (_____) _____ D.O.B.: _____
Home Telephone Mobile Telephone (mm/dd/yyyy)

Last 4 Digits of SS#: XXX-XX _____ Email: _____

The above listed school and student enter into agreement under which the student will pay tuition and fees as indicated below as well as adhere to the school's rules and regulations as set forth in the school catalog. The school will instruct in the curriculum listed below in accordance with Education Law and Commissioner's Regulations.

CHECK PROGRAM CHOSEN BELOW:				
Programs - Full time	Hours	<i>216 hours</i>	Level	<input type="checkbox"/> ESL – Basic 1
	Tuition	<i>\$1,690.00</i>		<input type="checkbox"/> ESL - Basic 2
	Books & Materials	<i>\$160.00</i>		<input type="checkbox"/> ESL - Intermediate 1
	Non-Refundable Registration Fee	<i>\$100.00</i>		<input type="checkbox"/> ESL - Intermediate 2
	Total	<i>\$1,950.00</i>		<input type="checkbox"/> ESL - Advanced 1
	Refund Policy	<i>12 weeks per quarter</i>		<input type="checkbox"/> ESL – Advanced 2
Programs - Part time	Hours	<i>108 hours</i>	Level	<input type="checkbox"/> ESL – Basic 1 Part time
	Tuition	<i>\$850.00</i>		<input type="checkbox"/> ESL - Basic 2 Part time
	Books & Materials	<i>\$160.00</i>		<input type="checkbox"/> ESL - Intermediate 1 Part time
	Non-Refundable Registration Fee	<i>\$100.00</i>		<input type="checkbox"/> ESL - Intermediate 2 Part time
	Total	<i>\$1,110.00</i>		<input type="checkbox"/> ESL - Advanced 1 Part time
	Refund Policy	<i>12 weeks per quarter</i>		<input type="checkbox"/> ESL – Advanced 2 Part time

Start Date: _____

Expected End Date: _____



<i>CHECK CLASS SCHEDULE AND COURSE CHOSEN BELOW: Full time schedule</i>		
<input type="checkbox"/> Monday To Wednesday	<i>Mon-Wed 08:30AM – 11:30AM(3HOURS) Mon-Wed 12:00PM - 03:00PM(3HOURS)</i>	<i>18 hours/week × 12weeks Hours: 216 Hours/ Quarter</i>
<input type="checkbox"/> Monday To Thursday & Friday	<i>Mon-Thur 08:00AM – 11:30AM(3.5HOURS) Fri 08:00AM – 12:00PM(4HOURS)</i>	<i>18 hours/week × 12weeks Hours: 216 Hours/ Quarter</i>
<input type="checkbox"/> Monday To Thursday & Friday	<i>Mon-Thur 03:00PM – 06:30PM(3.5HOURS) Fri 02:30PM – 06:30PM(4HOURS)</i>	<i>18 hours/week × 12weeks Hours: 216 Hours/ Quarter</i>
<input type="checkbox"/> Monday To Friday & Sunday	<i>Mon-Fri 04:00PM – 07:00PM (3HOURS) Sun 01:00PM – 04:00PM (3HOURS)</i>	<i>3 Hours Daily, 18 hours/week × 12weeks Hours: 216 Hours/ Quarter</i>
<input type="checkbox"/> Monday To Friday & Saturday	<i>07:00PM – 10:00PM (3HOURS)</i>	<i>3 Hours Daily, 18 hours/week × 12weeks Hours: 216 Hours/ Quarter</i>
<input type="checkbox"/> Saturday & Sunday	<i>08:00AM – 11:00AM (3HOURS) 11:30AM – 02:30PM (3HOURS) 03:00PM – 06:00PM (3HOURS)</i>	<i>9 Hours Daily, 18hours/week × 12weeks Hours: 216 Hours/ Quarter</i>

<i>CHECK CLASS SCHEDULE AND COURSE CHOSEN BELOW: Part time schedule</i>		
<input type="checkbox"/> Monday To Thursday	<i>Mon- Thur 07:00AM – 09:00AM(2HOURS)</i>	<i>8 hours/week × 12weeks +12hours for quizzes and exams * Quizzes and exams are administered on Fridays * Hours: 108 Hours/ Quarter</i>
<input type="checkbox"/> Monday To Thursday	<i>Mon- Thur 04:00PM – 06:00PM(2HOURS)</i>	<i>8 hours/week × 12weeks +12hours for quizzes and exams * Quizzes and exams are administered on Fridays * Hours: 108 Hours/ Quarter</i>
<input type="checkbox"/> Monday To Thursday	<i>Mon- Thur 07:00PM – 09:00PM(2HOURS)</i>	<i>8 hours/week × 12weeks +12hours for quizzes and exams * Quizzes and exams are administered on Fridays * Hours: 108 Hours/ Quarter</i>

HOURS OF SCHOOL OPERATION: Mon - Fri 7:00 AM to 9:00 PM | Sat & Sun 8:00 AM to 6:00PM



Method of Tuition Payment:

- Full payment before start date Monthly payment

Due date	<input type="checkbox"/> ESL Full-time	<input type="checkbox"/> ESL Part-time
Before start date	\$460.00	\$360.00
1st month	\$530.00	\$330.00
2nd month	\$630.00	\$220.00
3rd month	\$330.00	\$200.00
Total	\$1,950.00	\$1,110.00

A 1% interest of the separate payment will be procured for each payment if any balance that is past due for more than 7 days.

TUITION REFUND POLICY

- A. A student who cancels within 7 days of signing the enrollment agreement but before instruction begins receives all monies returned with the exception of the non-refundable registration fee.
- B. Thereafter, a student will be liable for:
1. The non-refundable registration fee plus
 2. The cost of any textbook or supplies accepted plus
 3. Tuition liability as of the student’s last date of physical attendance.

Tuition liability is divided by the number of quarters in the program. Total tuition liability is limited to the quarter during which the student withdrew or was terminated and any previous quarters completed.

(a) First Quarter

If termination occurs:	School may keep:	Student Refund
Prior to or during the first week	0%	100%
During the second week	25%	75%
During the third week	50%	50%
During the fourth week	75%	25%
After the fourth week	100%	0%

Failure to notify the director in writing of withdrawal may result in a delay of a refund due pursuant to section 5002 of the Education Law.

By my signature, I agree to the conditions of this agreement. All enrollment agreements must be fully completed, dated and signed by both an authorized agent of the school and the student prior to the time instruction begins.

Student Signature _____ Date _____

The agent who enrolled me was: _____ Cert. #: _____

Student Signature _____ Date _____

I have received a copy of the Student Disclosure Material.

Student Signature _____ Date _____

Authorized Agent Signature _____ Date _____