



Uniting the World Through LanguageSM

STUDENT HANDBOOK



Accredited by the Commission on English Language Program
Accreditation (CEA)



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Introduction

Welcome to Zoni Language Centers!
Thank you for joining our institution.

As global barriers diminish, effective use of the English Language is essential for an individual's personal and professional success. In this new global context, Zoni Language Centers was developed with the idea of "Uniting the World through Language." At Zoni, we are dedicated to creating a student-centered English language learning experience for a diverse population.

The students, faculty and staff of Zoni Language Centers constitute an academic community. Zoni recognizes its obligation to afford students the opportunity to develop their educational potential while retaining free exercise of rights and freedoms as individuals. Such opportunity should be limited only by the necessity of ensuring equality of opportunity to all students, and by the corollary requirement of orderly operation of the educational processes. Each member of the Zoni Language Centers community assumes an obligation regarding self-conduct to act in a manner consistent with a respect for the rights of others and with the school's function as an educational institution. As guides for individual and group actions within this community, Zoni affirms the following general principles of conduct. These principles serve as the basis for regulations concerning student conduct.

This Student Handbook is designed to answer many of your questions about the procedures, policies and regulations of Zoni. Feel free to consult with our staff about anything you do not understand.

Zoni's target student population encompasses non-immigrant, international students, primarily young adults, for whom English is their second language. Many of these students are motivated and driven by a desire and necessity to develop and hone their language skills in order to excel within and outside of their countries. Also, most young adults are determined to pursue a college degree in the United States. It is the goal of millions of non English speaking people around the world to practice, improve, and perfect their English

skills and to experience American culture. All of our students, regardless of age or ethnicity, share one common goal: to learn and improve their English communication skills.

Furthermore, majority of the students are professionals in their home countries so they fully understand that English is an essential language in order to be globally competitive as they pursue their careers in business, science, technology, sports, information technology, aviation, and other fields.

Zoni's Mission

As an American organization, we are committed to providing an innovative and inclusive English language learning and teaching experience. We incorporate cutting-edge technology to promote global communication.

Zoni 20/25 ViZion Statement

Our 20/25 vision is to continue as the successful leader in language education, expecting that every Zoni employee adheres to the mission and values stated in our mandated policies and procedures. By 20/25, Zoni will be the cornerstone of success for our students in their communities with the support of technology.

Objective

This handbook has been prepared to inform you of Zoni Language Centers' procedures, policies and regulations as well as the benefits provided to you as a valued student.

Some Important Items to Remember

The policies in this Student Handbook are to be considered as guidelines.

Zoni Language Centers, at its own discretion may change, delete, suspend, or discontinue any part or parts of the policies in this Student Handbook at any time without prior notice as business, student

legislation, economic conditions, and other regulations dictated by government entities. Zoni Language Centers is in compliance with all government regulations.

- Any such action will apply to existing and future students.
- No statement or promise by any staff member, past or present, may be interpreted as a change in policy, nor will it constitute an agreement with the student.

School Administration

Admissions (Student Service Representative)

The Admissions Office Staff provide all relevant information about Zoni's policies and programs. They recruit, register and enroll new students, explain and collect tuition payments and answer questions about the faculty and administration.

Bursar's Office (BO)

The Bursar's Office's primary concerns are to monitor attendance and ensure student payments are in order; in addition, the Bursar's Office Staff addresses any student concerns regarding payments, transfers and terminating studies at Zoni.

International Student Office (ISO) (Designated School Officials)

Designated School Officials handle immigration and visa matters for international students (F1 visa students) at Zoni Language Centers. Their main responsibility is to authorize issuing I-20s and to advise F1 students on their legal status in the U.S., Academic Break authorizations, extension of stay and transfer procedures.

Academic Advising Office

The Academic Advising Office administers the placement exam, advises students on courses of study, monitors student progress and addresses any other student academic concerns.

Admissions

The admissions process begins with a personal interview with an admissions staff member. The objective of the personal interview is to help admissions staff identify potential students' concern or questions about their enrollment at Zoni Language Centers. Moreover, the interview process is instrumental in determining the students' eligibility to enroll in any of the school's programs and find out if the student will benefit from the program.

When staff member is unsure of a student's eligibility, they must refer the student to the Academic Lead for further evaluation and more accurate assessment of the student's academic needs. If eligibility concerns involve compliance with F-1 student admissions requirements, then, the student should be also referred to the Designated School Official (DSO) for further discussion of requirements or any other special concerns.

Students seeking admission at Zoni on an F1 nonimmigrant student status are required to fill out an application, internally known as a "Zoni Student Application," where personal information such as educational background, sponsor information and business experience are listed.

Proof of a student's financial capacity is also required. Students must prove that they have sufficient funds available to cover their tuition, books and living expenses while studying at Zoni Language Centers.

Requirements for All Students

- Registration fee
- Placement test
- Tuition payment (For more information, ask a Student Service Representative.)

Requirements for Students Applying for F-1 Visa

- Completed Zoni Student Application
- Passport (copy) (valid for at least 6 months)
- Personal bank statement
- If the student has a sponsor, s/he needs to provide the following:
 - Bank statement and/or bank letter
 - Sponsor's personal letter or statement of ensuring financial support to student (the Sponsor's Personal Affirmation of Financial Responsibility)
 - If the sponsor is self-employed, s/he must provide a letter on his/her own company's letterhead
- Placement test
- Registration fee
- Tuition payment
- Mailing fee (if applicable)
- SEVIS fee payable to the Department of Homeland Security (DHS) us year income tax return

Requirements for F1 Students to Transfer to Zoni Language Centers

- Completed Zoni Student Application
- Passport (copy) (valid for at least 6 months)
- F1 visa (copy)
- I-94 (copy)
- I-20 form (from all previous institutions)
- Transfer form signed by authorized person of previous institution attended
- Personal bank statement
- If the student has a sponsor, s/he needs to provide the following:
 - Bank statement and/or bank letter
 - Sponsor's personal letter or statement of ensuring financial support to student (the Sponsor's Personal Affirmation of Financial Responsibility)
 - If the sponsor is self-employed, s/he must provide a letter on his/her own company on letterhead.
- Placement test
- Registration fee
- Tuition payment

Requirements for Students to Change Status from B1 - B2 (Visitor/Tourist) or Other Status to F1 Status (Student)

- Completed Zoni Student Application
- Passport (copy) (valid for at least 6 months)
- Visa (copy)
- I-94 (copy)
- Personal bank statement
- If the student has a sponsor, s/he needs to provide the following:
 - Bank statement and/or bank letter
 - Sponsor's personal letter or statement of ensuring financial support to student (the Sponsor's Personal Affirmation of Financial Responsibility)
 - Sponsor's proof of income (e.g. pay stubs, employment confirmation letter, previous year income tax return)
 - If the sponsor is self-employed, s/he must provide a letter on his/her own company on letterhead.
- Money order payable to the Department of Homeland Security (DHS)
- Completed I-539 form
- Personal letter explaining the reasons for changing status
- Placement test
- Registration fee
- Tuition payment
- SEVIS fee payable to the Department of Homeland Security (DHS)

Note: It is the student's responsibility to send all documents to DHS.

Requirements for F-1 Students Applying for Reinstatement

- Completed Zoni Student Application
- Interview with our Designated School Official (DSO)
- Passport (copy)
- I-94 (original)
- F-1 visa (copy)
- I-20 form (from all previous institutions)
- Student's letter to DHS explaining in detail why s/he couldn't attend classes along with all supporting evidence.
- Personal bank statement
- If the student has a sponsor, s/he needs to provide the following:
 - Bank statement and/or bank letter
 - Sponsor's personal letter or statement of ensuring financial support to student (the Sponsor's Personal Affirmation of Financial Responsibility)

- Sponsor's proof of income (e.g. pay stubs, employment confirmation letter, previous year income tax return)
- If the sponsor is self-employed, s/he must provide a letter on his/her own company on letterhead.
- Money order payable to the Department of Homeland Security (DHS)
- Completed I-539 form
- Placement test
- Registration fee
- Tuition payment

Requirements for the TOEFL iBT, Cambridge ESOL Preparation Course, IELTS and ESL for Business.

- Registration fee (to be paid in full before taking the placement test)
- Placement test
- Tuition payment

Requirements for Intercampus Transfers

- Fill out an Intercampus Transfer form
- Pay transfer fee
- See an academic lead for appropriate academic advising and placement
- Placement test (if necessary)
- Tuition payment

Students who want to change their program/course must pay corresponding registration and tuition fees applicable to new program/course.

Important Reminder: Tuition and school fees must be paid in full before starting classes.

Scheduling Policy: Schedules are subject to change without prior notice.

Program/Class Schedules

Standard Intensive English Program (SIEP)/Standard Intensive and Semi-Intensive English Program (SSIEP)

| | |
|---|---|
| <p>Standard Intensive English Program 18 hours per week</p> | <p>Students attend 3.5 hours of core course classes per day, Monday through Thursday, in addition to 4 hours of Communication Strategies/ Pronunciation Techniques per week</p> |
|---|---|

Class schedules:

| | |
|--------------------------|--|
| <p>Monday - Thursday</p> | <p>8:30 PM – 12:00 PM 1:00 PM – 4:30 PM 5:30 PM – 10:00 PM</p> |
|--------------------------|--|

Communication Strategies/Pronunciation Techniques Schedule

F1 students enrolled in the Standard Intensive English Program are required to take four hours of Communication Strategies/Pronunciation Techniques class every week.

| |
|-----------------------------|
| <p>Monday thru Thursday</p> |
| <p>12:00 PM – 1:00 PM</p> |

Note: All F1 students are required to study full-time to maintain their nonimmigrant international student status. Please note that our Standard Intensive English Program offers 18 hours of classroom instruction per week.



Classroom Policies

Student Responsibilities

Students are required to adhere to the following:

- Use only English in the classroom.
- Regularly attend the class in which they have enrolled.
- Maintain satisfactory academic progress
- Adhere to school attendance requirements.
- Actively participate in class.
- Purchase the textbook(s) required.
- Bring a notebook and pencil or pen.
- Do the homework assigned by the teacher.
- Take all quizzes, and exams.
- Use English-only dictionaries. Do not use translators or second-language dictionaries.
- Care for their personal belongings. While there is a lost-and-found area in the Admissions Office, Zoni is not responsible for the loss, theft or damage to personal property.

Classroom Responsibilities

Inside the classroom, students must observe the following guidelines:

- Chewing gum, eating or drinking is not permitted inside the classrooms.
- The use of electronic and mobile devices is strictly prohibited inside the classroom must be turned off while class is in session.
- Smoking and alcoholic beverages are strictly prohibited inside school premises.
- Disruptive behavior will not be tolerated.
- Trash must be thrown in the trashcans.
- Classes already in session can not be interrupted by students' friends or relatives. No exceptions.
- Respect the rights, opinions, and property of others.
- School facilities, equipment and materials are available only for authorized purposes.
- Audio or video recording of a class are prohibited unless authorized by the school's administration.

Students are encouraged to participate in extracurricular activities on and off campus. On-campus and intercampus activities are planned by the school's management in providing students with various opportunities to practice and reinforce their English language skills and talents.

Faculty also organizes field trips to various places of interest. These off-campus outings also provide students with opportunities to practice their speaking skills and observe American culture.

F1 Student Orientation

All F-1 students are required to attend both group and individual orientation sessions.

Student orientation covers information about student services: admission procedures, general school policies, health, safety, school activities, adjustment to life in Miami, Florida, advising, counseling (voluntary basis); Academics: program, curriculum, classroom policies, student responsibilities, class requirements, academic advising procedures; F-1 regulations: attendance policy, transferring-out procedures, extension of I-20, F-1 regulations and

policies in compliance with the Department of Homeland Security.

Upon arrival to school, admissions staff will advise students on scheduled orientation sessions or individual orientation.

Staff members from various offices, namely, the Admissions Office, Academic Advising Office and International Student Office, are available to guide and help students adjust to campus life and resolve cross-cultural issues beyond initial orientation.

Bilingual Student Service Representatives

(SSRs) are also available to translate for students needing further explanation.

F-1 students are advised to contact the emergency telephone numbers of persons and offices in case of emergency. A copy of telephone listings for emergency purposes is given out during the orientation session.

Eligibility to Transfer from Zoni Language Centers

Students applying for a transfer must fulfill the following requirements:

- Maintain at least a 70% attendance record for each class on a weekly basis.
- Students must notify of their intention to transfer to a new school and indicate the school to which they are transferring to at least 2 weeks in advance of finishing classes.
- The DSO provides students with the guidance needed to successfully complete a transfer procedure to another school. In addition, the DSO works with students and the accepting school's DSO to coordinate the release of their SEVIS record taking in consideration academic needs and the program start date at the new school. Transfers to colleges and universities require individual consideration due to the various admission deadlines at institutions of higher education.
- Students must provide an acceptance letter from the new school they will be transferring to.
- Before leaving the school, students must make sure to obtain an account clearance and resolve any pending financial obligations.
- Students who complete their programs can transfer to another school or return to their countries within 60 days from the last day of attendance.

Reinstatement Procedures for F1 Students in Violation of F1 Status

Students admitted to the United States under F-1 status are responsible for complying with the prevailing regulations for F-1 student status. Intentional or unintentional infringement of governing regulations will

cause students to be in violation of status. If students violate their F-1 student status, they need to submit an application to the Department of Homeland Security (DHS) for reinstatement provided they can prove that the violation resulted from circumstances beyond their control. DHS reviews the petition and determine if reinstatement to F-1 student status will be possible. The student must wait for the response from DHS while attending classes at Zoni.

Students are eligible for reinstatement if they can prove:

- That violation of status originated from circumstances beyond their control.
- That an unfavorable decision on the reinstatement application will lead to extreme hardship.
- That they are currently pursuing a full-time course of study at Zoni Language Centers.
- That they have not participated in unauthorized employment.
- That they are not under deportation proceedings.
- That the duration of the violation of status does not exceed 5 months since the violation occurred. If students exceed this time frame for applying for a reinstatement, they cannot be accepted into Zoni's F-1 student program.

Common causes leading to violations of F-1 Status

- Failure to complete the F-1 transfer process within 15 days of initial attendance at Zoni Language Centers.
- Failure to apply for a program extension at least 30 days and no less than two weeks before their current I-20 from expires.
- Failure to report to the school stipulated on the F-1 visa and I-20 form used to enter the United States.
- Failure to pursue a full-time course of study for the duration of his/her studies.
- Employment without authorization.

- Engaging in unauthorized employment will disqualify a student from reinstatement.
- Failure to show progress in his/her studies.
- Excessive, unexcused absences will lead to disciplinary action or termination as the case may be. Consequently, the student is considered to be in violation of his/her status.

- Students who do not complete their programs can return to their countries within 15 days from the last day of attendance but must apply for an authorized early withdrawal.
- F-1 students are eligible to transfer if they have maintained status at their current/former school.
- Students who failed maintain status while enrolled at their previous school are ineligible to transfer and must apply for reinstatement to regain lawful F-1 status. Alternatively, students may opt to attempt a re-entry to be admitted to the United States once more under F-1 status.

Non-F1 / F1 Student Policies and Regulations

Non-F1 or F1 Student Transfers from One Zoni Campus to Another

- Students who want to transfer from one Zoni campus to another need to notify the admission's office of their intentions of transferring at least 2 weeks in advance.
- Tuition prices may vary; therefore, students who transfer from one campus to another campus must adhere to the tuition prices established at the Zoni campus to which they will be transferring to.
- F-1 students must meet the school transfer requirements established by DHS.
- Students must request and submit the Inter-Campus transfer form so that the school can process the transfer (Please refer to the Appendix, Inter-Campus Transfer form, 3.3). This form must be requested from the Campus Lead.

Guidelines for Class/Schedule Changes

- Students have a definite program of studies following the curriculum as a result of their placement tests. Also, students have assigned schedules corresponding to their courses /classes on their first start day of classes. However, they are allowed to change their class schedule only for legitimate reasons. The Academic Lead/ advisor must assess their academic performance through their transcripts before approval or denial of a student to change their class/schedule.

F1 students:

1. The changes could only be made upon the completion of the current course in a 6-week period for (weekdays) or 10 weeks for (weekends). She/he must complete the course with a passing grade of the course/courses currently enrolled.
2. The course must be available at his/her preferred schedule. If the course/es aren't available, changes are denied.
3. Students returning from vacation can only request it in the first week of the course.

Non-F1 students

1. A non-F1 student can request a change of class/schedule if the current course is offered in the schedule that they prefer.
2. They can only change once in a 6-week period and once in a 10-week period.

Important note:

- All students must follow their program of studies /curriculum.
- Students can request a change of schedule/classes only on Wednesdays or Thursdays and the change is implemented in the following week, if approved.
- F1 students' priority is to study ESL and must manifest academic progress, therefore they must comply with their

responsibilities as an F1 student.

Request for Letter of Certification or Certificate of Attendance

- Students may request Letters of Certification and/or Certificates of Attendance to document their enrollment at Zoni.
- Certificate and/or letter requests must be submitted to Zoni staff.
- Students must fill out the Request for Official Documents form with an admissions staff. Each request will be processed as follow: Certification letter 10 business days. Diplomas and official transcripts 15 business days from the date of receipt. Requests are subject to a student account clearance. (Please refer to the Appendix, Request for Official Documents Form 3.2).

Tuition Payment Regulations

- All tuition payments must be made on Mondays (for weekday classes) and Friday Saturday or Sunday (for weekend classes) before students start classes.
- All Students who choose to pay in installments must be aware that, if they are absent for more than 4 weeks their next payment will have to be the down payment once again.
- Students who attend class (for 30 minutes or more) without having paid for that class will be asked to leave the class immediately by a Zoni representative. If students choose to remain in the class after having been asked to leave by the Zoni representative, they will be charged for an entire week of classes.
- Acceptable forms of payments include: debit or credit cards; check or money order; traveler's check; wire transfers; and cash. If a student pays by check and the check bounces, s/he must replace the check with cash, a credit card or a money order. Additionally, the student will have to pay the fee associated with the bounced check.
- All Students who transfer from weekend programs to weekday programs or vice

versa must be aware that, in some cases, there will be a balance due. The school will prorate the balance due based on the weeks studied by using the total cost of the program. Upon requesting the transfer, students will be provided with the amount due in accordance with Zoni's prices.

- If students are required to repeat a course, they must pay the tuition again for that course.

Suspension of Classes (Non-F1)

- All Students are eligible to suspend their classes if their ability to attend classes is limited by medical conditions, changes in work schedule, and travel.
- Students who want to put on hold their tuition weeks paid, must fill out a suspension form. The form must be submitted before the period in which suspension starts. If all requirements are met, the school places a hold on students tuition weeks paid until the return date specified on the suspension form (Please refer to the Appendix, Suspension Form 3.0).
- Suspension for F1 students are subject to the Annual Vacation Policy and Reduced Course Load (RCL) (Leave of Absence Policy).

Other Important Student Regulations

- International students (F1 visa program students) are responsible for obtaining health insurance.
- Zoni reserves the right to close or cancel any class at any time.
- Zoni reserves the right to merge classes in an emergency situation.
- At the end of a course, students must take oral and written final exams.
- Students who repeat a course must take the required final exams and the student has to meet the requirements of the Satisfactory Academy Progress Policy (SAP)

Student Feedback

- Student feedback is a very valuable tool for Zoni in order to improve our

delivery of education and our student services. Zoni encourages all students to offer feedback on any element of their educational experience at Zoni.

- Zoni conducts formal in-class surveys of student feedback at the end of every course.
- Zoni may ask students to participate in other school surveys.

(Please refer to the Appendix, Student Feedback Form, 3.4)

Multimedia Services

- The school provides access to multimedia room/s equipped with computers and wired to provide free internet access and other computing resources.
- Zoni reserves the right to prioritize the use of the multimedia services according to demand and the number of computers available.
- All multimedia room computers are equipped with TOEFL iBT practice test software.
- The multimedia room is only operated during the hours assigned by Zoni Language Centers.
- Wireless internet connection is available in designated areas. Students may obtain the access password from any available staff member.
- Wireless service depends on providers and building structures.

F1-Student Program Policies

1. F-1 Program students are required to demonstrate their ability to financially support their stay and studies in the United States. Therefore, students are expected to meet school-related financial obligations such as tuition payments and book fees in a timely manner.
2. The Designated School Official (DSO) must be notified of any changes in current address and/or telephone number within 10 days of the change.
3. Students are expected to study full-time (at least 18 hours per week) to maintain their F-1 status. Please note that our Standard Intensive English Program (SIEP) offers 18 hours of classroom instruction per week. Students are required to maintain a minimum of 70% attendance in their program.
4. Excessive, unexcused absences will lead to disciplinary action or termination as the case may be. Consequently, the student is considered to be in violation of his/her status.
5. Students are expected to make satisfactory academic progress in their studies and to actively pursue the completion of their educational objectives.
6. The DSO must be notified 2 weeks in advance if student plans to transfer to a new school, transferring to another Zoni Language Center, or if returning to his/her home country. If the student is transferring out, the DSO will provide student with the guidance needed to successfully complete a transfer procedure to another school. In addition, the DSO will work with the student and the accepting school's DSO to coordinate the release of student's SEVIS record taking into consideration the academic needs and program start date at the accepting school. If the student is returning to his/her home country, the DSO will advise necessary steps to be taken before departure. If you are looking to transfer to another SEVP-certified school, you must notify your PDSO or DSO and forward your new school acceptance letter and transfer verification form (School transfer). Please be aware that transfer records to your new SEVP-certified school takes two (2) weeks.
7. FULL COURSE OF STUDY: If you are an F-1 student at Zoni Language Centers, you must be aware that English language learning training programs must meet at least 18 clock hours per week with at least 70% attendance average in all of your courses.
8. Students will not be given attendance credit during school closures for holidays and school breaks as well as weather or other unforeseen reasons.
9. Student termination: The school may terminate student for any of the following reasons:
 - I. Suspension due to non-payment of tuition or when student financial account is under debt collection
 - II. Failure to attend two (2) consecutive weeks without notifying the school
 - III. If F-1 student, violation of attendance policy
 - IV. Failed to enroll to the next course session
 - V. Unsatisfactory conduct in school or in class: This includes, but is not limited to, consumption of drugs or alcohol, harassment, verbal abuse, and any other activity deemed unlawful by current statutes.
10. A student may cancel or terminate his/her status. Refunds will be per policy. Student Termination Reasons Available in SEVIS to DSOs:
 - I. Physical absence from the U.S. for five Months

- II. Authorized drop below Full Course Time Exceeded
- III. Authorized Early Withdrawal
- IV. Change of Status Approved student left the United States
- V. Change of Status Denied
- VI. Change of Status Withdrawn
- VII. Death
- VIII. Denied Transfer
- IX. Expulsion
- X. Extension Denied
- XI. Failure to Enroll
- XII.No Show – Manual Termination
- XIII.Otherwise Failing to Maintain Status
- XIV.Suspension
- XV.Transfer Student No Show
- XVI.Transfer Withdrawn
- XVII.Unauthorized Drop Below Full Course
- XVIII.Unauthorized Employment
- XIX.Unauthorized Withdrawal
- XX. Violation of Change of Status Requirements

11. Health Insurance: Medical treatment in United States is expensive, so it is highly recommended that all international students purchase student health insurance for your stay in the U.S. International students are responsible for their own health insurance coverage, and the consequences/risks of failure to maintain adequate coverage.

12. Students, who will need to continue studies after the expiration of their Form I-20, must apply for an extension at least 30 days and no less than 2 weeks before their current I-20 form expires.

13. Students must maintain 70% of attendance during their course. Attendance is considered for every class and each course.

Class attendance is strictly monitored. A student is marked late when he/she arrives 30 minutes after the class begins or leaves permanently before the final 15 minutes of a class period. Students who arrive more than 60 minutes will be marked absent. Four (4) Ls [late] constitute one A [absence].

14. After successfully completing their program

of study, students have a 60-day grace period to prepare for departure from the United States. However, a student who fails to maintain lawful F-1 status is not eligible for any grace period.

15. Students who are authorizing by the DSO to withdraw from classes prior to the completion of their program of study will be allowed a 15-days grace period for departure from the United States. (Student must explain to the DSO the reason for the request).

16. If school is required to be closed by the government agencies for any emergency situation, here are the following to adhere:

I.School will provide an online instruction if the USCIS authorized you to take such classes.

II. Student has their option to stop and withdraw from school.

III. Student who is scheduled for future start can request a cancel enrollment.

IV. Student may decide to return to their home country immediately.

17. When arriving to the United States, F students must: Enter the United States no more than 30 days before your program of study begins. Immediately contact your designated school official (DSO) when you enter the United States. When you arrive at school, you need to contact your DSO again, no later than the program start date listed on your Form I-20.

18. When your change of status is granted to study in the United States, F students must: * Immediately contact your designated school official (DSO) when you receive your approval letter I-797 with your F1 status approved. *You need to go to school immediately and you need to contact your DSO again to start classes, no later than the following Monday of your approval date from your I-797.

19. REMEMBER* According to SEVP regulations, schools must keep a student's records for at least three years after the student is no longer pursuing a full course of study. These records are in addition to the information found in an F-1 student's Student and Exchange Visitor Information System record.

20. Zoni Language Center will follow all rules and regulations according to 8 CFR §214 Requirements for admission, extension, and maintenance of status of the federal law.

Policy on Health Insurance Coverage

Zoni Language Centers do not require or are needed to provide health insurance to its students. However, it highly recommends and encourages all students to obtain health insurance throughout the duration of their academic program independently. This is to prevent any financial challenges in unforeseen situations, such as serious accident or illness. Medical care could be costly in the U.S. Lack of insurance could prevent students from completing their studies in the U.S. There are several affordable insurance plans for international students. Below are a few useful options:

You can get health insurance coverage through the New York State of Health Marketplace and free or reduced medical care:

ISO Student Health Insurance: <http://www.isoa.org/>

International Student Insurance: <http://www.internationalstudentinsurance.com/>

Zoni does not recommend or endorse specific health insurance plans.

Annual Vacation and RCL Policy

F1 students are eligible to take vacation from classes. A student who completes 26 weeks will be eligible for seven (7 weeks) Annual Vacation. Vacation periods won't be accumulated for future use.

Requirements to apply for annual vacation:

- Complete at least 26 weeks of full-time study and maintain at least a 70% attendance record in all classes to be eligible for seven (7 weeks) Annual Vacation.
- Students eligible for vacation must obtain a written permission from the Designated School Official (DSO).
- Apply 2 weeks in advance for vacation. That means that the student must fill out and submit a vacation request form to the Designated School Official (DSO) 14 days in advance.
- Students are responsible to verify student's I-20 expiration date and according to regulation maintain accurate contact information.
- Any outstanding tuition should be paid prior to vacation request. Students must make a \$200 non-refundable tuition deposit to be applied to the next session payment upon the student's return. These \$200 are the required, with the intention to return to Zoni Language Centers and maintain his/her status during the vacation period.
- See an academic advisor for academic approval before the vacation request and after returning from vacation.
- Returning from authorized vacation, students are responsible to resume their program of study on the date indicated on the authorization letter.
- Students might be eligible to take four (4) weeks Intersection academic break after complete 12 weeks of Program of Study.

Reduced Course Load (RCL) Illness or Medical Condition

Students are expected to contact their DSO if they are unable to pursue full-time studies due to temporary medical illness. Request for "Medical Leave of Absence" must be submitted to the DSO before (a diagnosed illness) or after (an emergency or unpredictable illness), in writing with the accompanying recommendation letter from your medical doctor explaining the nature of the illness and the period of time recommended for bed rest. The DSO will review your request and will inform you whether or not your request can be approved or a need to scale to USCIS for specific review. Find the regulations addressing reduced course load for F-1 students at: Title 8 Code of Federal Regulations (CFR) 214.2(f)(6)(iii)-(iv). If student didn't report their emergency and was terminated due to failure to maintain full course of study or failure to enroll, the student may be eligible for activation through SEVIS system according to the regulation.

Documented Medical excuses for absences will be considered as follow:

- Cannot exceed 12 months aggregate per program level.
- May excuse a student from all classes.
- Student must provide medical documentation from a licensed:
 - Medical Doctor
 - Doctor of Osteopathy
 - Clinical Psychologist
- DSO must renew the RCL each term, based on new or continuing medical information.
- May be used nonstop or at different times during a program level.
- Start date should be the date DSO approved the RCL.

Refund Policy

1. All tuition payments must be paid in full before starting classes. However, at the student's request refundable fees can be applied to future courses/classes. After a student chooses his/her tuition payments, s/he cannot revert to the previous number of weeks paid.
2. If the institution cancels the student's program of study and/or denied admission subsequent to a student's enrollment, Zoni will refund all monies paid by the student, except for non-refundable charges.
3. Registration fee and Housing Fee are non-refundable and non-transferable.
4. Mail and/or courier fees are refundable only if admissions/enrollment related documents were not mailed by the school.
5. Prorated tuition refunds will be calculated on a weekly basis.
6. If the student attends classes even for one day of the week, the school will count that day as a whole week for the purpose of calculating tuition refunds.
7. All refunds will be made within 45 calendar days.
8. Refunds will be made only to the person, company or agency that paid the school. If the student paid for a program through an agency, s/he must apply directly to that agency for a refund.
9. All refunds will be made in the form of a check. However, if school related fees were paid by credit card, then the school will remit refund funds to the original credit card used for payment. If school related fees were paid by wire transfer, then the school will remit funds to the bank account from which payment originated and wire transfer refunds incur a \$40 charge.
10. If a student would like the school to remit refund funds to a person other than the student, he/she must provide a letter authorizing Zoni Language Centers to make check payable to the person assigned by the student. A valid proof of identification must be presented by assignee when claiming check. This is only applicable to tuition payments made by cash or check.
11. If a student never attends class (no-show) or cancels the enrollment prior to the class start date the student will receive a full refund of all monies paid, except for non-refundable charges.
12. If a student who enters the United States on an I-20 form obtained through the school, and subsequently cancels prior to the start of scheduled classes or never attends class (no-show), fails to enter, withdraws before starting class, or transfers to another institution before starting their program, the school will retain:
 - a. the equivalent of four weeks of payment at the non-discounted rate for a payment of less than 12 weeks, all actual housing costs incurred by the school, and all non-refundable school fees.
 - b. the equivalent of six weeks of payment at the non-discounted rate for a payment of 12 weeks or more, all actual housing costs incurred by the school, and all non-refundable school fees.
13. If student has started classes, the tuition payment will be reimbursed according to the following criteria:
 - a. Tuition payments for four weeks or less: Tuition payment is not refundable, not transferable and student is no eligible to make up any lost class time.
 - b. Tuition payments for more than four weeks:
 - i. If a student withdraws within the first four weeks after starting classes, the school will retain the amount equivalent to four weeks of payment at the non-discounted rate and will refund remaining balance to student.
 - ii. If a student withdraws after the first four weeks of attending classes he/she will not be eligible for any tuition refund. The school will retain all tuition charges.
14. No refunds will be made if the school terminates student's program due to any violation of Zoni's attendance policies, disciplinary rules, or federal, state or local laws.

Complaint Procedure

Student Complaint Process

1. Zoni has an open policy and procedure in addressing student concerns about classes and services.
2. A Zoni student may express verbally to a staff member his/her concern about academic or nonacademic issues.
3. The staff member must listen to the student and refer him/her to the academic lead or Campus Lead. He/She discusses any concerns a student has and immediately addresses them.
4. If the student is not satisfied, the student will be given a feedback form to be filled out. The written feedback form will be used as reference to further address the issue and to be kept on file for follow up.
5. The academic lead must take appropriate action on academic issues based on the student's written complaint and ensures that a prompt response is provided. The academic lead must document action(s) taken for that student for file and reference purposes.
6. The Campus Lead must take appropriate action on non-academic issues based on the student's written complaint and ensures that a prompt response provided. The Campus Lead documents the action(s) taken for that student for file and reference purposes.
7. Appropriate resolution of the complaint must be made within 24 hours and student/s will be notified immediately about the action/s taken.
(Please refer to the Appendix, Student Feedback form 3.4)

Hearing Procedures to Handle Possible Violations of Student Conduct

Hearing Procedures

Violations concerning student misconduct must be reported in writing. An individual reporting a violation must detail all relevant facts and provide all relevant evidence. The written report and evidence related to the violation will be reviewed by the Academic Lead/Director and Campus Lead.

The gravity of the violation will be determined after the review process is completed. The need for a hearing will also be determined during the review stage.

In cases involving F-1 students, the Designated School Official will also review the report and supporting evidence.

If there is a need for a hearing, the student will be notified to appear before the reviewers who will then discuss the report and evidence concerning his/her violation.

Specific Regulations Concerning Student Conduct

Zoni will take disciplinary action in the following cases concerning a student's actions or offenses occurring or affecting people within the physical boundaries of Zoni Language Centers:

- Disruption of learning
Students who obstruct or attempt to obstruct other students' right to study, learn or complete their academic requirements is subject to disciplinary measures.
- False information
Students who furnish or attempt to furnish false or misleading information, or attempt to alter documents, for official school transactions or records is subject to disciplinary measures.
- Academic dishonesty
Plagiarism, cheating and all other forms of academic dishonesty are prohibited and subject the offender to disciplinary measures. Plagiarism includes, but is not limited to, using ideas or material from another source for either written or oral tests, presentation without acknowledging the source or offering someone else's work as one's own.

- **Classroom Recording Policy**
Zoni reserves the right to record all its classes. Recording Zoni classes can include traditional audio and video recordings of classroom instruction, activities, and course material as well as new communications technologies that provide for streaming and digital transmissions or recording of such instructional content or communications between faculty members and students or students engaged in class activities. Recordings may serve many legitimate academic purposes. Such recordings serve paramount purpose of advancing and sharing knowledge for internal use. Unauthorized personal recording of classroom or other academic activities is prohibited without prior written consent of the Zoni Management. Unauthorized recording is not only unethical and illegal but also a violation of Zoni's policies as well as copyright laws.
Zoni Students consent to post a profile picture on the internal Learning Management System (LMS) to identify themselves with their teachers and administrators. Students, faculty, staff, and visitors to the Zoni Language Centers should not have an expectation of privacy (except as otherwise provided by law which include but not limited to security purposes).
- **Access to facilities**
Students may not block or attempt to block any student's entry to classes or access to any other Zoni facilities.
- **Solicitations and distributions**
Solicitation for any cause during class time or within any of the school's areas is not permitted. Students are not permitted to distribute non-school literature at any time while on Zoni Language Centers' premises. Employees are not permitted to sell games of chance, merchandise or otherwise solicit or distribute literature or books not required by Zoni teachers.
- **Threats/endangerment/assault/sexual assault**
Students may not take any action that

endangers the safety, health and life or impairs the freedom of any person. Students may not make any verbal threat of such action. This prohibition includes actions commonly understood to constitute assault, battery or sexual assault against other students or Zoni employees; any such conduct will be considered to be "without consent."

- **Hazing/harassment/stalking**
Students may not haze or harass any student or Zoni employee. Racial and sexual harassment are included under this policy.
- **What is sexual harassment?**

Sexual harassment may include unwelcome sexual advances, requests for sexual favors or other verbal or physical contact of a sexual nature when such conduct creates an offensive, hostile and intimidating study/work environment and prevents individuals from effectively performing their studies or duties.

It is important to note that sexual harassment crosses age and gender boundaries and cannot be stereotyped.

Zoni prohibits any student or employee from retaliating in any way against anyone who has raised any concern about sexual harassment or discrimination against another individual.

A student who experiences harassment from another student, or any Zoni employee, must notify the school of the incident(s). Zoni will investigate any complaint of sexual harassment and will take immediate and appropriate disciplinary action if sexual harassment has been found to have occurred on Zoni premises.

- **Consumption of drugs or alcohol in the school**
Students are not allowed to use, manufacture, produce, sell or distribute any kind of controlled substances (drugs).

Students are not allowed to possess, consume, sell or distribute any alcoholic beverages in the school facilities or during school activities outside Zoni Language Centers' campuses.

- Firearms
No one is allowed to possess or use firearms or any dangerous chemicals in the school facilities.
- Trespassing
Students are not allowed to enter areas where access is limited to Zoni faculty and staff only.
- Unauthorized copying of computer software and books
Zoni makes every effort to provide the best resources, course materials and technological services for the school. Any student who makes copies of any Zoni software or books, either by negligence or on purpose, may face immediate suspension and/or expulsion.
A student who sells or uses photocopies of textbooks may be expelled from school. Students must purchase the required textbooks; photocopying is a violation of U.S. and international copyright laws.

Zoni Language Centers does not condone the illegal duplication of software and books. The copyright law is clear. The copyright holder is given certain exclusive rights, including the right to make and distribute copies. Title 17 of the U.S. Code states that "it is illegal to make or distribute copies of copyrighted material without authorization" (Section 106). The only exemption is the user's right to make a backup copy for archival purposes (section 117).

The law protects the exclusive rights of the copyright holder and does not give the right to copy software unless the manufacturer does not provide a backup copy. Unauthorized duplication of software and books is a federal crime. Penalties include fines for up to \$250,000 and jail terms of up to five (5) years.

Even the users of unlawful copies suffer by their own illegal actions. They receive no documentation, no student support and no information about product updates.

In addition:

- The school licenses the use of computer software from a variety of outside

companies. Zoni does not own this software or its related documentation and, unless authorized by the software manufacturer, does not have the right to reproduce it.

- According to U.S. copyright law, illegal reproduction of software can bring civil damages and criminal penalties, including fines and imprisonment. Zoni students who make, acquire or use unauthorized copies of computer software will be disciplined as appropriate under the circumstances. Such discipline may include suspension and/or expulsion.

Official School Sanctions

Sanctions, which may be imposed for violation of school regulations mentioned on above include the following:

- Reprimands
A written reprimand, including the possibility of more severe disciplinary sanctions, will be issued to a student in the event of any violation of school regulations (The reprimand will be for a stated period of time.)
- Disciplinary probation
Under disciplinary probation, a student is subject to a period of critical examination and evaluation of behavior. In addition to any of the sanctions set out in page 39, probation may include additional restrictions and requirements and is set for a stated period.
- School Suspension
Suspension includes exclusion for a definite period of time from classes and other school privileges as set forth in the suspension notice for a definite period of time. Suspension may include exclusion from the campus and property belonging to the school for a determined period of time.
- Expulsion
Expulsion is termination of student status.
- Loss of on-campus employment
Students employed on-campus at Zoni who violate any of the above regulations or codes of conduct will automatically lose their on-campus employment.

Satisfactory Academic Progress Policy

These guidelines must be applied consistently to all students: F1 and non-F1 attending the Standard Intensive English Program (SIEP), the Standard Intensive Semi-Intensive English Program (SSIEP) and all other Specific Skills Practice (SSP) and elective courses.

Grading System

Standard Intensive English Program and Standard Semi-Intensive English Program (SIEP/SSIEP)

The Final Exam grade will consist of oral (50%)

Test Preparation Courses

The test preparation courses such as TOEFLiBT, IELTS, PTE (Pearson Test of English) and Cambridge will consist of listening 25%, speaking 25%, reading 25% and writing 25%.

Guidelines for Student Progress

A. Passing a Course/Level

Students must achieve a minimum passing grade of 70%.

Grading Conversion/Equivalency

| Point range | Qualitative Equivalent |
|----------------|------------------------|
| 94 – 100: | Excellent |
| 88 – 93: | Very Good |
| 81 – 87: | Good |
| 76 – 80: | Satisfactory |
| 70 – 75: | Fair |
| 69 – and below | Failing |

For every course, students scoring below 70% on their final exams will be notified and advised by their teacher accordingly. Students must pass each class and maintain an average of 70% or higher in order to progress to the next level/ course. Students will receive their grades the following week, to review test results and grades.

Students will not be permitted to move to the next proficiency level until they receive a passing grade at their current level. Students must progress through their program.

However, if a student got a barely passing grade of 70-79, and prefers to repeat the course, special consideration may be given on a case-to-case basis. The student should appeal to the Academic Lead/Advisor, to allow him/her to repeat the course. Approval of the request shall be based on the student's overall academic performance.

B. Repeating a Course

English language learning involves a diversity of issues in understanding and acquiring the language. Students do not learn the language at the same pace since there are certain structures, lessons, and topics that are easier or challenging to learn. The learning process has wonderful complexities because of cultural differences or facets of human behavior; second language learners come to a point where learning progress becomes slow. The student should not be discouraged even if they get a failing grade and must repeat a course. The teachers and Academic Leads/ Advisors are always willing to assist the student to improve his/her English abilities and sustain his/her motivation to study extremely hard and learn the language.

A student who fails a course can repeat it a maximum of two times. If a student needs to repeat a course, he/she must meet with their teacher to discuss the specific skills that he/she needs to strengthen and make him/her understand why

he/she got a failing grade. The teacher will recommend to the Academic Lead/ Advisor, the weaknesses that he/ she should work on, as specified in his/her learning plan.

The student will be asked to withdraw from Zoni if he/she does not get a passing grade after repeating the course two (2) times. All avenues will be exhausted to make sure that student achieves learning outcomes and get passing grades.

Attendance Policy

All Zoni students must strictly follow attendance policies. Excessive absences and lateness of classes have an impact on student progress.

Students must maintain 70% of attendance during their course. Attendance is considered for every class and each course.

Class attendance is strictly monitored.

A student is marked late when he/she arrives 30 minutes after the class has begun or leaves permanently before the final 15 minutes of a class period. Students who arrive more than 60 minutes will be marked absent. Four (4) Ls [late] constitute one A [absence]. A 70% Attendance is required during their course of study.

Consequences of students who have incurred unexcused, excessive absences, lateness and skipping of classes:

Warnings and Disciplinary Actions

Attendance Notification: Student is called and/or informed through email, to report to the ISO. The DSO asks the student to explain for his/her excessive absence/lateness. 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 information is written on the student event history, student database.

First Warning Letter: First Warning letter is issued if the student misses classes from the time verbal warning on perfect attendance took in effect. Student will be asked to report to school and provide an explanation for their excessive absences/lateness.

Only properly documented medical reasons may be accepted as justification for non-adherence 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 letter.

If student has other reasons, then he/she will be asked to adhere to attendance policies and advised that improvement is expected. Perfect Attendance/ Probation will be given to the student (weeks may vary depending on the absences.)

Second Warning Letter: A second warning is issued if the student continues to disregard to 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 called and/or informed through email, to report to school and provide an explanation for their excessive absences/lateness.

If a student's reason for absence is related to health reason/s then the student is given the chance to provide relevant medical letter. If the student can not present a valid document, then he/she is placed on attendance probation. The student will be asked to sign the Attendance Probation form.

Attendance Probation: When a student is placed on attendance probation, the student agrees not to miss any class nor be late to class as indicated. If the student is absent or late to class while on probation, he/she will be called and informed through e-mail and asked to report immediately to school. 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.

Termination or Dismissal: Once a termination or dismissal letter is issued, the student is informed that he/she can no longer attend classes at Zoni Language Centers and that he/she must find another school. F-1 students who are terminated will be advised by the Designated School Official on the consequences this termination may or will have on their visa student status.

Final Exam Procedures & Guidelines

Final Exams

Standard Intensive English Program
(SIEP)

Weekday Classes

- The final written test is to be administered on the Wednesday of the 4th week of each course. The students can leave the classroom after finishing and submitting their test to their teacher. The teacher must use the remaining time for grading and correcting the tests.
- The final oral test is to be administered on the Thursday of the 4th week of each course. The remaining class time must be maximized for final grading and filling out student progress reports.
- TOEFLiBt Preparation course which is a 12-week course, should have an exam administered every fourth week of the course.



Graduation Requirements

Requirements For Program Graduation

STANDARD PROGRAM

PHASE I CERTIFICATE OF GRADUATION

1. A student is eligible to apply for and obtain the Phase I Certificate of Graduation if:
 - The student has completed all courses in the Phase I program from the student's starting point of proficiency level based on initial placement.
 - The student has successfully completed a minimum of three courses, the last being course Introduction to Speech.
2. If the student meets one of the conditions as stated under #1, the student is eligible to obtain the Phase I Certificate of Graduation provided that during his/her studies:
 - The student has never been placed on warning or probation for poor attendance.
 - The school has never taken any disciplinary action

PHASE II CERTIFICATE OF GRADUATION

1. A student is eligible to apply for and obtain the Phase II Certificate of Graduation if:
 - The student has completed all courses in the Phase II program from the student's starting point of proficiency level based on initial placement.
 - The student has successfully completed a minimum of three courses, the last being course Writing III.
2. If the student meets one of the conditions as stated under #1, the student is eligible to obtain the Phase II Certificate of Graduation provided that during his/her studies:
 - The student has never been placed on warning or probation for poor

- attendance.
- The school has never taken any disciplinary action against the student.
- The student has passed all courses with a final grade of at least 70%.

CERTIFICATE OF COMPLETION

A Certificate of Completion may be requested and obtained by a student if he or she has successfully completed one or more courses in the Phase I program or the Phase II program. The Certificate of Completion indicates the specific courses completed.

The student is eligible to obtain the Certificate of Completion provided that during his/her studies:

- The student has never been placed on warning or probation for poor attendance.
- The school has never taken any disciplinary action against the student.
- The student has passed the course/s with a final grade of at least 70%.

Additional Regulations and Information

Students Privacy of Information and Student Records

A permanent file must be created for all students. All contents of the F-1 student files are considered property of the U.S. government.

Zoni's philosophy is to safeguard students' information in its possession to ensure the confidentiality and privacy of the information. Additionally, Zoni will only collect personal information that is required to pursue its nature of operations and to comply with government reporting and disclosure requirements. Access to student files will be provided according to the state law. The student's information will not be shared with any third party other than state regulatory agencies and Federal accreditation. In the event, that a third party requires a release of student's records/ information, the student must submit a formal signed written authorization as a proof of consent.

Security and Surveillance

- As part of our ongoing effort to provide a secure study and workspace, Zoni

Language Centers has installed monitoring devices throughout its facilities. Zoni Language Centers does not assume any responsibility for theft or injury beyond its control. We do, however, monitor activity within our facilities. In common areas such as the hallways, main lobbies and all entrances and exits, activity is recorded.

- The Campus Lead maintains a lost-and-found area. However, Zoni Language Centers is neither responsible nor liable for the loss, theft of or damage to personal property.
- When students leave class or Zoni's premises, they must make sure to take all their personal belongings with them.
- Zoni is neither responsible nor liable for any accidents that may happen to students during any student activities held outside Zoni's premises, even if Zoni has sponsored, organized and coordinated such activities. All students and the teacher in charge of the activity must fill out a waiver form.
- Student services are an important part of Zoni's commitment to its students; therefore, we may monitor and/or record telephone conversations for quality assurance.

Non-Student Visits to Zoni's Premises

- Zoni requests that children not be brought to classes during the parents' class hours.
- This is a distraction to the parent/s, teacher and other students as well as a safety concern.
- No pets, other than those specifically trained to assist disabled students, will be permitted on Zoni Language Centers' premises. Any student who witnesses a pet on the premises is asked to immediately report the incident to the school administration.
- No one is permitted to attend classes for observation. In order to attend class, all persons must have registered, paid and have been enrolled in a class by a Zoni staff

Properties and Facilities Care

Zoni Language Centers tries to provide a clean, safe, healthy place to study at all times. Students are expected to observe all safety rules and to keep the premises clean and neat.

Restricted Areas

In the interest of safety and security, certain portions of Zoni's facilities may be restricted to authorized personnel only. Such areas will be clearly marked.

Smoking

Smoking is not permitted anywhere on the school premises.

Emergency Evacuation

As an educational institution, Zoni Language Centers conforms to applicable building and fire codes. We conduct fire drills as required. When asked to evacuate the building, students must observed the following:

- Stop all activities immediately.
- Follow the instructions given by Zoni representatives.
- Walk to the nearest exit, including emergency exit doors.
- Exit quickly, but do not run. Do not stop for personal belongings.
- Proceed, in an orderly fashion, to a parking lot near the building for roll call.
- Do not re-enter the building until instructed to do so.

Holiday Calendar

New Year's Day

Martin Luther King Jr. Day

Good Friday Memorial Day

Independence Day

Labor Day

Thanksgiving Day

Day After Thanksgiving Day

Day After Christmas Day

Appendix 1.0 Curriculum

Standard Intensive and Semi-Intensive English Programs

Note: All F1 students are required to study full-time to maintain their nonimmigrant international student status. Please note that our Standard Intensive English Program offers 18 hours of classroom instruction per week. Please refer to the Appendix 1.0: Curriculum of all program. (Standard IEP, SSP and Elective Courses).

Communication Strategies/Pronunciation Techniques Schedule

The F1 students enrolled in the Standard Intensive English Program in Miami are required to take four hours of Communication Strategies/ Pronunciation Techniques class every week.

| PHASE I | | |
|---------------------------|--------------------------------------|--------------------------------|
| Beginner Courses | Description | Weeks & Total Hours (Weekdays) |
| Beginner | Survival English | Miami 4 weeks (56 hours) |
| Beginner | 3-way Conversation | Miami 4 weeks (56 hours) |
| Beginner | Paths to Everyday Conversation | Miami 4 weeks (56 hours) |
| Intermediate Courses | Description | Weeks & Total Hours (Weekdays) |
| Intermediate | Intermediate Conversation | Miami 4 weeks (56 hours) |
| Intermediate | Grammar and Conversation | Miami 4 weeks (56 hours) |
| Intermediate | Speaking Practice | Miami 4 weeks (56 hours) |
| High Intermediate Courses | Description | Weeks & Total Hours (Weekdays) |
| High Intermediate | Real Situations | Miami 4 weeks (56 hours) |
| High Intermediate | Introduction to Idioms | Miami 4 weeks (56 hours) |
| High Intermediate | Introduction to Reading | Miami 4 weeks (56 hours) |
| High Intermediate | Introduction to Writing | Miami 4 weeks (56 hours) |
| High Intermediate | Introduction to Speech Communication | Miami 4 weeks (56 hours) |
| High Intermediate | Listening Practice I | Miami 4 weeks (56 hours) |

| PHASE II | | |
|---------------------------|-----------------------|--------------------------------|
| Advanced Courses | Description | Weeks & Total Hours (Weekdays) |
| Advanced | Written Structure I. | Miami 4 weeks (56 hours) |
| Advanced | Written Structure II | Miami 4 weeks (56 hours) |
| Advanced | Written Structure III | Miami 4 weeks (56 hours) |
| Advanced | Written Structure IV | Miami 4 weeks (56 hours) |
| Advanced | Cultural Awareness | Miami 4 weeks (56 hours) |
| Advanced Academic Courses | Description | Weeks & Total Hours (Weekdays) |
| Advanced | Reading II | Miami 4 weeks (56 hours) |
| Advanced | Writing II - Part 1 | Miami 4 weeks (56 hours) |
| Advanced | Writing II - Part 2 | Miami 4 weeks (56 hours) |
| Advanced | Listening II | Miami 4 weeks (56 hours) |
| Advanced | Critical Thinking | Miami 4 weeks (56 hours) |
| Advanced | Writing III | Miami 4 weeks (56 hours) |

| SPECIFIC SKILLS PRACTICE | Description | Weeks & Total Hours (Weekdays) |
|--------------------------|-----------------------------------|--------------------------------|
| Beginner | Vocabulary & Listening | Miami 12 weeks (168 hours) |
| Intermediate | Reading & Writing | Miami 12 weeks (168 hours) |
| High | Listening & Pronunciation | Miami 12 weeks (168 hours) |
| High | Integrated Skills | Miami 12 weeks (168 hours) |
| Advanced | Reading, Speaking & Pronunciation | Miami 12 weeks (168 hours) |
| Advanced | Listening & Speaking | Miami 12 weeks (168 hours) |
| Advanced | Integrated Skills & Fluency | Miami 12 weeks (168 hours) |

| Elective Courses | Description | Weeks & Total Hours (Weekdays) |
|------------------|---|--------------------------------|
| Advanced | Academic Vocabulary I | Miami 4 weeks (56 hours) |
| Advanced | Academic Vocabulary II | Miami 4 weeks (56 hours) |
| Advanced | Current Events | Miami 4 weeks (56 hours) |
| Advanced | Pronunciation | Miami 4 weeks (56 hours) |
| Advanced | Pronunciation & Accent Reduction I & II | Miami 4 weeks (56 hours) |
| Advanced | English for Specific Purposes | Miami 4 weeks (56 hours) |
| Advanced | American Culture/Film | Miami 4 weeks (56 hours) |
| Advanced | Academic Listening & Speaking, Part I | Miami 4 weeks (56 hours) |
| Advanced | Academic Listening & Speaking, Part II | Miami 4 weeks (56 hours) |
| Advanced | ESL for Business I | Miami 4 weeks (56 hours) |
| Advanced | ESL for Business II | Miami 4 weeks (56 hours) |
| Advanced | ESL for Business III | Miami 4 weeks (56 hours) |

| Test Preparation Courses | Description | Weeks & Total Hours (Weekdays) |
|--------------------------|---------------------------------|--------------------------------|
| Advanced | TOEFL iBT Preparation A | Miami 4 weeks (56 hours) |
| Advanced | TOEFL iBT Preparation B | Miami 4 weeks (56 hours) |
| Advanced | TOEFL iBT Preparation C | Miami 4 weeks (56 hours) |
| Advanced | IELTS Preparation Course | Miami 4 weeks (56 hours) |
| Advanced | Cambridge ESOL Exam Preparation | Miami 4 weeks (56 hours) |
| Advanced | Cambridge ESOL Exam Preparation | Miami 4 weeks (56 hours) |

| Communication strategies/ Pronunciation Techniques | Description | Weeks & Total Hours (Weekdays) |
|---|---|--------------------------------|
| | Conversation class for Beginner level | Miami 4 weeks (16 hours) |
| | Conversation class for Intermediate Level | Miami 4 weeks (16 hours) |
| | Conversation class for High Intermediate | Miami 4 weeks (16 hours) |
| | Conversation class Advance Level | Miami 4 weeks (16 hours) |

1.1 Achievement Scale

| By the end of each course, students will be able to: | Structure | Reading & Writing | Listening & Speaking |
|--|---|---|---|
| A1 Survival English | Use basic vocabulary and grammatical structures to introduce and talk about oneself at a basic level in written and spoken language. Demonstrate understanding of the main idea of short simple texts and sentences. | Write simple sentences about familiar topics using general mechanics correctly in simple sentences. Read and respond to very short simple texts. Fill in forms with personal details such as name, nationality, gender, address, etc. | Ask and provide personal information; ask and answer questions about personal routines and share information. Recognize familiar words and phrases concerning oneself, family and immediate surroundings when people speak slowly and clearly. Interact in simple way at a slower rate of speech. |
| A1 3-Way Conversation | Interact with pair or group of students using simple tense present, past, future and progressive tenses. Use modals and write about a familiar subject. Understand the use of simple tenses in their daily routine. | Read and write about brief familiar subjects such as oneself and family. Write a short dialogue using time expressions and information words. Construct simple sentences and questions using information words | Contextualize modals and create a 3-way conversation. Practice conversation, dialogues using modals and simple tenses. Take notes while listening to dictation. Answer basic comprehension questions. |

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| <p>A1 Paths to Everyday Conversation</p> | <p>Understand and interact with pair or group of students using simple tenses such as past, future and past progressive tenses with the verb to be and adjectives.</p> | <p>Write a simple composition about their desires in the future tense. Read and understand basic texts.</p> | <p>Deliver a dialogue using all the grammatical structures learned such as progressive tenses for current events (while & when), and past events (used to, would like to). Listen to dictation and answer comprehension questions accurately.</p> |
| <p>A2 Intermediate Conversation</p> | <p>Develop and understand intermediate grammar structures such as present perfect, present perfect progressive and past perfect tenses.</p> | <p>Understand and write sentences and dialogues using comparatives, superlatives, and equality. Read a dialogue about life in a university contextualizing present perfect tense. Respond to comprehension questions about dialogues from the textbook.</p> | <p>Deliver a group dialogue using present perfect, simple present, past perfect, simple past and present perfect progressive tenses. Practice speaking with correct intonation.</p> |
| <p>A2 Grammar and Conversation</p> | <p>Develop a wider knowledge of vocabulary to express their experiences and opinions in both oral & written forms. Use concepts such as adjectives, adverbs, conditionals, infinitives and gerunds in</p> | <p>Write about someone's profile, physical and personality traits, and life experiences in NYC using concepts learned. Read and understand simple information and scan simple texts to identify main ideas.</p> | <p>Listen to a short story and agree or disagree with the answers to comprehension questions. (Listening for comprehension activity). Formulate and practice speaking the dialogue using the</p> |

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| | sentences, dialogues and short paragraphs. | Respond to comprehension questions. | concepts/grammar structures learned. |
| A2 Speaking practice | Develop more confidence in using more complex grammar structures and expressions to express their opinions. | Write a simple story or a dialogue using 10-20 phrasal verbs. Write an article using reported and quoted speech. Read and explain the readings/dialogues from the textbook such as Gossiping, Cultural Faux Pas, Online Dating and Generation Gap. Identify the vocabulary words used and simplify/contextualize their definitions. | Perform a role play using concepts and expressions learned such as phrasal verbs, quoted and direct speech. Talk about one's likes and dislikes using adjective clauses. Practice saying tag questions with the correct intonation. Explain responses to the discussion questions and comprehension questions of the readings from the textbook. |
| B1 Real Situations | Develop appropriate conversation strategies in everyday situations and confidently participate in higher level discussions in group work and job interview with the use of concepts/grammar structures learned. | Write a list of communication strategies when stating ideas and starting statements. Analyze the meaning of idioms used in advertisements. Read, write and respond to letters (seeking advice) and write an advice letter using idioms and expressions. | Express students' opinions freely using expressions of agreement or disagreement in structured and open discussion. Describe jobs and occupations. Perform a role play - a job interview using noun clauses with information questions. |
| B1 Introduction to Idioms | Acquire and develop a greater knowledge | Comprehend the meaning and use of | Demonstrate comprehension of |

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| | and understanding of American idioms to effectively communicate in all integrated skills (Reading, writing, speaking & listening. | idiomatic expressions in sentences and dialogues. Produce /write dialogues and paragraphs using idioms learned, 20-40 idioms. Define and explain the meaning of idioms imbedded in sentences, readings and listening passages. | idioms through dialogues and role plays in thematic settings such as food, transportation, addiction and technology. |
| B1 Introduction to Reading | Define and apply reading strategies such as pre-reading and post reading, taking notes of key concepts exercises, in depth reading, visualizing and making inferences. Gain wider vocabulary knowledge and comprehension through contextual clues and discussion. | Skim and scan details and identify main ideas in reading passages from the textbook. Contextualize vocabulary words learned as evidence in their writing samples (journal). Read and understand short stories and write the gist or summary of selected stories from the textbook. | Discuss and respond to pre-discussion and comprehension questions. Narrate personal stories and anecdotes related to some readings from the textbook. |
| B1 Introduction to Writing | Develop their ability to write paragraphs and essays using complex sentences, higher level of grammar structures and vocabulary. | Understand the different types of paragraphs and essays and their parts. Demonstrate coherence of ideas. Use writing techniques accurately. | Describe experiences, dreams and ambitions. Participate in brainstorming ideas. Communicate topics that are familiar, of personal |

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| | | Understand texts consist of description of events, feelings, opinions and letters. | interest or everyday life (family, hobbies, work travel and current events). Understand main point of familiar topics of discussion (current events) of TV programs. |
| B1 Introduction to Speech | Develop and deliver different types of speeches using strategies in effective speech delivery both content and form. Develop confidence in delivering speeches before a small and big audience. | Compose a well-organized speech such as informative, demonstrative and persuasive speeches. Create appropriate audio-visual materials for PowerPoint presentations. Conduct research to support the content of speech presentations. | Deliver speeches following speech presentation techniques. Evaluate the delivery of speeches following guidelines in identifying student's skills in delivering speeches and presentations. (Zoni textbook) (Peer correction) |
| B2 Listening Practice 1 | Develop and exhibit refined listening skills and strategies to improve student's listening and comprehension skills and speaking abilities. Make predictions. | Enhance notetaking skills Widen vocabulary knowledge to be applied contextually to any form of writing and speaking. Read and understand articles or reading passages with contemporary and relevant topics and arguments. | Participate in group discussions about relevant topics, (short & long listening texts). Explain clear and well-defined responses to reading and listening comprehension questions. Express ideas with appropriate proficiency and intonation. |
| B2 Written Structures I, II, III, IV (Grammar Structures) | Develop language skills using accurate grammar for speaking and writing. | Write compositions and produce long dialogues and stories using more | Speak fluently and proficiently using correct grammar. |

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| | Establish a better understanding of structural rules of English grammar and its usage. | accurate grammar structures from simple tenses to more complex and advanced grammar structures. | Participate confidently in group discussions of varied topics and contextualize concepts/ grammar structures learned. Express student's opinions and ideas using correct grammar and vocabulary. |
| B2 Cultural Awareness | Acquire a better understanding of American culture and how it differs to one's culture. | Analyze cultural differences and compare & contrast using appropriate vocabulary words learned from the readings. Examine the effects of western cultures to students' generation. | Identify and discuss cross cultural activities in the US. Do a presentation of American influences in one's country. |
| B2 Reading II | Enhance comprehension skills through reading of American ways, customs, traditions and values. Improve reading strategies such as skimming and scanning. Widen vocabulary knowledge to express their ideas and opinions in both writing and speaking. | Write an essay focusing on their expectations in American education. Compare and contrast, American governance/ politics with their country's government using vocabulary words in the readings. Synthesize assigned readings from the textbook. | Present their ideas and experiences about racial assimilation for group discussion. Discuss in groups, students' aspirations, dreams and lifelong learning living in the US. |
| C1 Writing II (1&2) | Develop and write paragraphs following | Write complex subjects in a letter, | Participate in brainstorming of |

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| | <p>the body of a paragraph and essays with a hook, thesis statement, topic sentences, supporting details and conclusion (parts of an essay). Understand inferences based on vocabulary and abstract examples in the reading texts. Practice use of rhetorical strategies and techniques in writing.</p> | <p>a multi paragraph essay or a report using appropriate style of writing. Read and understand with ease different reading texts. Accumulate more advanced vocabulary words needed in writing paragraphs, essays, articles and reports.</p> | <p>ideas to be able to draft relevant essays.</p> <p>Understand TV programs and films effortlessly. Present/ discuss clear, detailed description of complex subjects.</p> |
| <p>C1 Listening II</p> | <p>Develop and master listening comprehension skills, widen vocabulary knowledge and apply reading skills and strategies.</p> | <p>Understand and write summaries of long reading texts and lectures. Listen and write the themes of short and long passages and provide the main idea and supporting details.</p> | <p>Discuss the gist and main ideas of long listening topics and passages from the textbooks. Understand with ease any kind of spoken language whether in group discussions, live or broadcast information</p> |
| <p>C1 Critical Thinking</p> | <p>Develop analytical thinking skills through discussion and reading of controversial social issues. Increase knowledge of advanced vocabulary words and use them in context.</p> | <p>Read and understand texts on unfamiliar topics and write diverse texts using different methods to address different audiences. Write views and opinions about complex readings in preparation for discussions and debates. Take notes of relevant topics, concepts and</p> | <p>Understand abstract and complex topics. Recognize coherence and follow conversations and arguments on unfamiliar topics. Express arguments through debates. Infer meaning, opinion, attitude in conversations between fluent speakers.</p> |

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| | | arguments to refute debatable issues. | Speak confidently before different types of audiences. |
| C1 Writing III | <p>Follow texts on unfamiliar topics and identify specific details.</p> <p>Write diverse texts using different writing methods to address different audiences and attain specific outcomes.</p> <p>Use advanced vocabulary and idiomatic expressions to support a point of view.</p> | <p>Read and understand relevant topics from simple research to expand knowledge and widen vocabulary.</p> <p>Identify inferred meaning in linguistically complex texts</p> <p>Identify examples that support a particular interpretation.</p> <p>Write essays using a combination of sources.</p> <p>Acquire the rudiments in gathering data, review of literature and write simple research.</p> | <p>Understand abstract and complex topics from readings, articles and essays.</p> <p>Recognize coherence and follow conversations, discussions and arguments on familiar topics.</p> <p>Express arguments through debates.</p> <p>Prepare and present brief research material for discussion purposes.</p> |

2.0 Syllabus Weekday Classes

Standard Intensive English Programs and Standard Semi-Intensive English Programs

| Survival English (Beginner) | | 4 weeks 3.5 hours a day, Monday through Thursday Plus 1 hour of Communication Strategies/Pronunciation Techniques - For full time |
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| Textbook | Ossa, P; Nieto, Z. (2018). Zoni English System 1: Survival English. Fourth Edition. New York: Zoni Language Centers. | |
| Course Description | This course will provides you with basic English communication skills so you can have a one-on-one conversation. | |
| Course Goal | Students will be introduced to the basics of the English language and build up their fluency. | |
| Course Objective | Students will develop basic spoken English and be able to function in everyday activities. | |
| Student Learning Outcome | Respond accurately to personal identification questions. Recognize and comprehend basic/familiar vocabulary through physical response (E.g. pointing to objects in the classroom/personal belongings). Fill out a simple form (simple profile info). | |
| Assessment | Final Exams; Written exams - writing task is part of the written test; Oral exams - deliver a conversation dialogue between 2 people /role play (Refer to the oral guide questions at the back of textbook) | |
| Requirements | To successfully complete and pass this course, you must be punctual and attend your classes, actively participate in classroom activities, do your homework, pass the quizzes, and final exam. There will be oral and written exams. | |
| Grading | Final Exams : Written - 50%, Oral -50% | |
| Week 1 | Introductions, The Alphabet, Dates (days of the week; months of the year), cardinal numbers, age and phone numbers, colors, parts of the body, indefinite article (a/an), subject pronouns, (I/you/he/she/it/they/we/are), the verb 'to be', occupations (what do you do?) | |
| Week 2 | Adjectives (Are you ...? Yes I am/ No I'm not), Weather (How's the weather today?), U.S. states and major cities, Demonstrative pronouns (This/That/These/Those), Nouns (plural and singular), Time. Homework/Oral Quiz | |
| Week 3 | Possessive adjectives and possessive pronouns (Whose book is this?), action verbs, Bad habits / Good habits, simple present tense (Do you...?), long/short answers, simple present information questions (where/when/what time), count/non-count nouns, there is/ there are. Homework/Oral Quiz | |
| Week 4 | <u>How much/how many. The difference between some and any. A little/a lot/ some. Prepositions (on/in/under/in front of/behind). Ordinal numbers. Giving directions. Going to the doctor's. Homework/Review. Final Oral and Written Tests</u> | |

| 3-Way Conversation (Beginner) | | 4 weeks 3.5 hours a day, Monday through Thursday Plus 1 hour of Communication Strategies/Pronunciation Techniques - For full time |
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| Textbook | Henao, F, Ossa, P; Nieto, Z.. (2018) Zoni English System 2: 3 - Way Conversation, Sixth Edition, New York: Zoni Language Centers. | |
| Course Description | This course increases your fluency in English, builds up your writing skills, and reading comprehension, and improve your spelling. The three-way conversation method is used, to develop listening, speaking, reading, and writing. | |
| Course Goal | Students will develop their vocabulary knowledge and improve their oral fluency and listening comprehension. | |
| Course Objective | Students will understand and communicate to a group of people using grammatical structures. They will further develop their ability to construct simple sentences and short compositions. | |
| Student Learning Outcome | Demonstrate through face-to-face 3-way conversation using modals such as may, can, should and must. Write a simple 4 -7 sentences about daily routine (Things to do everyday in chronological order). | |
| Assessment | Final Exams; Written exams - writing task is part of the written test; Oral exams - deliver a conversation dialogue among 3 people /role play (Refer to the oral guide questions at the back of textbook) Use oral rubrics for speaking test and writing rubrics for compositions/ essays. Use oral rubrics for speaking test and writing rubrics for compositions/ essays. | |
| Requirements | To successfully complete and pass this course, you must be punctual and attend your classes, actively participate in classroom activities, do your homework, pass the quizzes, and final exams. There will be oral and written exams. | |
| Grading | Final Exams : Written - 50%, Oral -50% | |
| Week 1 | Modal Auxiliary (may, can, must, should, statements, questions, and negatives), asking for permission using "may", body language with can, giving advice with should, expressing obligation using must, simple present (focus on third person singular), statements, questions, and negatives, routine (What do you do everyday?), three way conversations using I, you, he-she). Homework/Oral Quiz | |
| Week 2 | Information question in the simple present (who, what, when, where, how), object pronouns (me, you, him, her, it, us, them), verb to go, go to, go to the, verb to have (questions and answers; vocabulary building), questions with "how many?", telling time, time expressions. Homework/Oral Quiz | |
| Week 3 | Present progressive tense (statements, questions, and negatives), spelling of verbs +ing, vocabulary (clothing), simple past tense (statements, questions, and negatives), regular verbs (spelling, pronunciation), regular verbs (three-way conversations and information questions). Homework/Oral Quiz | |
| Week 4 | <u>Simple Past (Irregular Verbs) Homework/Review Final Oral and Written Tests</u> | |

| Paths to Everyday Conversation (Beginner) | | 4 weeks 3.5 hours a day, Monday through Thursday Plus 1 hour of Communication Strategies/Pronunciation Techniques - For full time |
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| Textbook | Henaio, E; Guerrero, W; Ossa,P; Nieto, Z. (2018) Zoni English System 3: Paths to Everyday Conversation. Fourth Edition. | |
| Course Description | Your written and conversational skills will be developed to a higher level, you will learn to use idiomatic expressions, the future and progressive tenses, comparatives and superlatives in conversations. | |
| Course Goal | Students will gain written and conversational skills to a higher beginner level of proficiency in both written and oral communication. | |
| Course Objective | Students will develop their speaking ability and able to express their feelings, and ideas.They will exhibit greater knowledge of vocabulary words for conversation and writing. | |
| Student Learning Outcome | Participate in simple conversations using progressive tenses for current events (while & when), and past events (used to). Write a simple composition about their desires in the future tense | |
| Assessment | Final Exams; Written exams - writing task is part of the written test; Oral exams - deliver a group conversation dialogue/ role play. (Refer to the oral guide questions at the back of textbook) Use oral rubrics for speaking test and writing rubrics for compositions/ essays. | |
| Requirements | To successfully complete and pass this course, you must be punctual and attend your classes, actively participate in classroom activities, do your homework, pass the quizzes, and final exams. There will be oral and written exams. | |
| Grading | Final Exams : Written - 50%, Oral -50% | |
| Week 1 | Review of the verb 'to be' in the present simple with adjectives.The verb 'to be' in the simple past with locations.Places: prepositions in, on, at Information questionings with where, when, who(m) Vocabulary: emotions; opposite adjectives Homework | |
| Week 2 | Past Progressive tense: affirmative and negative statements. The spelling of the -ing verb. The past progressive using "when" and "while" Information questions with what, what time, who, where. 'Used to' to express past habit. Comparisons between before and now; my past and my present Homework | |
| Week 3 | 'Would like to': contractions, affirmative and negative statements. Expressing equality using as...as; conversation, questions and answers Expressing inequality using not as...as Comparative adjectives, Superlative adjectives Comparisons using irregular adjectives: good, bad, far Homework | |
| Week 4 | <u>The future simple: using 'will' for promises and predictions</u> <u>Review</u> <u>Final Oral and Written Tests</u> | |

| Intermediate Conversation (Intermediate) | | 4 weeks 3.5 hours a day, Monday through Thursday Plus 1 hour of Communication Strategies/Pronunciation Techniques - For full time |
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| Textbook | Agostino, M.; Guerrero, W. (2018) Zoni English System 4: Intermediate Conversation. Fourth Edition, New York: Zoni Language Centers. | |
| Course Description | This course focuses on increasing your accuracy and fluency, and enhances your listening and reading comprehension skills by using advanced material. Conversations are expanded through the introduction of the perfect tenses. | |
| Course Goal | Students will build up their fluency and accuracy in English. They will be exposed to listening and reading comprehension skills and have a better understanding of complex grammar structures. | |
| Course Objective | Students will develop their understanding of intermediate grammar structures as well as vocabulary words derived from readings of familiar topics and past/recent events. | |
| Student Learning Outcome | Create and deliver a group dialogue using simple tenses, progressive tenses, and perfect tenses Write and respond to simple emails. Demonstrate understanding of the mood of the readings containing modals, perfect tenses and vocabulary words appropriate to this level. Read and understand basic texts. Use high beginning English grammatical structures to effectively express ideas in both written and oral discourse. | |
| Assessment | Final Exams; Written exams - writing task is part of the written test; Oral exams - deliver a conversation dialogue /role play. (Refer to the oral guide questions at the back of textbook) Use oral rubrics for speaking test and writing rubrics for compositions/ essays. | |
| Requirements | To successfully complete and pass this course, you must be punctual and attend your classes, actively participate in classroom activities, do your homework, pass the quizzes, and final exams. There will be oral and written exams. | |
| Grading | Final Exams : Written - 50%, Oral -50% | |
| Week 1 | Comparatives: more...than fewer... than less...than. Superlatives: the most the fewest the least. Equality: as many...as, as much...as. Expressions of frequency: every hour, once a day, twice a week... Adverbs of frequency: always, usually, sometimes, seldom, never... Homework | |
| Week 2 | Still, anymore Modals: review, would rather. Present perfect tense: recently, lately Yes, ...already no,...yet just. Present perfect with adverbs of frequency, frequency of occurrence and repetition of occurrence. Present perfect with for, since Homework | |
| Week 3 | Present perfect progressive with for, since. Simple present and present perfect progressive. Present perfect vs. simple past Present perfect vs. present perfect progressive. Introduction to Modals (can, may, should, must, mustn't) Homework | |
| Week 4 | <u>Modals (can be, able to, could, may, might, Could you...?, Could I...?)</u> <u>Let's... Why don't...? Must have to</u> <u>Past Modals (should have..., must have...)</u> <u>Review</u> <u>Final Oral and Written Tests</u> | |

| Grammar and Conversation (Intermediate) | | 4 weeks 3.5 hours a day, Monday through Thursday Plus 1 hour of Communication Strategies/Pronunciation Techniques - For full time |
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| Textbook | Viera,M.; Ossa,P.; (2019) Zoni English System 5: Grammar And Conversation. Third Edition, New York: Zoni Language Centers. | |
| Course Description | You will learn to improve your communication using more complex language and discuss culture, superstition, hobbies, and taboos. You will be introduced to more sophisticated grammar structures and tenses, conduct interviews, and discuss a wide variety of topics. | |
| Course Goal | The students will expand their ability to use more complex language and discuss high interest topics. | |
| Course Objective | Students will develop a wider knowledge of vocabulary to express and expand upon their experiences and opinions both in written and oral forms. They will develop reading strategies to understand short and long reading text and passages; develop further intermediate grammatical structures. | |
| Student Learning Outcome | Write and talk about students' life experiences in NYC using adjectives, adverbs, gerunds, infinitives, past modals and passive. Analyze/discuss comprehension questions of the required readings from the textbook. | |
| Assessment | Final Exams; Written exams - writing task is part of the written test; Oral exams - deliver a conversation dialogue/ role play. (Refer to the oral guide questions at the back of textbook) Use oral rubrics for speaking test and writing rubrics for compositions/ essays. | |
| Requirements | To successfully complete and pass this course, you must be punctual and attend your classes, actively participate in classroom activities, do your homework, pass the quizzes, and final exams. There will be oral and written exams. | |
| Grading | Final Exams : Written - 50%, Oral -50% | |
| Week 1 | Adjectives : Positive and Negative; Physical, Personality, & Marital Status. Adverbs: Manner, Intensity, & Connectors of ideas (too, either) Conjunction: and, but. Conditionals: If clause with habitual activities or general truth Be supposed to: Present and Past Homework | |
| Week 2 | Verbs followed by Infinitives. Verbs followed by object pronouns and infinitives. Verbs followed by gerunds Verbs followed by infinitives and gerunds; with a change in meaning. Gerunds as subjects Go plus gerunds with recreational activities Homework | |
| Week 3 | Passive Voice: Present, future (be going to), & past. Passive Voice: Future (will) & present perfect. Participial Adjectives Reflexive Pronouns Homework | |
| Week 4 | <u>Indefinite Pronouns</u> <u>Do vs. Make</u> <u>Final oral and written exams</u> <u>Review</u> <u>Final Oral and Written Tests</u> | |

| Speaking Practice (Intermediate) | | 4 weeks 3.5 hours a day, Monday through Thursday Plus 1 hour of Communication Strategies/Pronunciation Techniques - For full time |
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| Textbook | Kanibir,D.S.; Torres, J.B. (2019) Zoni English System 6: Advanced Conversation. Third Edition, New York: Zoni Language Centers | |
| Course Description | You will learn more complex grammar points, increase vocabulary, and be introduced to basic phrasal verbs and idioms, and use these in speaking, writing, reading, and listening activities. | |
| Course Goal | Students will strengthen their communication skills using more vocabulary, and complex grammar structures and expressions. It will advance their skills in reading, writing and listening skills. | |
| Course Objective | Students will develop their ability to use more complex grammar structures to Express their opinions. They will learn and increase vocabulary knowledge from the reading passages and expressions in context. | |
| Student Learning Outcome | Write a simple story using 20 phrasal verbs • Construct and deliver a short dialogue using 20 phrasal verbs for a group conversation Read and understand the expressions used for advertisements from the examples in the textbook • Understand the process and preparation for a job interview | |
| Assessment | Final Exams; Written exams - writing task is part of the written test; Oral exams - deliver a conversation dialogue/ role play. (Refer to the oral guide questions at the back of textbook) Use oral rubrics for speaking test and writing rubrics for compositions/ essays. | |
| Requirements | To successfully complete and pass this course, you must be punctual and attend your classes, actively participate in classroom activities, do your homework, pass the quizzes, and final exams. There will be oral and written exams. | |
| Grading | Final Exams : Written - 50%, Oral -50% | |
| Week 1 | Simple present and if conditionals using the simple present and future tenses. Unreal (contrary-to-fact) conditionals in the present and future. Present progressive tense in future reference. Phrasal verbs (for example: beat up, bump into, call up, check out, come across). Quoted and reported speech. Reported speech with yes/no questions and information questions | |
| Week 2 | Wish clauses about the past and present. Phrasal verbs (for example: back down, beat up, blurt out, break into, catch up). Adjective clauses with Who, Which & That. Adjective clauses with Whose + Noun and Where & When. Present Progressive Tense used in Complaining | |
| Week 3 | Other, Another, The Other. Idioms (for example: early bird, easy-going, go-getter, know-it-all, night owl) Phrasal verbs (for example: abide by, ask out, break up with, be crazy about). Past Perfect and Past Perfect Progressive Tenses Idioms (for example: be Greek to, get it, get wrong, go in one ear and out the other). Phrasal verbs (for example: do without, grow out of, hand down, hold onto) | |
| Week 4 | <u>Tag Questions</u> <u>Intonation of Tag Questions</u> <u>Because vs. Because of</u> <u>Connectors</u> <u>Idioms (for example: be on the dot, be on the go, call it a day, give a hand)</u> <u>Phrasal verbs (for example: be into (something), be up to (something), chip in)</u> <u>Review</u> <u>Final Oral and Written Tests</u> | |

| Real Situations (High-Intermediate) | | 4 weeks 3.5 hours a day, Monday through Thursday Plus 1 hour of Communication Strategies/Pronunciation Techniques - For full time |
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| Textbook | Villamater, Ma.A.; Torres, J.B. (2021) Zoni English System 7 :Real Situations. Third Edition, New York: Zoni Language Centers | |
| Course Description | This course will help you refine and improve your conversation skills by integrating what you have learned in all previous levels, and incorporating these with the lessons covered in this level. You will be provided real life situations categorized in themes, and apply conversation strategies and idiomatic expressions confidently. You will begin to use high-intermediate structures, new idioms and vocabulary, and conversation strategies. | |
| Course Goal | Students will master high intermediate skills in both spoken and written English through the use of high intermediate grammar in speaking; develop a better understanding of the importance of reading and writing in improving English proficiency. | |
| Course Objective | Students will develop more confidence in using more complex and accurate grammar structures in speaking and writing; develop appropriate conversation strategies in everyday situations; confidently participate in higher level discussions. | |
| Student Learning Outcome | Write and express their opinions freely using expressions of agreement or disagreement in structured and open discussions. Conduct an interview using noun clauses with information questions. | |
| Assessment | Final Exams; Written exams - writing task is part of the written test; Oral exams - deliver a conversation dialogue.(Refer to the suggestions/ guide questions at the back of textbook). Use oral rubrics for speaking test and writing rubrics for compositions/ essays. | |
| Requirements | To successfully complete and pass this course, you must be punctual and attend your classes, actively participate in classroom activities, do your homework, pass the quizzes, and final exams. There will be oral and written exams. | |
| Grading | Final Exams : Written - 50%, Oral -50% | |
| Week 1 | Grammar: Future tense with Time clauses & Future Progressive Tense Communication Strategies: Rejoinders I & II. Grammar: Future tense with time clauses and future progressive tense. Communication Strategies: Rejoinders. Idioms (for example: be meaning to, run into, collect dust, pack rat, tough cookie) Grammar: Future Perfect Tense. Communication Strategies: Stating ideas, starting a statement Homework | |
| Week 2 | Idioms (for example: I don't get it, follow someone, hope for the best) Grammar: Adverb Clauses of Time Communication Strategies: When you don't understand Idioms (for example: pass with flying colors, Ivy League school. as easy as ABC) Homework | |
| Week 3 | Grammar: Adverb Clauses of Contrast Communication Strategies: Expressing, Accepting & Rejecting Ideas Idioms (for example: do for a living, make a living, put in, clock in, clock out) Grammar: Noun Clauses with Verbs and Adjectives, and Embedded Questions Homework | |
| Week 4 | <u>Communication Strategies: Conversation Killers and Keepers</u> <u>Idioms (for example: be in shape, put on weight, come down with, feel run down)</u> <u>Homework/Review</u> <u>Final Oral and Written Tests</u> | |

| Introduction to Idioms (High-Intermediate) | | 4 weeks 3.5 hours a day, Monday through Thursday Plus 1 hour of Communication Strategies/Pronunciation Techniques - For full time |
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| Textbook | Liu,M.; Kanibir,D.S.(2018) Zoni English System 8: Express Yourself. Second Edition, New York: Zoni Language Centers. | |
| Course Description | This course is designed for high-intermediate ESL students like you. This course focuses on phrasal verbs, and idioms and their usage through reading, writing and speaking. Idioms are taught in the context of specific, up-to-date topics and real life situations. It also focuses with writing assignments such as stories and dialogues. | |
| Course Goal | Students will acquire a greater knowledge of American idioms. They will have a better comprehension of their usage in reading, writing and speaking and in the context of specific and up-to date topics. | |
| Course Objective | Students will develop the ability to communicate effectively in spoken English using idioms based on contextual clues; Develop a wider knowledge of idioms in real life conversations Develop deeper understanding of their definitions from readings and listening texts. | |
| Student Learning Outcome | Produce English idioms in English conversation and written dialogues using idioms learned, 30-50 idioms. Do a role play using idiomatic expressions about food, transportation and addiction and technology. | |
| Assessment | Final Exams; Written exams - writing task is part of the written test; Oral exams - deliver a conversation dialogue using idioms.(Refer to the oral guide questions at the back of textbook) Use oral rubrics for speaking test and writing rubrics for compositions/ essays. | |
| Requirements | To successfully complete and pass this course, you must be punctual and attend your classes, actively participate in classroom activities, do your homework, pass the quizzes, and final exams. There will be oral and written exams. | |
| Grading | Final Exams : Written - 50%, Oral -50% | |
| Week 1 | Unit I Transportation (Lessons 1 – 4). Lesson 1 – Take Your Seat; Lesson 2 – All Aboard; Lesson 3 – Watch the Closing. Doors; Lesson 4 – Enjoy your Meal Homework | |
| Week 2 | Unit II Food (Lessons 5 – 6) and Unit 3 Addiction (Units 7 – 8). Lesson 5 – Eat to Live; Lesson 6 – Got a Sweet Tooth?; Lesson 7 – Are You Addicted?; Lesson 8 – A fine Line Between Habit and Addiction. Homework | |
| Week 3 | Unit III Addiction (Lesson 9) and Unit 4 Internet (Lesson 10 – 13). Lesson 9 – Get Over It; Lesson 10 – What's the Website?; Lesson 11 – My Phone is Smart; Lesson 12 – Catching a Virus; Lesson 13 – The weather Drives Me Crazy. Homework | |
| Week 4 | <u>Unit IV Unit IV Internet (Lesson 14 – 15). Lesson 14 – The Weather is Delightful; Lesson 15 – What's the Forecast</u> <u>Homework. Review</u> <u>Final Oral and Written Tests</u> | |

| Introduction to Reading (High-Intermediate) | | 4 weeks 3.5 hours a day, Monday through Thursday Plus 1 hour of Communication Strategies/Pronunciation Techniques - For full time |
|---|---|--|
| Textbook | Stover,S.; Fiero,M.(2018) Zoni English System 9: Dynamic Reading. Second Edition, New York: Zoni Language Centers. | |
| Course Description | This high intermediate course is designed to further improve your communication skills, and to develop and improve your reading skills. The course is rich in vocabulary and comprehension exercises, and topics for discussion include diversity, family, alternative medicine, happiness, and consumerism. The course will also help improve your speaking skills in class discussions. | |
| Course Goal | Students will advance their interest in reading and writing stories of real life situations and develop their reading and writing skills. | |
| Course Objective | Students will enhance their reading skills and strategies as well as their comprehension skills. They will gain wider vocabulary knowledge useful for both speaking and writing. | |
| Student Learning Outcome | Write and tell personal stories Write a journal of their memorable experiences or similar to the topics from the book such as happiness diversity and alternative medicine Skim and scan details and identify main ideas in reading passages from the textbook or other readings appropriate for students at this level (high intermediate). Contextualize vocabulary words learned as evidenced from their speaking and writing samples Define and explain the meaning of idioms imbedded in sentences, readings and listening passages. | |
| Assessment | Final Exams; Written exams - writing task is part of the written test; Oral exams.(Refer to the oral guide questions at the back of textbook). Use oral rubrics for speaking test and writing rubrics for compositions/ essays. | |
| Requirements | To successfully complete and pass this course, you must be punctual and attend your classes, actively participate in classroom activities, do your homework, pass the quizzes, and final exams. There will be oral and written exams. | |
| Grading | Final Exams : Written - 50%, Oral -50% | |
| Week 1 | Unit I Diversity and Unit II Family Lesson 1 – Describing Celebrations; Lesson 2 – Describing a Place; Lesson 3 – Describing a Person; Lesson 4 – What is Diversity?; Lesson 5 – What is Family? Homework | |
| Week 2 | Unit II Family and Unit III Alternative Medicine.Lesson 6 – Stories of Love and Marriage; Lesson 7 – Family Journeys Lesson 8. Immigration; Lesson 9 – Being Healthy Homework | |
| Week 3 | Unit III Alternative Medicine and Unit IV In Pursuit of Happiness Lesson 10 – Finding Out the Facts; Lesson 11 – Interviewing an Expert; Lesson 12 – What is Happiness; Lesson 13 – What Make You Happy?; (14) Home is Where the Heart Is Homework | |
| Week 4 | <u>Unit IV In Pursuit of Happiness and Unit V Consumerism</u> <u>Lesson 15 – Don't Worry, Be Happy; Lesson 16 – What is Consumerism?; Lesson 17 – Comparing Opinions; Lesson 18 – Public Opinion Surveys; Lesson 19 – What Do Consumers Want?</u> Homework Review Final Oral and Written Tests | |

| Introduction to Writing (High-Intermediate) | | 4 weeks 3.5 hours a day, Monday through Thursday Plus 1 hour of Communication Strategies/Pronunciation Techniques - For full time |
|---|---|--|
| Textbook | Stover, S.; Brown,J.; Torres, E.B. (2018) Zoni English System 10: Interactive Writing. Second Edition, New York: Zoni Language Centers. | |
| Course Description | This high intermediate course is designed to develop your confidence in academic and analytical writing. Emphasis will be on paragraph construction, basic punctuation, capitalization, new language, and content, and will also teach you to write compositions, paragraphs, and essays. | |
| Course Goal | Students will increase their confidence and ability to write creative and academic forms of writing using appropriate techniques in paragraph and essay writing. | |
| Course Objective | Students will develop their ability to write paragraphs and essays using complex sentences and grammar structures and incorporate new vocabulary words into their writing. | |
| Student Learning Outcome | Identify and construct main idea and supporting details. Write different compositions in paragraph and essay format coherently including the use of basic techniques in writing such punctuation, capitalization. | |
| Assessment | Final Exams Written Test - writing task is part of the written test; Oral exams- Do a presentation of their essay (expository essay) (Theme/topic is assigned). Use oral rubrics for speaking test and writing rubrics for compositions/ essays. | |
| Requirements | To successfully complete and pass this course, you must be punctual and attend your classes, actively participate in classroom activities, do your homework, pass the quizzes, and final exams. There will be oral and written exams. | |
| Grading | Final Exams : Written - 50%, Oral -50% | |
| Week 1 | Unit I Paragraphs: The Writing Process & Unit II Memories (Narrative Paragraph) Getting Started, What is a Paragraph?, Why Do We Write a Paragraph?, Let's Write, A Life-Changing Experience Homework | |
| Week 2 | Unit III People and Places (Descriptive Paragraph) & Unit IV Essays: The Writing Process, Heroes and Role Models, Memorable Places, Successes and Failures, Differences Between Essays and Paragraphs, The Essay: Introduction, The Essay: Body, The Essay: Conclusion Homework | |
| Week 3 | Unit V Current Events: Expository Paragraph & Unit VI Ideas and Opinions: Persuasive Writing, Social Issues, Success Stories, Student Dilemma, Fashion, Editorials Homework | |
| Week 4 | <u>Unit VI Ideas and Opinions: Persuasive Writing</u> <u>Compare – Contrast Essay</u> Homework Review Final Oral and Written Tests | |

| Introduction to Speech (High-Intermediate) | | 4 weeks 3.5 hours a day, Monday through Thursday Plus 1 hour of Communication Strategies/Pronunciation Techniques - For full time |
|--|--|--|
| Textbook | Stover, S.; Nunez,J.; Torres, E.B. (2018) Zoni English System 11: Speaking Confidently. Second Edition, New York: Zoni Language Centers. | |
| Course Description | This advanced-level course focuses on the rudiments of speech writing and delivery specifically in informative, persuasive, impromptu, and argumentative speeches. It reinforces your fluency, critical thinking, and vocabulary, geared towards developing integrated skills such as writing, reading, listening, and speaking. | |
| Course Goal | Students will develop their confidence to write different types of speeches as well as to deliver them using proper techniques in speech presentation. | |
| Course Objective | Students will build up their speaking abilities confidently and develop their writing skills in speech writing and deliver them with great confidence. They will widen their vocabulary knowledge and use appropriate vocabulary words in writing their speeches. | |
| Student Learning Outcome | Write a well organized speech such as informative, demonstrative and/or persuasive speeches. Deliver their speeches following speech presentation techniques. | |
| Assessment | Final Exams; Written exams - writing task is part of the written test. Write a 5-7 minute Persuasive Speech and present it in class. Use oral rubrics for speaking test (Speech presentation both for form and content); Writing rubrics for compositions/ essays. | |
| Requirements | To successfully complete and pass this course, you must be punctual and attend your classes, actively participate in classroom activities, do your homework, pass the quizzes, and final exams. There will be oral and written exams. | |
| Grading | Final Exams : Written - 50%, Oral -50% | |
| Week 1 | Unit I Introduction & Unit II Public Speaking. Presentation: Self-introduction, Reading: Phobias, Vocabulary in Context, Tools for Public Speaking, Discussion: What is Public Speaking?, Topic: How to Plan a Speech Presentation, What is Information Speech?, Presentation: Pros and Cons of Repeated Plastic Surgery, Pronunciation Drills Homework | |
| Week 2 | Unit III Persuasive Speech Presentation Activity: Medical Marijuana, Four Steps to Create a Persuasive Speech, Presentation Activity: Pets in the City, Presentation Activity: 45 Second Speech, Presentation Activity: Persuasive Speech Homework | |
| Week 3 | Unit IV Speaking for Specific Purposes. Debating Structure, Presentation Activity: Debate, Presentation Activity: Impromptu Speech Homework | |
| Week 4 | <u>Unit V Write, Edit and Present</u> <u>Informative Speech: What is Love?, Presentation Activity: Informative Speech,</u> <u>Debating Mixed Martial Arts. Final Presentation: Gun Ban</u> <u>Review</u> <u>Final Oral and Written Tests</u> | |

| Listening Practice I (Advanced) | | 4 weeks 3.5 hours a day, Monday through Thursday Plus 1 hour of Communication Strategies/Pronunciation Techniques - For full time |
|---------------------------------|---|--|
| Textbook | Nunez,J.; Ochoa,V.; Torres, E.B. (2019). Zoni English System 12: Active Listening Speaking. First Edition. New York: Zoni Language Centers. | |
| Course Description | This course is focused on listening for comprehension, and provides you with a variety of listening activities that includes dialogues, interviews, and lectures. It emphasizes listening strategies such as summarizing main ideas, making inferences, listening for stressed words, reductions and intonations. | |
| Course Goal | Students will acquire listening strategies and improve their listening comprehension skills as well as their speaking abilities. | |
| Course Objective | Students will develop and exhibit refined listening skills; Enhanced note - taking skills; Have a clearer understanding of various spoken topics; Develop vocabulary for informal and formal communication transaction. | |
| Student Learning Outcome | Understand dialogues and short lectures through participating in group discussions. Deliver clear and well-reasoned responses to listening comprehension questions. | |
| Assessment | Final Exams: Written test - writing task is part of the written test; Oral presentations on different assigned topics. Use oral rubrics for speaking test; writing rubrics for compositions/ essays. | |
| Requirements | To successfully complete and pass this course, you must be punctual and attend your classes, actively participate in classroom activities, do your homework, pass the quizzes, and final exams. There will be oral and written exams. | |
| Grading | Final Exams : Written - 50%, Oral -50% | |
| Week 1 | Listening Tasks: Asking for directions, understanding recorded phone Information, guessing relationships between people, following map directions request, asking and giving advice Speaking Activities: Discussing university courses, role playing invitations, giving map directions, discussing housing and crime Homework | |
| Week 2 | Speaking Activities: Role playing phone conversations and advice, interviewing about money, role playing job interviews, taking a survey about lifestyles. Listening Tasks: listening to a lecture on entrepreneurs, balancing a checkbook sequencing events, focusing on tag questions, lecture on "Changing Family" Homework | |
| Week 3 | Listening Tasks: Lecture on "Cultural Differences", friendliness and Friendship In the United States, Listening "Differences Between British and American English" Speaking activities: Asking classmates for favors, solving lifestyle problems Expressing an opinion, Agreeing and disagreeing, discussing cultural differences Homework | |
| Week 4 | <u>Speaking Activities: Politely interrupting an action or a speaker. Interviewing classmates. Generalizing, Discussing ethnic diversity, stereotypes, and deciding where to live. Reading and writing personal ads/preferences.</u> <u>Listening tasks: Listing positive and negative personality traits, listening to a lecture on "Baby Boom Generation"</u> <u>Homework</u> <u>Review</u> <u>Final Oral and Written Tests</u> | |

| Written Structure I (Advanced) | | 4 weeks 3.5 hours a day, Monday through Thursday Plus 1 hour of Communication Strategies/Pronunciation Techniques - For full time |
|--------------------------------|---|--|
| Textbook | Azar, B.S. ; Hagen, S.A.(© 2017).Understanding and Using English Grammar. Fifth Edition. New York: Pearson Education. | |
| Course Description | This course is an advanced grammar course that assists advanced level students like you to develop and master language skills using accurate grammar for speaking and writing. It gives you a better understanding of the structural rules of English grammar and usage. | |
| Course Goal | Students will develop a mastery of the language skills using accurate grammar for Speaking and writing. It will provide a better understanding of the structural rules of English grammar and usage. | |
| Course Objective | Students will enhance their knowledge of grammar structures in both written and spoken English; Understand and contextualize complex grammar structures accurately; Develop students' knowledge on advanced grammar. | |
| Student Learning Outcome | Write compositions and dialogues using more accurate grammar structures. Speak proficiently using correct grammar learned from simple tenses, progressive tense, perfect tenses. | |
| Assessment | Final Exams; Written test - writing task is part of the written test; Oral exams Use oral rubrics for speaking test (Speech presentation both for form and content) writing rubrics for compositions/ essays. | |
| Requirements | To successfully complete and pass this course, you must be punctual and attend your classes, actively participate in classroom activities, do your homework, pass the quizzes, and final exams. There will be oral and written exams. | |
| Grading | Final Exams : Written - 50%, Oral -50% | |
| Week 1 | Present and Past, Simple and Progressive: Simple present, Present progressive, Non-progressive verbs, Regular and irregular verbs, Irregular verb list, Simple past, Past Progressive, Using progressive verbs with always, Using expressions of place with progressive verbs Homework | |
| Week 2 | Perfect and Perfect Progressive Tenses: Present perfect, Present perfect vs. simple present, Present perfect progressive, Past Perfect, Had in spoken English, Past perfect progressive; Future Time: Simple future, Will vs. be going to Homework | |
| Week 3 | Expressing the future in time clauses, Using the present progressive and simple present to express future time, Future progressive, Future perfect and future perfect progressive. Review of Verb Tenses; Final – s/ - es: use, pronunciation, and spelling. Basic subject-verb agreement: using expressions of quantity, using there + be, some irregularities Homework | |
| Week 4 | <u>Subject-Verb Agreement</u> <u>Subject-verb agreement: using expressions of quantity</u> <u>Subject – verb agreement: using there + be</u> <u>Subject – verb agreement: some irregularities</u> <u>Homework</u> <u>Review</u> <u>Final Oral and Written Tests</u> | |

| Written Structure II (Advanced) | | 4 weeks 3.5 hours a day, Monday through Thursday Plus 1 hour of Communication Strategies/Pronunciation Techniques - For full time |
|---------------------------------|--|--|
| Textbook | Azar, B.S. ; Hagen, S.A.(© 2017).Understanding and Using English Grammar. Fifth Edition. New York: Pearson Education. | |
| Course Description | This course is an advanced grammar course that assists advanced level students like you to develop and master language skills using accurate grammar for speaking and writing. It gives you a better understanding of the structural rules of English grammar and usage. | |
| Course Goal | Students will develop a mastery of the language skills using accurate grammar for speaking and writing. They will provide a better understanding of the structural rules of English grammar and usage. | |
| Course Objective | Students will expand their knowledge of written structures and use them accurately for spoken and written English; improve students' use of accurate grammar in context. | |
| Student Learning Outcome | Construct a dialogue using complex grammar. Speak confidently and fluently with correct grammar structures. Write a composition/essay using grammar structures learned such as modals, passive, noun clauses and adjective clauses. Conduct interviews using reported speech. | |
| Assessment | Final Exams; Written exams - writing task is part of the written test; Oral exams Use oral rubrics for speaking test; writing rubrics for compositions/ essays. | |
| Requirements | To successfully complete and pass this course, you must be punctual and attend your classes, actively participate in classroom activities, do your homework, pass the quizzes, and final exams. There will be oral and written exams. | |
| Grading | Final Exams : Written - 50%, Oral -50% | |
| Week 1 | Nouns: Regular and irregular plural nouns, Possessive nouns, Nouns as adjectives more about expressing nouns, count and non-count nouns of quantity; used of some uncommon non-count nouns, Using a few and few; a little and little. Using a few and few; a little and little; Singular expressions of quantity: one, each, every Using of in expressions of quantity; Basic Article usage with definite and indefinite nouns /general guidelines, use of articles with generic nouns; using the or Ø with title and geographic names | |
| Week 2 | Pronouns: Personal pronouns: agreement with generic nouns and indefinite pronouns Pronouns: agreement with collective nouns, Reflexive pronouns, Using you, one, and they as impersonal pronouns; forms of other, common expressions of other | |
| Week 3 | Modals: basic introduction, modals expressing necessity, lack of necessity, prohibition, advisability, expectation, ability and possibility; modals expressing request, polite request and making suggestions Homework | |
| Week 4 | <u>Using would expressing a repeated action in the past, express necessity, advisability and expectation in the past, expressing ability in the past, expressing degrees of certainty in the present, past and future, progressive forms of modals, combining modals with phrasal modals, expressing preference using would rather</u> <u>Review</u> <u>Final Oral and Written Tests</u> <u>Final Oral and Written Tests</u> | |

| Written Structure III (Advanced) | | 4 weeks 3.5 hours a day, Monday through Thursday Plus 1 hour of Communication Strategies/Pronunciation Techniques - For full time |
|----------------------------------|--|--|
| Textbook | Azar, B.S. ; Hagen, S.A.(© 2017).Understanding and Using English Grammar. Fifth Edition. New York: Pearson Education. | |
| Course Description | This course is an advanced grammar course that assists advanced level students in developing and mastering language skills using accurate grammar for speaking and writing. It gives students a better understanding of the structural rules of English grammar and its usage. | |
| Course Goal | Students will develop a mastery of the language skills using accurate grammar for speaking and writing. They will acquire a better understanding of the structural rules of English grammar and usage. | |
| Course Objective | Students will reinforce their knowledge of written structures and use them accurately for spoken and written English; Develop higher confidence in speaking and writing with the use of accurate advanced grammar structures | |
| Student Learning Outcome | Participate confidently in discussions of varied topics assigned by the teacher to contextualize grammar structures learned. Express their opinions and ideas using accurate grammar and vocabulary. Write essays using accurate structures such as gerunds, infinitives, coordinating conjunctions, adverb clauses connectives and conditionals. | |
| Assessment | Final Exams; Written exams - writing task is part of the written test; Oral exams Use oral rubrics for speaking test; writing rubrics for compositions/ essays. | |
| Requirements | To successfully complete and pass this course, you must be punctual and attend your classes, actively participate in classroom activities, do your homework, pass the quizzes, and final exams. There will be oral and written exams. | |
| Grading | Final Exams : Written - 50%, Oral -50% | |
| Week 1 | Active versus passive, tense forms of passive; using the passive; modals and modal phrases used in passive form; stative passive structures (non-progressive); common stative (non-Progressive) passive verbs with prepositions; the passive sentence structure with get; adjective ending in -ing/-ed. | |
| Week 2 | Noun Clauses: Beginning with question words, Beginning with whether and if, Question words followed by infinitives, Noun clauses using that, Quoted speech, Reported speech; using -ever words; subjunctive in noun clauses. | |
| Week 3 | Adjective Clauses: Adjective clause pronouns used as the subject, used as object of the verb, object of the preposition, Using whose, where, when in adjective clauses, Using adjective clauses to modify pronouns, Punctuating adjective clauses, Using nouns + of which, Using expressions of quality in adjective clauses, Using which to modify a whole sentence, reducing adjective clauses to adjective phrases. | |
| Week 4 | <u>Introduction to gerunds and infinitives; common verbs followed by gerunds; common verbs followed by infinitives; infinitives with objects; common verbs followed by either infinitives or gerunds; using gerunds as object of the preposition; go + gerund; special expressions followed by -ing; reference list of verbs followed by infinitives or gerunds; reference list of preposition combinations followed by gerunds.</u> Review Final Oral and Written Tests | |

| Written Structure IV (Advanced) | | 4 weeks 3.5 hours a day, Monday through Thursday Plus 1 hour of Communication Strategies/Pronunciation Techniques - For full time |
|---------------------------------|--|--|
| Textbook | Azar, B.S.; Hagen, S.A.(© 2017).Understanding and Using English Grammar. Fifth Edition. New York: Pearson Education. | |
| Course Description | This course is an advanced grammar course that assists advanced level students in developing and mastering language skills using accurate grammar for speaking and writing. It gives students a better understanding of the structural rules of English grammar and its usage. | |
| Course Goal | Students will develop a mastery of the language skills using accurate grammar for speaking and writing. They will acquire a better understanding of the structural rules of English grammar and usage. | |
| Course Objective | Students will reinforce their knowledge of written structures and use them accurately for spoken and written English; Develop higher confidence in speaking and writing with the use of accurate advanced grammar structures. | |
| Student Learning Outcome | Participate confidently in discussions of varied topics assigned by the teacher to contextualize grammar structures learned. Express their opinions and ideas using accurate grammar and vocabulary. Write essays using accurate structures such as gerunds, infinitives, coordinating conjunctions, adverb clauses connectives and conditionals. | |
| Assessment | Final Exams; Written exams - writing task is part of the written test; Oral exams Use oral rubrics for speaking test; writing rubrics for compositions/ essays. | |
| Requirements | To successfully complete and pass this course, you must be punctual and attend your classes, actively participate in classroom activities, do your homework, pass the quizzes, and final exams. There will be oral and written exams. | |
| Grading | Final Exams : Written - 50%, Oral -50% | |
| Week 1 | Use of infinitive as purpose: in order to; adjectives followed by infinitives; infinitives with too/enough.Past forms of infinitives and gerunds (active/passive); gerunds or passive; infinitives following need; verb of perception; simple form after let/help; causative verbs: make/have/get; using a possessive to modify a gerund. | |
| Week 2 | Parallel structure, Paired conjunctions, Separating independent clauses with periods; Using adverb clauses to show time relationships, and cause and effect, Expressing contrast using even though, Showing direct contrast, Expressing conditions in adverb clauses, Shortened if –clauses, Adverb clauses of conditions using whether or not, even if, in case, unless, and only if | |
| Week 3 | Changing time clauses to modify adverbial phrases, Cause and effect, Using upon + -ing in modifying adverbial phrases, Connectives That Express Contrast and Condition, Because of and due to, Using transitions to show cause and effect: therefore, consequently and so, Other ways of expressing cause and effect: such... that and so... that, Expressing purpose using so that, Showing contrast (unexpected result), Showing direct contrast, Expressing conditions: using otherwise and or (else) | |
| Week 4 | <u>Overview of verbs used in conditional sentences; real conditions in the present and future; unreal (contrary to fact) in present, future or past; Using progressive verb forms in conditional sentences; Omitting If: implied conditions, wish about the present and past or future; use of wish + would.</u> Review Final Oral and Written Tests | |

| Cultural Awareness (Advanced Academic) | | 4 weeks 3.5 hours a day, Monday through Thursday Plus 1 hour of Communication Strategies/Pronunciation Techniques - For full time |
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| Textbook | Datesman, M.; Kearny, E. (© 2014). The American Ways: An Introduction to American Culture. USA: Longman. Fourth Edition. | |
| Course Description | This course is a study of American cultural patterns and how they differ from or are similar to your own culture. It is designed to enhance communication skills through cultural awareness. | |
| Course Goal | Students will acquire a better understanding of American culture and how it differs from their own culture as well as other cultures. | |
| Course Objective | Students will develop a sense of American history; have a better understanding of American culture; become more sensitive to cultural differences. They will increase their knowledge of vocabulary and broaden their reading comprehension skills. They will enhance their speaking and writing abilities. | |
| Student Learning Outcome | Discuss their country's history and culture. Do a presentation about American influences in other countries. Analyze the effects of Western culture to their generation. Identify and discuss cross cultural activities in the US | |
| Assessment | Final Exams; Written exams -writing task is part of the written test; Oral exams Use oral rubrics for speaking test; writing rubrics for compositions/ essays. | |
| Requirements | To successfully complete and pass this course, you must be punctual and attend your classes, actively participate in classroom activities, do your homework, pass the quizzes, and final exams. There will be oral and written exams. | |
| Grading | Final Exams : Written - 50%, Oral -50% | |
| Week 1 | Readings: A Nation of Immigrants, Traditional American Values and Beliefs Activities: Framing Discussions Questions, Conducting an Interview, Reporting Interview Results | |
| Week 2 | Readings: The American Religious Heritage, Freedom of Religion in the United States, The Frontier Heritage, American Macho. Activities: Writing and Debate (Gun Control) | |
| Week 3 | Readings: The Heritage of Abundance, Producers and Consumers, Commercial and Public Television, The Ever-Expanding Pie Activities: Pair/Group work activities on Consumerism, Discussion on TV Advertising | |
| Week 4 | <u>The World of American Business, The American Dream, The Entrepreneur as a Hero</u> Activities: Pair/Group work activities on the American Dream, Individual / Group reporting about the Role of the Individual, and the students' form of citizenship in their home country. Video showing for listening & speaking (Alexis de Tocqueville observations) <u>Review</u> Final Oral and Written Tests | |

| Reading II (Advanced Academic) | | 4 weeks 3.5 hours a day, Monday through Thursday Plus 1 hour of Communication Strategies/Pronunciation Techniques - For full time |
|--------------------------------|--|--|
| Textbook | Datesman, M.; Kearny, E. (© 2014). The American Ways: An Introduction to American Culture. USA: Longman. Fourth Edition. | |
| Course Description | This course is a study of American cultural patterns and how they differ from or are similar to your own culture. It is designed to enhance communication skills through cultural awareness. | |
| Course Goal | Students will acquire a better understanding of American culture and how it differs from their own culture as well as other cultures. | |
| Course Objective | Students will develop a sense of American history; have a better understanding of American culture; become more sensitive to cultural differences. They will increase their knowledge of vocabulary and broaden their reading comprehension skills. They will enhance their speaking and writing abilities. | |
| Student Learning Outcome | Discuss their country's history and culture. Do a presentation about American influences in other countries. Analyze the effects of Western culture to their generation. Identify and discuss cross cultural activities in the US | |
| Assessment | Final Exams; Written exams -writing task is part of the written test; Oral exams Use oral rubrics for speaking test; writing rubrics for compositions/ essays. | |
| Requirements | To successfully complete and pass this course, you must be punctual and attend your classes, actively participate in classroom activities, do your homework, pass the quizzes, and final exams. There will be oral and written exams. | |
| Grading | Final Exams : Written - 50%, Oral -50% | |
| Week 1 | Readings: The American Dream, The Entrepreneur as a Hero Activities: Pair/Group work activities on Consumerism, Discussion on TV Advertising | |
| Week 2 | Readings: Government and Politics in the United States, The Organization of the American Government, The Welfare State, Ethnic and Racial Assimilation in the United States, Melting Pot or Salad Bowl, Dominant Culture, The African-American Experience Activities: Individual / Group reporting about the Role of Government, and the students' form of government in their home country, Video showing for listening & speaking (Malcolm X) | |
| Week 3 | Readings: Education in the United States, How Americans Spend Their Leisure Time | |
| Week 4 | <u>Readings: The American Family, American Values at the Crossroads</u> Activities: Discussion on family structure, values, and the role of children, describe your typical family, Writing Activity - The concept of an "ideal" family <u>Review</u> Final Oral and Written Tests | |

| Writing II (Part 1) (Advanced Academic) | | 4 weeks 3.5 hours a day, Monday through Thursday Plus 1 hour of Communication Strategies/Pronunciation Techniques - For full time |
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| Textbook | Smalley, R., Ruetten, M, Kozyrev, J.R. (2012). Refining Composition Skills: Rhetoric and Grammar, 6th edition. United States of America: Heinle & Heinle, Thomson Learning. | |
| Course Description | This course is designed for advanced level students who need to enhance their writing skills and prepare them for academic and developmental writing courses. It consists of extensive practice in rhetorical strategies and techniques with review of appropriate grammatical structures and mechanics of writing. | |
| Course Goal | Students will advance their writing skills to be more prepared to write and develop academic writing topics with an extensive practice in rhetorical strategies and techniques in writing. | |
| Course Objective | Student will enhance their writing skills and use accurate grammar and vocabulary words in context. They will be more exposed to academic writing and contextualize words identified in the Academic Word List (AWL). | |
| Student Learning Outcome | Write a multi-paragraph essays (Choices: Comparison & Contrast, Process Analysis, Cause & Effect , Expository and Argumentative). Identify and construct a thesis statement for the different types of essays.Contextualize principles of rhetoric and apply them to their compositions and use process writing, including techniques such as free-writing, brainstorming, & drafting in improving their overall written abilities. Write an opinionated article (editorial). | |
| Assessment | Final Exams; Written exam- writing task is part of the written test; Oral Exams: Presentation – Topics assigned or thematic to previously discussed topics. Use oral rubrics for speaking test; writing rubrics for compositions/ essays. | |
| Requirements | To successfully complete and pass this course, you must be punctual and attend your classes, actively participate in classroom activities, do your homework, pass the quizzes, and final exams. There will be oral and written exams. | |
| Grading | Final Exams : Written - 50%, Oral -50% | |
| Week 1 | The Process of Writing, Writing a Journal, Prewriting (Brainstorming, Freewriting, Wh- Questions, Clustering), Drafting, Revising, Editing, Grammar (Adjectives, Adjective Phrases, Clauses). Introduction to the Paragraph, Narrowing the Topic, The Topic Sentence (Focusing, Placing & Formulating the Topic Sentence), Support (Outlining), Unity, Coherence. | |
| Week 2 | The Narrative Paragraph, Building Vocabulary, Writing (Present and Past Narration), Grammar (Adverbial Sequence of Time and Sequence, Prepositions in Time Expressions, Adverb Clauses of Time, The Simple Present, the Past, Progressive and Perfect Tenses), Editing. | |
| Week 3 | The Descriptive Paragraph, Using Similes and Metaphors, Writing (Description of a Place, Describing a Person), Grammar (Adverb of Place, Adjective Clauses and Modifying with Specific Details; Order of Adjectives, Participial Adjectives, Prepositional Phrases of Place, The Present Tense vs. The Present Progressive). | |
| Week 4 | <u>The Expository Paragraph, Learning Word Forms, Writing (Support of Generalization), Specific Details, Examples, Illustrations and Anecdotes, Grammar (Organization of Details and Examples), Order of Importance, Order of Familiarity and Order of Time, Transitional Words and Phrases, Definite and Indefinite Articles, The Present Perfect vs. The Simple Past</u> <u>Course Integration</u> <u>Final Tests</u> | |

| Writing II (Part 2) (Advanced Academic) | | 4 weeks 3.5 hours a day, Monday through Thursday Plus 1 hour of Communication Strategies/Pronunciation Techniques - For full time |
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| Textbook | Smalley, R., Ruetten, M, Kozyrev, J.R. (2012). Refining Composition Skills: Rhetoric and Grammar, 6th Edition. United States of America: Heinle & Heinle, Thomson Learning. | |
| Course Description | This course is designed for advanced level students who need to enhance their writing skills and prepare them for academic and developmental writing courses. It consists of extensive practice in rhetorical strategies and techniques with review of appropriate grammatical structures and mechanics of writing. | |
| Course Goal | Students will advance their writing skills to be more prepared to write and develop academic writing topics with an extensive practice in rhetorical strategies and techniques in writing. | |
| Course Objective | Student will enhance their writing skills and use accurate grammar and vocabulary words in context. They will be more exposed to academic writing and contextualize words identified in the Academic Word List (AWL). | |
| Student Learning Outcome | Write a multi-paragraph essays (Choices: Comparison & Contrast, Process Analysis, Cause & Effect , Expository and Argumentative). Identify and construct a thesis statement for the different types of essays.Contextualize principles of rhetoric and apply them to their compositions and use process writing, including techniques such as free-writing, brainstorming, & drafting in improving their overall written abilities. Write an opinionated article (editorial). | |
| Assessment | Final Exams; Written exam- writing task is part of the written test; Oral Exams: Presentation – Topics assigned or thematic to previously discussed topics. Use oral rubrics for speaking test; writing rubrics for compositions/ essays. | |
| Requirements | To successfully complete and pass this course, you must be punctual and attend your classes, actively participate in classroom activities, do your homework, pass the quizzes, and final exams. There will be oral and written exams. | |
| Grading | Final Exams : Written - 50%, Oral -50% | |
| Week 1 | The Paragraph, The Thesis Statement, The Introduction, The Funnel Approach, The Developmental Paragraphs, Breaking Down a Topic, Drafting the Body of the Essay, The Conclusion, Outlining. The Example Essay, Building Vocabulary, Transition Between Paragraphs, Grammar (Noun Clauses, Gerunds, and Infinitives). | |
| Week 2 | The Comparison and Contrast Essay, Points of Comparison, Patterns of Organization, Using the Two Patterns of Comparison and Contrast in Essays, Transitions for Comparison and Contrast, Grammar (Adverb Clauses of Comparison, Contrast, and Concession; Comparative Corms). The Classification Essay, Building Vocabulary (Recognizing Negative Prefixes), The Principle of Classification, Composition Skills (Introductory Paragraphs, Transition for Classification), Grammar (Adjective Clauses, Correlative Conjunctions). | |
| Week 3 | The Process Analysis Essay, Vocabulary (Differentiating Multiple Meanings of a Word), Process Analysis, Composition Skills (Introductory Paragraphs and Coherence), Grammar (Adverb Clauses of Purpose, Adverb Clauses Reduced to Participial Phrases, Real Conditionals). The Cause-and-Effect Analysis Essay, Building Vocabulary (Understanding Phrasal Verbs), Multiple Causes => 1 Effect, 1 Cause => Multiple Effects | |
| Week 4 | <u>The Argumentative Essay, Supporting and explaining reasons, refuting and conceding to the opposition.</u> <u>Final Tests</u> | |

| Listening II (Advanced Academic) | | 4 weeks 3.5 hours a day, Monday through Thursday Plus 1 hour of Communication Strategies/Pronunciation Techniques - For full time |
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| Textbook | Espeseth, M. (2012) Academic Encounters 4: Listening and Speaking 2nd edition, New York, United States of America: © Cambridge University Press 2012 | |
| Course Description | This course further develops and improves students' listening comprehension skills. It provides stimulating and content-based lessons for developing comprehension, note taking and academic study skills. | |
| Course Goal | The students will master their listening comprehension skills; widen their knowledge about academic readings and acquire academic study skills. | |
| Course Objective | The students will develop advanced academic listening skills. They will acquire more information and knowledge on relevant topics which can be used in group discussions and presentations. They will have a better understanding on contextual clues to infer the meaning of advanced vocabulary words. | |
| Student Learning Outcome | Summarize lectures and academic readings. • Understand the themes of short and long listening passages and provide the main ideas and supporting details. Make inferences to the listening passages in different settings: lecture, dialogue and discussions. • Discuss the gist and main ideas of listening topics and passages from the textbook. | |
| Assessment | Final Exams; Written test - writing task is part of the written test; Oral Exams: Presentation - Topics assigned or thematic to previously discussed. Use oral rubrics for speaking test; writing rubrics for compositions/ essays. | |
| Requirements | To successfully complete and pass this course, you must be punctual and attend your classes, actively participate in classroom activities, do your homework, pass the quizzes, and final exams. There will be oral and written exams. | |
| Grading | Final Exams : Written - 50%, Oral -50% | |
| Week 1 | Listening Skills (following directions, listening for specific information), Speaking Skills (predicting content, personalizing topics, and sharing cultural perspectives, recalling what you already know), Vocabulary Skills (reading and thinking about the topic, examining vocabulary in context, and learning words as they are used), Note-Taking Skills (summarizing data, using symbols and abbreviations, using telegraphic language, and paraphrasing/ summarizing) Listening Skills (recording numbers, summarizing what you have heard, completing multiple choice items, correcting or expressing a negative politely), Speaking Skills (using background information to make predictions, responding to true/false statements, identifying who said what, and eliciting a conclusion), Note-Taking Skills (outlining practice, creating a chart), Oral Presentation (health and healthy habits) | |
| Week 2 | Listening Skills (reading nonverbal cues, responding to true/false statements, and using your body to communicate), Speaking Skills (applying general concepts to a specific data, sharing your personal perspective, thinking critically about the topic, looking beyond the facts), Vocabulary Skills (building background knowledge on the topic), Note-Taking Skills (paying attention to signal words, restating what you have heard) | |
| Week 3 | Listening Skills (summarizing what you have heard, decoding the meaning of word stress, retelling, and listening for verb tense), Speaking Skills (recalling what you already know, using comparison/contrast, and drawing inferences), Vocabulary Skills (comparing information from different sources, describing a typical scene and activities, and reminiscing about a typical scene and activities), Note-Taking Skills (recording information, and recalling what you already know), Oral Presentation (comparing body language in different cultures) | |
| Week 4 | <u>Speaking Skills (forming generalizations and conducting an interview), Listening Skills (digressions and showing interest), Note-Taking Skills (conducting a survey using the Likert scale, taking advantage of rhetorical questions, and outlining practice).</u> <u>Course Integration</u> <u>Final Tests</u> | |

| Critical Thinking (Advanced Academic) | | 4 weeks 3.5 hours a day, Monday through Thursday Plus 1 hour of Communication Strategies/Pronunciation Techniques - For full time |
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| Textbook | Numrich, C. (© 2010) Raise the Issues: An Integrated Approach to Critical Thinking, Third Edition, New York: Pearson Education Inc. | |
| Course Description | This course provides you an integrated skills approach to develop your critical thinking, by exposing you to readings and discussions of controversial issues of international interest, and for you to form your views and opinions. All four skills: reading, writing, speaking, and listening, will be developed. | |
| Course Goal | Students will acquire integrated English skills and advance their critical thinking. They will widen their knowledge about social and controversial issues of national interest. | |
| Course Objective | The students will attain and use new language and insights for writing and speaking. They will develop listening and reading strategies to facilitate comprehension of different viewpoints. | |
| Student Learning Outcome | Participate in a formal debate using supporting facts and reasoning • Express valid arguments to a certain social or controversial topic. • Synthesize ideas of the topics from the textbook. Formulate opinions and conclusions on various issues using supporting facts and reasoning based on the topics from the textbook. | |
| Assessment | Final Exams; Written test - writing task is part of the written test; Oral Exams: Presentation / Group debate on social issues or topics assigned by the teacher thematic to previously discussed topics. | |
| Requirements | To successfully complete and pass this course, you must be punctual and attend your classes, actively participate in classroom activities, do your homework, pass the quizzes, and final exams. There will be oral and written exams. | |
| Grading | Final Exams : Written - 50%, Oral -50% | |
| Week 1 | Readings: Chapter 1 (Enforcing The Law), Chapter 2 (Better Dead Than Coed?) and Chapter 3 (The Global Child) Reading and Speaking: discussing the main ideas and details, vocabulary study, summarizing, group discussion and debate Listening: Text Completion | |
| Week 2 | Readings: Chapter 4 (Beyond Darwin), Chapter 5 (Sport For Sport's Sake) and Chapter 6 (Drawing The Line On Immigration) Reading and Speaking: discussing the main ideas and details, vocabulary study, summarizing, group discussion and debate Listening: Text Completion | |
| Week 3 | Readings: Chapter 7 (The Right to Die vs. the Right to Live) and Chapter 8 (The Global Village) Reading and Speaking: discussing the main ideas and details, vocabulary study, summarizing, group discussion and debate Listening: Text Completion | |
| Week 4 | <u>Readings: Chapter 9 (For Every Winner There is a Loser) and Chapter 10 (Alternative Energy)</u> <u>Reading and Speaking: discussing the main ideas and details, vocabulary study, summarizing, group discussion and debate Listening: Text Completion</u> <u>Review for the final exams</u> <u>The Final Tests will be given this week</u> | |

| Writing III (Advanced Academic) | | 4 weeks 3.5 hours a day, Monday through Thursday Plus 1 hour of Communication Strategies/Pronunciation Techniques - For full time |
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| Textbook | Boardman, C. A. (©2009). Writing to Communicate 3: Essays and the Short Research Paper. White Plains, NY, USA: Pearson Education. | |
| Course Description | This is an advanced academic writing course that entails extensive writing tasks required in college and job-related activities, designed to develop your writing, reading, and critical thinking skills. It provides extensive vocabulary and accurate grammar usage for academic and technical writing. | |
| Course Goal | Students will acquire integrated English skills and advance their critical thinking. They will widen their knowledge about social and controversial issues of national interest. | |
| Course Objective | The students will develop research writing skills and obtain strategies for learning new relevant vocabulary and appropriate advanced grammar structures. They will enhance their ability to comprehend, analyze, and organize information in advanced writing. | |
| Student Learning Outcome | Present a simple research proposal • Recognize and identify different types of academic discourses for reading and writing. Increase writing skills in paraphrasing, summarizing and comparing information. • Write a simple academic research about one of the topics: Environment, Technology, and Education using correct citations. | |
| Assessment | Final Exams Written test - writing task is part of the written test; Oral Exams: Presentation - research paper or essay. (Topics assigned by the teacher). Use oral rubrics for speaking test; writing rubrics for compositions/ essays. Use oral rubrics for speaking test; writing rubrics for compositions/ essays. | |
| Requirements | To successfully complete and pass this course, you must be punctual and attend your classes, actively participate in classroom activities, do your homework, pass the quizzes, and final exams. There will be oral and written exams. | |
| Grading | Final Exams : Written - 50%, Oral -50% | |
| Week 1 | The Process of Writing, Paragraph and Essay Organization, avoiding choppy sentences, Using Participles as Adjectives, Writing to Communicate, Working with a Peer Help Worksheet, Writing a journal or an in-class timed essay, Readings (Examples of Authentic Academic Readings, Paraphrasing, Summarizing and Critiquing), The Cause and Effect Essay, Introductory Paragraphs, Avoiding Stringy Sentences, Collocations The Problem and Solution Essay, Paragraph Unity, Avoiding Run-on sentences and Comma Splices, Commonly Confused Words (verbs and nouns), Discuss objections and counter-objections to proposed solutions, Summarizing and Responding, Summarizing an Article, Responding to an Article, Reduced Adverbial Clauses, Reduced Adjective Clauses, Reporting Words, Writing (one-paragraph response to the article "Girls really Do Prefer Pink", a response and summary of an article or magazine) | |
| Week 2 | Responding to a Travel Story: Using Quotations, Writing a Narrative, Using Quotations from Outside Sources, Incorporating Outside Information into Your Writing, Avoid Dangling Modifiers, Phrases for Agreement, Disagreement, and Hedging, Writing (Summary and Response Paragraph on "The Matter of Kindness", a journal or in-class timed essay, paraphrase at least one sentence on each paragraph on the article "I'm Just Sayin'"), Two Sides of an Issue: Responding with Paraphrasing, Identifying Arguments, Paraphrasing, Avoiding Fragments, Parts of Speech, Changing Suffixes The First Draft, Short Research Paper, Choosing a Topic, Brainstorming, Writing a Working Thesis, Organizing Your Paper, Writing the First Draft, Avoiding Bias | |
| Week 3 | The First Draft, Commonly Confused Words (Adjectives and Adverbs), Writing to Communicate, Work on a thesis; brainstorm topic by drawing a diagram, Doing Research, Concrete Support, Sentence Focus, Avoiding Faulty Parallelism, Verbs of Urgency, Adjectives of Urgency, Write a first draft of your research paper | |
| Week 4 | <u>Revising and Editing, Guidelines for the Research Paper Format, Avoiding Unclear Comparisons, Commonly Confused Words (Prepositions and Pronouns), Writing a research paper, editing, revising, and writing its final version</u> The Final Tests will be given this week | |

Standard Intensive English Programs and Standard Semi-intensive English Programs

Elective Courses

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| Academic Vocabulary I (Advanced) | | 4 weeks 3.5 hours a day, Monday through Thursday Plus 1 hour of Communication Strategies/Pronunciation Techniques - For full time |
| Textbook | Schmitt, D. N. (2005). Focus On Vocabulary 2. Pearson Education, Inc. | |
| Course Description | This course is for advanced students who want to enrich their knowledge and usage of academic vocabulary through extensive reading, vocabulary exercises, pair work, discussions, student presentations and writing. The guiding principle of the course is that vocabulary enrichment comes about through authentic exposure and practice of reading topics. | |
| Course Goal | The students will master their knowledge and usage of academic vocabulary through extensive reading and writing | |
| Course Objective | Students will develop a better understanding and appreciation of the studied vocabulary in the context of class readings and enhance critical thinking through discussions of academic topics; Become more familiar with formal vocabulary that is common in academic discourse, and prepare for higher studies with enhanced language skills in terms of both fluency and accuracy. | |
| Student Learning Outcome | Write essays. • Deliver presentations on academic topics such as Environment, Technology, Communication, Science, Education, etc. using vocabulary words that are in the Academic Word List(AWL). • Communicate and understand proficiently/ fluently in different transactional levels through group discussions and presentations. Understand rhythm, intonation in different social context through dialogues and reading of passages. | |
| Assessment | Final Exams; Written test: Writing task is part of the written test. Oral Exams – Students presentation on assigned academic topics using guide questions as provided by the teacher. Use oral rubrics for speaking test; writing rubrics for compositions/ essays. | |
| Requirements | To successfully complete and pass this course, you must be punctual and attend your classes, actively participate in classroom activities, do your homework, pass the quizzes, and final exams. There will be oral and written exams | |
| Grading | Final Exams : Written - 50%, Oral -50% | |
| Week 1 | Unit 1 Our Changing Society: Chapter 1: Technology and Society, Reading: Human societies – From the Iceman to us, Chapter: Social Experience and Personal Development, Reading: Social Forces That Shape Our Lives. Reading: Emotions in Global Perspective: Do We All Feel the Same? Chapter 4: Strategy Practice | |
| Week 2 | Unit 2 Consumer Behavior and Marketing: Chapter 5 Influencing the Consumer, Reading: Marketing's Impact on Consumers, Chapter 6 Who Buys what? The Family's Influence, Reading Consumer Socialization of family members Reading: Different Views on Purchasing Behavior, Chapter 7: How We See ourselves, Reading: How Perspectives on the Self Influence Consumer Behavior, Chapter 8: Strategy Practice. | |
| Week 3 | Unit 3 Workplaces and Work Spaces: Chapter 9: How Office Space Affects Behavior, Reading: Work space Design, Chapter 10: The Modern Office: Symbols of Status, Reading: The Meaning of the Chair, Reading Office Designs That Work: Chapter 11: Sitting Comfortably, Reading: the Ergonomics of Sitting, Chapter12: Strategy Practice | |
| Week 4 | <u>Unit 4 Use and Abuse of Natural Resources: Chapter 13: water for sale, Reading: Exploding Sales for Bottled Water, Chapter 14: The Aral Sea – An Environmental Disaster, Reading: The Dying Lake, Reading: Creating More Fresh Water Through Desalination</u> <u>Final Written and Oral Exams</u> | |

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| Academic Vocabulary II (Advanced) | | 4 weeks 3.5 hours a day, Monday through Thursday Plus 1 hour of Communication Strategies/Pronunciation Techniques - For full time |
| Textbook | Schmitt, D. N. (2005). Focus On Vocabulary 2. Pearson Education, Inc. | |
| Course Description | This course is for advanced students who want to enrich their knowledge and usage of academic vocabulary through extensive reading, vocabulary exercises, pair work, discussions, student presentations and writing. The guiding principle of the course is that vocabulary enrichment comes about through authentic exposure and practice of reading topics. | |
| Course Goal | The students will master their knowledge and usage of academic vocabulary through extensive reading and writing | |
| Course Objective | Students will develop a better understanding and appreciation of the studied vocabulary in the context of class readings and enhance critical thinking through discussions of academic topics; Become more familiar with formal vocabulary that is common in academic discourse, and prepare for higher studies with enhanced language skills in terms of both fluency and accuracy. | |
| Student Learning Outcome | Write essays. • Deliver presentations on academic topics such as Environment, Technology, Communication, Science, Education, etc. using vocabulary words that are in the Academic Word List(AWL). • Communicate and understand proficiently/ fluently in different transactional levels through group discussions and presentations. Understand rhythm, intonation in different social context through dialogues and reading of passages. | |
| Assessment | Final Exams; Written test: Writing task is part of the written test. Oral Exams – Students presentation on assigned academic topics using guide questions as provided by the teacher. Use oral rubrics for speaking test; writing rubrics for compositions/ essays. | |
| Requirements | To successfully complete and pass this course, you must be punctual and attend your classes, actively participate in classroom activities, do your homework, pass the quizzes, and final exams. There will be oral and written exams | |
| Grading | Final Exams : Written - 50%, Oral -50% | |
| Week 1 | Chapter 15: International Conflict over natural Resources, Reading: Water Politics in the Middle East and North Africa, Chapter 16: Strategy Practice, Unit 5 We Are What We Eat: Chapter 17: food roots and Food ways, Reading: Food Habits and Beliefs Chapter 18: Getting Back to Nature, Reading: Organic farming Versus Traditional farming Methods, Reading: Genetically Modified Foods | |
| Week 2 | Chapter 19: Microorganisms: The Spice of Life?, Reading Food Microbiology; Unit 6 Encounters with Music and Sound: Chapter 21: Music as Social Conscience, Reading: opposing war Through Music: Classical and Modern Examples, Chapter 22: Noise Hurts, Reading: Noise Pollution, Reading: The Science of Sound | |
| Week 3 | Chapter 23: Ultrasonics: Super Sound?, Reading: Ultrasonics Chapter 24: Strategy Practice. Unit 7: Animal Nature: Chapter 25 Endangered Elephants; Reading: Saving the African Elephant: Using International Law and Trade; Chapter 26 Animals: How Human?; Reading: Chimpanzees: Our Closest Relative; Kanzi: A Case Study of Ape Language Development | |
| Week 4 | <u>Chapter 27: Living Together: Advantage or Disadvantage; Reading: The Costs of Benefits of Social, Behavior; Chapter 28: Strategy Practice</u> <u>Final Written and Oral Exams</u> | |

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| Current Events (Advanced) | | 4 weeks 3.5 hours a day, Monday through Thursday Plus 1 hour of Communication Strategies/Pronunciation Techniques - For full time |
| Textbook | Textbook Lively and high-interest newspaper articles from tabloids and broad sheet such as New York Post, Daily News, The New York Times and etc... In the News: Mastering Reading and language skills with the Newspaper (International Herald Tribune) Sharma, P., Reading the News (©2007) Thompson ELT Boston, MA, USA | |
| Course Description | This is an elective course designed to help students improve their Reading and Language skills through the use of high interest newspaper articles from standard newspaper sections such as: News, Editorial/Opinion, Business, Education, Arts and Leisure, Sports, Science & Environment, Community News, Classified Ads and etc. It also integrates reading, writing, critical analysis, discussion and writing, letting students apply a wide array of language skills. | |
| Course Goal | The students will master reading and writing skills through the use of high interest newspaper articles and from the internet sources. | |
| Course Objective | Students will develop their understanding of the articles specifically its main points, vocabulary words and idioms used; Expand student's knowledge of other cultural/social issues as well as motivate students to become habitual reader thereby improving their reading and writing skills. | |
| Student Learning Outcome | Write articles in different journalism beats or any particular issue /sector such as crime, editorial, sports. • Discuss about social and national issues about their country from print and internet sources. • Identify the different parts, content and organization of newspaper articles as well as those from internet sources. | |
| Assessment | Final Exams; Writing task is part of the written test. Oral exams: journalism reporting or investigative reporting (report what they have written). Use oral rubrics for speaking test; writing rubrics for compositions/ essays. | |
| Requirements | To successfully complete and pass this course, you must be punctual and attend your classes, actively participate in classroom activities, do your homework, pass the quizzes, and final exams. There will be oral and written exams. | |
| Grading | Final Exams : Written - 50%, Oral -50% | |
| Week 1 | Section 1: News and Features: Understanding News Articles and Features, Reading Focus: Comparing and Contrasting; Direct and Indirect Quotation, Recognizing Patterns, Comprehension and Vocabulary, Discussion | |
| Week 2 | Section 2: Opinion: Editorials and Commentary, Opinion, Reading Focus: Developing and Argument and Reading for Details, Comprehension and Vocabulary Work, Discussion | |
| Week 3 | Section 3: Business: The Business Section and the Articles, Using the IHT website, Reading Focus: Statistics and Figures and Keeping Tracks of Events, Comprehension and Vocabulary, Discussion. Section 4: Lifestyle: Style and Travel, Reading Focus: Formal versus Informal and Reporting, Comprehension and Vocabulary, Discussion. | |
| Week 4 | <u>Section 5: Arts and Entertainment: The Culture Section, Arts and Entertainment Around the World, Reading Focus: Reporting on a Celebrity; Reporting Sources; Finding Key Information, Comprehension and Vocabulary, Discussion.</u> <u>Review</u> <u>Final Written and Oral Exams</u> | |

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| Pronunciation (High Intermediate) | | 4 weeks 3.5 hours a day, Monday through Thursday Plus 1 hour of Communication Strategies/Pronunciation Techniques - For full time |
| Textbook | Orion, G.: Pronouncing American English (Sounds, Stress, and Intonation) 3rd ed. © (2012) Heinle Cengage Learning | |
| Course Description | This course is designed for high intermediate to advanced level students who want to develop both their pronunciation and listening skills. It helps students become more aware of their pronunciation and the pronunciation of native speakers of North American English. The students will be able to understand American pronunciation, its rules and the fundamentals of pronunciation. | |
| Course Goal | The students will master their pronunciation, speaking and listening skills and communicate fluently with people. | |
| Course Objective | Students will develop pronunciation skills and overcome pronunciation problems when speaking English; They will understand American pronunciation, its rules and the fundamentals of pronunciation, to improve their speaking skills and thus communicate more fluently. | |
| Student Learning Outcome | • Communicate and understand proficiently/ fluently in different transactional levels through group discussions and presentations. • Understand rhythm, intonation in different | |
| Assessment | Final Exams; Written test: Writing task is part of the written test. Oral exams: Reading a text aloud, delivering speeches, and other forms of presentations. Use oral rubrics for speaking test; writing rubrics for compositions/ essays. | |
| Requirements | To successfully complete and pass this course, you must be punctual and attend your classes, actively participate in classroom activities, do your homework, pass the quizzes, and final exams. There will be oral and written exams. | |
| Grading | Final Exams : Written - 50%, Oral -50% | |
| Week 1 | Units 1-4: English Spelling & English Sounds, Speech Mechanism, Syllable Stress, Vowel & Consonant Length, Reading activities, Practice exercises | |
| Week 2 | Units 5-8: Content Words and Function Words, Word Stress and Phrasing, Intonation, Reading Activities, Using a Dictionary for Pronunciation , Practice Exercises | |
| Week 3 | Units 9-12: , /iy/ as in see; /i/ as in sit, /ey/ as in pay; /ε/ as in met, /æ/ as in cat, /a/ as in not, /ay/ as in buy /aw/ as in now, /ə/ as in up, /ər / as in sir/ , Reading Activities, Practice Exercises | |
| Week 4 | <u>Units 13-18: / y/ as in boy, // as in all. Reading practice : paragraph, essay, short story, and other reading materials</u> <u>Review/preparation for final written and oral tests</u> | |

| Pronunciation and Accent Reduction I (Advanced) | | 4 weeks 3.5 hours a day, Monday through Thursday Plus 1 hour of Communication Strategies/Pronunciation Techniques - For full time |
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| Textbook | Orion, G.: Pronouncing American English (Sounds, Stress, and Intonation) 3rd ed. © (2012) Heinle Cengage Learning | |
| Course Description | This course is designed for high intermediate to advanced level students who want to develop both their pronunciation and listening skills. It helps students become more aware of their pronunciation and the pronunciation of native speakers of North American English. The students will be able to understand American pronunciation, its rules and the fundamentals of pronunciation. | |
| Course Goal | The students will master their pronunciation, speaking and listening skills and communicate fluently with people. | |
| Course Objective | Students will develop pronunciation skills and overcome pronunciation problems when speaking English; They will understand American pronunciation, its rules and the fundamentals of pronunciation, to improve their speaking skills and thus communicate more fluently. | |
| Student Learning Outcome | Communicate and understand proficiently/ fluently in different transactional levels through group discussions and presentations. • Understand rhythm, intonation in different social context through dialogues and reading of passages. | |
| Assessment | Final Exams; Written test: Writing task is part of the written test. Oral exams: Reading a text aloud, delivering speeches, and other forms of presentations. Use oral rubrics for speaking test; writing rubrics for compositions/ essays. | |
| Requirements | To successfully complete and pass this course, you must be punctual and attend your classes, actively participate in classroom activities, do your homework, pass the quizzes, and final exams. There will be oral and written exams. | |
| Grading | Final Exams : Written - 50%, Oral -50% | |
| Week 1 | Units 1-5: English Spelling & English Sounds, Speech Mechanism, Syllable Stress, Vowel & Consonant Length, Reading activities, Practice exercises | |
| Week 2 | Units 5-10: Content Words and Function Words, Word Stress and Phrasing, Intonation, Reading Activities, Practice Exercises, Using a Dictionary for Pronunciation, /iy/ as in see; /l/ as in sit, /ey/ as in pay; /ε/ as in met, Reading Activities, Practice Exercises | |
| Week 3 | Units 11-15: /æ/ as in cat, /a/ as in not, /ay/ as in buy, Practice Exercises, /aw/ as in now, /ə/ as in up, /ər / as in sir , Reading Exercises, Practice exercises | |
| Week 4 | <u>Units 16-18: / y/ as in boy, / / as in all, Practice.</u> <u>Final Written and Oral Exam</u> | |

| Pronunciation and Accent Reduction II (Advanced) | | 4 weeks 3.5 hours a day, Monday through Thursday Plus 1 hour of Communication Strategies/Pronunciation Techniques - For full time |
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| Textbook | Orion, G.: Pronouncing American English (Sounds, Stress, and Intonation) 3rd ed. © (2012) Heinle Cengage Learning | |
| Course Description | This course is designed for high intermediate to advanced level students who want to develop both their pronunciation and listening skills. It helps students become more aware of their pronunciation and the pronunciation of native speakers of North American English. The students will be able to understand American pronunciation, its rules and the fundamentals of pronunciation. | |
| Course Goal | The students will master their pronunciation, speaking and listening skills and communicate fluently with people | |
| Course Objective | Students will develop pronunciation skills and overcome pronunciation problems when speaking English; They will understand American pronunciation, its rules and the fundamentals of pronunciation, to improve their speaking skills and thus communicate more fluently. | |
| Student Learning Outcome | •Communicate and understand proficiently/ fluently in different transactional levels through group discussions and presentations. • Understand rhythm, intonation in different social context through dialogues and reading of passages. | |
| Assessment | Final Exams; Written test: Writing task is part of the written test. Oral exams: Reading a text aloud, delivering speeches, and other forms of presentations. Use oral rubrics for speaking test; writing rubrics for compositions/ essays. | |
| Requirements | To successfully complete and pass this course, you must be punctual and attend your classes, actively participate in classroom activities, do your homework, pass the quizzes, and final exams. There will be oral and written exams. | |
| Grading | Final Exams : Written - 50%, Oral -50% | |
| Week 1 | Units 19-23: /ow/ as in no, /uw/ as in do; /v/ as in book, /l/ as in like, Reading Exercises, Practice Exercises, r/ as in red, /p/ as in pen; /b/ as in boy | |
| Week 2 | Units 24-28: /t/ as in ten; /d/ as in day, Reading Exercises, Practice Exercises, /k/ as in cat; /g/ as in go, /f/ as in food; /v/ as in voice, /θ/ as in thin; /δ/ as in the, Reading Exercises, Practice Exercises | |
| Week 3 | Units 29-33: /s/ as in see; /z/ as in zoo, /f/ as in she; /3/ as in pleasure, /tf/ as in child; /d3/ as in job, Reading Exercises, Practice Exercises, /h/ as in house, /y/ as in yes, /w/ as in walk, Reading Exercise, Practice Exercise | |
| Week 4 | <u>Units 34-36: /m/ as in me, /n/ as in no, /ŋ/ as in king, Course integration.</u> <u>Review</u> <u>Final Written and Oral Exam</u> | |

| English for Specific Purposes (Advanced) | | 4 weeks 3.5 hours a day, Monday through Thursday Plus 1 hour of Communication Strategies/Pronunciation Techniques - For full time |
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| Textbook | Raise the Issues 3rd ed. by Numrich, C. ©2010 Grammar and Beyond 5 by Bunting, J., Diniz, L., Reppen, R. ©2013 Q: Skills for Success 5 Reading and Writing by Caplan, N., Douglas, S.R. ©2011 Refining Composition Skills 6th ed. By Smalley, R., Ruetten, M., Kozyrev, J. ©2012 | |
| Course Description | This course is designed for advanced proficiency student like you who would like to master all ESL skills such as Reading, Writing, Speaking and Listening including sub skills such as pronunciation, vocabulary and grammar. This course prepares you for your graduate studies as well as you career growth. | |
| Course Goal | The students will enhance their listening skills and be able to participate in formal and informal conversations | |
| Course Objective | By the end of the course, you will be able to improve your listening comprehension skills to lectures and large reading assignments, develop research skills for writing a series of essays, research papers and discuss them in class, comprehend and understand academic texts and improve your skills in critical analysis, widen your vocabulary knowledge and be able to use it in context both for speaking and writing, and increase intelligibly, communication skills and self confidence in speaking English. | |
| Student Learning Outcome | • Communicate and understand proficiently/ fluently in different transactional levels through group discussions and presentations. Carry conversation in different levels of communication in various topics and interests. | |
| Assessment | Final Exams; Written test: Writing task is part of the written test. Oral exams: Present and discuss topics of interest in a persuasive and convincing manner. Hold an open forum. | |
| Requirements | To successfully complete and pass this course, you must be punctual and attend your classes, actively participate in classroom activities, do your homework, pass the quizzes, and final exams. There will be oral and written exams. | |
| Grading | Final Exams : Written - 50%, Oral -50% | |
| Week 1 | Introduction to the course; Law: Enforcing the Law; The Right to Doe vs. the Right to Life; The Global Child; Drawing the Line in Immigration; Internet research | |
| Week 2 | Science: The Environment and You; Alternative Energy; Science and Technology; Reading Exercises: journals and Research Articles; Presentation Skills | |
| Week 3 | Education: Surviving Poetry; What Happens When a Language Disappears; Reading 1: History of the Maori Language; Reading 2: History: When Language Dies?; The Problem of Reasoning | |
| Week 4 | <u>Medicine: Body Research: Medical Ethics, Medical Research and Pathology; Project preparation; Research and Writing; Presentation and Panel Discussion</u> <u>Review</u> <u>Final Oral and Written Tests</u> | |

| American Culture and Film (Advanced) | | 4 weeks 3.5 hours a day, Monday through Thursday Plus 1 hour of Communication Strategies/Pronunciation Techniques - For full time |
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| Textbook | No textbook. One film per week will be viewed and form the basis for related language work during the class. Films may be shown in segments or viewed in one block. The teacher will choose from those listed in the outline per week. | |
| Course Description | This course is for advanced level students who are interested to know more about American culture through the films of Hollywood. The films will be used as tools to proved insights into major themes of American culture both historically and contemporaneously. Students are exposed to American ways and are able to see the similarities/ differences to their own | |
| Course Goal | Students will attain a wider knowledge of American culture through the films of Hollywood and get better insights into major themes of American culture both historically and contemporary to attain increased vocabulary knowledge for reading, writing, speaking and listening. | |
| Course Objective | Students will develop aural comprehension of vocabulary and idiom knowledge and improve their speaking ability and hone their reading and writing skills. | |
| Student Learning Outcome | Understand excerpts from scripts, original literary sources s and related articles about the films/documentaries through group discussions and presentations. Write a film critique of one of the film that was shown in class using the format and techniques of film critiquing. | |
| Assessment | Final Exams; Written test: Writing task is part of the written test. Oral Exams: Present a history and culture of the United States using American films that was shown in class or show/ present film scripts produced in one's (Student) own country depicting its history and culture. | |
| Requirements | To successfully complete and pass this course, you must be punctual and attend your classes, actively participate in classroom activities, do your homework, pass the quizzes, and final exams. There will be oral and written exams. | |
| Grading | Final Exams : Written - 50%, Oral -50% | |
| Week 1 | Law and Justice, To Kill a Mockingbird, Twelve Angry Men. The Sixties, Easy Rider, Help!. Individualism/Success The Fountainhead, Sunset Boulevard | |
| Week 2 | Technology and the Future 2001: A Space Odyssey, Close Encounters of the Third Kind, Star Wars Men, Women and Gender A Street Car Named Desire, Who's Afraid of Virginia Woolf, Victor/Victoria, Philadelphia | |
| Week 3 | American Life. Annie Hall, Midnight Cowboy, Saturday Night Fever. Good and Evi. The Night of the Hunter, Midnight in the Garden of Good and Evil | |
| Week 4 | <u>Ex-patriots: Cabaret, The Sheltering Sky, Coming of Age, Splendor in the Grass, Rebel Without a Cause, Harold and Maude,</u> <u>The Presidency, Air Force 1</u> <u>Final exams</u> | |

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| Academic Listening & Speaking I (Advanced) | | 4 weeks 3.5 hours a day, Monday through Thursday Plus 1 hour of Communication Strategies/Pronunciation Techniques - For full time |
| Textbook | Williams, J. Prism: Listening and Speaking 4 Cambridge, UK: Cambridge University Press, © 2017 | |
| Course Description | This course is designed for advanced students of English as a Second Language. It is an integrated skills course with an emphasis on listening and speaking as well as on vocabulary building. Students will listen to actual radio shows and interviews; summarize main ideas; make inferences; listen for intonation; listen for special utterances such as repetition. | |
| Course Goal | Students will master their advanced knowledge in listening and speaking. | |
| Course Objective | Students will develop their integrated English skills focusing on listening and speaking as well as attain wider vocabulary knowledge. | |
| Student Learning Outcome | Explain the meaning of listening passages such as discussion of various topics, lectures delivered by a native speaker. • Infer meaning of vocabulary words and concepts from both audio and written materials. • Use appropriate expressions to convey meaning in group and class discussions • Understand the effects of intonation from the reading and listening passages. • Refine /improve their listening strategies through accurate note taking of assigned audio and video recording of lectures and academic discourses. Summarize and /or provide gist to listening passages | |
| Assessment | Final Exams; Written exams & Oral exams –Group presentation of a topic assigned by the teacher. Written test - writing task is part of the written test. Use oral rubrics for speaking test; writing rubrics for compositions/ essays. | |
| Requirements | To successfully complete and pass this course, you must be punctual and attend your classes, actively participate in classroom activities, do your homework, pass the quizzes, and final exams. There will be oral and written exams. | |
| Grading | Final Exams : Written - 50%, Oral -50% | |
| Week 1 | Unit 1 Conservation: Agriculture/Economics/Environmental Studies, Watch and Listen: Pelicans Threatened, Listening: Lecture on Viable Agriculture, Climate Change, Structure: Parallel Structure, Critical Thinking: Analyzing Issues, Speaking: Challenging Other Points of View, Life Skill: Volunteering and Community Service | |
| Week 2 | Unit 2: Design: Design Technology/Manufacturing/Marketing, Watch and Listen: The Appeal of Large Cell Phones, Listening: Presentation: Uses of 3D Printing, Presentation about Planned Obsolescence, Pronunciation: Word Stress, Structure: Using Cause-and Effect phrases/Degree of Expressions, Critical Thinking: Pros and Cons, Speaking: Acknowledging other Arguments/Stress in Compound Nouns and Noun Phrases | |
| Week 3 | Unit 3: Privacy: Information Technology/Law/Political Science, Watch and Listen: Security Breaches at Big-Box Stores, Listening: Internet Security and Privacy, Forum on Individual Privacy and National Security, Pronunciation: Sentence Stress, Structure: Subject-Verb Agreement with Quantifiers/Collocations – Legal Terms, Critical Thinking: Eliciting Information via Surveys, Speaking: Explaining Data from Graphics/Presenting Conclusions from Research, Study Skill: Adapting to Teaching Styles | |
| Week 4 | <u>Unit 4: Business: Business/Finance/Management, Watch and Listen: A New Chapter for Independent Bookstores, Listening 1: Lecture: Disruptive Innovation, Business Model or a nonprofit Organization</u> <u>Pronunciation: Thought Groups, Structure: Extreme Comparison and Contrasts/Academic Alternatives, Critical Thinking: Brainstorming and Narrowing, Speaking: Crafting a Pitch, Communication Skill: Participating in Group Discussion,</u> <u>Review,</u> <u>Final Exam</u> | |

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| Academic Listening & Speaking II (Advanced) | | 4 weeks 3.5 hours a day, Monday through Thursday Plus 1 hour of Communication Strategies/Pronunciation Techniques - For full time |
| Textbook | Williams, J. Prism: Listening and Speaking 4 Cambridge, UK: Cambridge University Press, © 2017 | |
| Course Description | This course is designed for advanced students of English as a Second Language. It is an integrated skills course with an emphasis on listening and speaking as well as on vocabulary building. Students will listen to actual radio shows and interviews; summarize main ideas; make inferences; listen for intonation; listen for special utterances such as repetition, hesitation and tone of voice. Students will employ these same techniques in discussions, debates and role-plays. | |
| Course Goal | Students will master their advanced knowledge in listening and speaking. | |
| Course Objective | Students will develop their integrated English skills focusing on listening and speaking as well as attain wider vocabulary knowledge. | |
| Student Learning Outcome | Explain the meaning of listening passages such as discussion of various topics, lectures delivered by a native speaker. • Infer meaning of vocabulary words and concepts from both audio and written materials. • Use appropriate expressions to convey meaning in group and class discussions. • Understand the effects of intonation from the reading and listening passages. • Refine /improve their listening strategies through accurate note taking of assigned audio and video recording of lectures and academic discourses. Summarize and /or provide gist to listening passages. | |
| Assessment | Final Exams; Written exams & Oral exams –Group presentation of a topic assigned by the teacher. Written test - writing task is part of the written test. Use oral rubrics for speaking test; writing rubrics for compositions/ essays. | |
| Requirements | To successfully complete and pass this course, you must be punctual and attend your classes, actively participate in classroom activities, do your homework, pass the quizzes, and final exams. There will be oral and written exams. | |
| Grading | Final Exams : Written - 50%, Oral -50% | |
| Week 1 | Unit 5: Psychology: Biology/Neuroscience/Psychology, Watch and Listen: Modern Shock Therapy, Listening: Planning Session on First Impression, Lecture on Navigation Techniques and the Brain, Pronunciation: Emphasis within Thought Groups, Structure: Noun clauses with wh- words and if/whether/Academic Word Families, Critical thinking: Synthesizing Information from Multiple Sources, Speaking: Research/ Incorporation Visual Support, Study Skill: Staying Motivated | |
| Week 2 | Unit 6: Careers: Business/Education/Human Resources, Watch and Listen: Returnships: Hiring Moms, Listening: Presentation of a Career Counselor for Computer Science Major, A Workshop about Job Interview Skills, Pronunciation: Reductions of Auxiliary Verbs, Structure: Degree Expressions with so ... that/such a ... that/Emphatic Expressions, Critical Thinking: Understanding Job Descriptions, Speaking: Body Language/Preparing for a Job Interview, Study Skill: Preparing for Tests | |
| Week 3 | Unit 7: Health Sciences: Environmental Science/Health Services/Medicine, Watch and Listen: Water Pollution in West Virginia, Listening 1: A Talk about Environmental Health and the Increase of Asthma, A Community Meeting about Water Quality, Pronunciation: Reduction of Auxiliary Verbs, Structure: Establishing Cohesion with so and such, Critical Thinking: Understanding Motivation, Speaking: Inclusive Language, Life Skill: Seeking Medical Treatment | |
| Week 4 | <u>Unit 8: Collaboration: Business/Political Science/Sociology, Watch and Listen: Are Office Meeting Useful?, Listening: Training Session of Group Dynamics and the “Bas Apple” Effect, Class Discussion about Two Systems of Decision Making, Pronunciation: Contracted form of will, Structure: Wh- clefts/Collocations: Prepositions, Critical Thinking: Cost-Benefit Analysis, Speaking: Steps for Consensus Building/Suggestion and Concession, Presentation Skill: Handling Audience Questions</u> <u>Review</u> <u>Final Exam</u> | |

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| ESL for Business I (Advanced) | | 4 weeks 3.5 hours a day, Monday through Thursday Plus 1 hour of Communication Strategies/Pronunciation Techniques - For full time |
| Textbook | Dubicka, I, O'Keefe, M Market Leader: Advanced 3rd Edition. (©2013) Pearson Education Limited, Harlow, Essex, England | |
| Course Description | This course introduces students to the fundamentals of business, including structures of various business types in the United States, rules for business communication, as well as the basics of management. It is a preparatory course for students who are interested in pursuing business studies or other related fields. Business communication skills, both oral and written, are focused on. It is intended for advanced learners of English who want to prepare for business careers as well as those who want to know more about business principles and | |
| Course Goal | Students will master their advanced knowledge in communication skills needed in business settings. | |
| Course Objective | Students will develop their reading skills and learn essential business vocabulary, and enhance their business communication skills such as presentations, participating in meetings, negotiating, using the telephone and other social situations. | |
| Student Learning Outcome | Explain the meaning of listening passages such as discussion of various business topics, lectures delivered by a native speaker. • Infer meaning of business terminologies and concepts from both audio and written materials. • Use appropriate expressions to convey meaning in group and class discussions in various case studies. • Refine /improve their listening strategies through accurate note taking of assigned audio and video recording of lectures and academic discourses. Summarize and /or provide gist to listening passages. | |
| Assessment | Final Exams; Written exams & Oral exams –Group presentation of a topic assigned by the teacher. Written test - writing task is part of the written test. Use oral rubrics for speaking test; writing rubrics for compositions/ essays. | |
| Requirements | To successfully complete and pass this course, you must be punctual and attend your classes, actively participate in classroom activities, do your homework, pass the quizzes, and final exams. There will be oral and written exams. | |
| Grading | Final Exams : Written - 50%, Oral -50% | |
| Week 1 | Unit 1 First Impression: Discussion: First Impressions in Presentation; Reading: It's Not What You Know; Business Skill: Networking; Writing Formal and Informal Register; Case Study: Movers and Shakers; Writing: Formal Letter | |
| Week 2 | Unit 2 Training: Listening and Discussion: Apprenticeship; Reading: "Training Leaders to Connect the Dots"; Speaking: Emphasizing Your Point; Business Skill: Clarifying and Confirming; Writing Task: Effective E-mails; Case Study: Training at Carter and Randall; Writing: Summarizing Decisions | |
| Week 3 | Unit 3 Energy:Listening and Discussion: Clean Energy; Reading: "The Danger of Losing Touch with Reality"; Language: Articles, Countable/Uncountable Nouns; Business Skill: Decision-Making; Writing: Layout and Structure Report; Case Study: Energy Saving at Tumalet Software; Writing: Report | |
| Week 4 | <u>Unit 4 Marketing: Listening Discussion: Customer Relationship Management; Reading: "Is the Customer Always Right?"; Language: Customer Relationship Management; Reading: "Is the Customer Always Right?"; Language: Defining and Non-defining Clauses; Business Skill: Making an Impact in Presentations; Writing Presentation Slides; Case Study: Re-launching Home2u; Writing Press Release</u> <u>Final Oral and Written Tests</u> | |

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| ESL for Business II (Advanced) | | 4 weeks 3.5 hours a day, Monday through Thursday Plus 1 hour of Communication Strategies/Pronunciation Techniques - For full time |
| Textbook | Dubicka, I, O'Keefe, M Market Leader: Advanced 3rd Edition. (©2013) Pearson Education Limited, Harlow, Essex, England | |
| Course Description | This course introduces students to the fundamentals of business, including structures of various business types in the United States, rules for business communication, as well as the basics of management. It is a preparatory course for students who are interested in pursuing business studies or other related fields. Business communication skills, both oral and written, are focused on. It is intended for advanced learners of English who want to prepare for business careers as well as those who want to know more about business principles and practices. | |
| Course Goal | Students will master their advanced knowledge in communication skills needed in business settings. | |
| Course Objective | Students will develop their reading skills and learn essential business vocabulary, and enhance their business communication skills such as presentations, participating in meetings, negotiating, using the telephone and other social situations. | |
| Student Learning Outcome | Explain the meaning of listening passages such as discussion of various business topics, lectures delivered by a native speaker. • Infer meaning of business terminologies and concepts from both audio and written materials. • Use appropriate expressions to convey meaning in group and class discussions in various case studies. • Refine /improve their listening strategies through accurate note taking of assigned audio and video recording of lectures and academic discourses. Summarize and /or provide gist to listening passages. | |
| Assessment | Final Exams; Written exams & Oral exams –Group presentation of a topic assigned by the teacher. Written test - writing task is part of the written test. Use oral rubrics for speaking test; writing rubrics for compositions/ essays. | |
| Requirements | To successfully complete and pass this course, you must be punctual and attend your classes, actively participate in classroom activities, do your homework, pass the quizzes, and final exams. There will be oral and written exams. | |
| Grading | Final Exams : Written - 50%, Oral -50% | |
| Week 1 | Unit 5 Employment Trends Listening and Discussion: The Future of Work; Reading: Giganomics; Language: -ing forms and Infinitives; Business Skill: Resolving Conflicts; Writing: Presentation Slides; Group Discussion: Reaching Agreement; Case Study: Delaney: Call Center Absenteeism; Writing: E-mail – Avoiding Conflicts | |
| Week 2 | Unit 6 Ethics Listening and Discussion: Trust Me: Corporate Responsibility; Reading: "The Corporate Conscience"; Language: Modal Perfect; Business Skill: Ethical Problem-Solving; Writing Task: Meeting and Action Points; Case Study: Dilemmas at Daybreak; Writing: Press Release – Damage Limitation | |
| Week 3 | Unit 7 Finance Listening and Discussion: Sustainable Bank; Reading: "Day of Reckoning for innumerate Bankers"; Language: Multi-word verbs; Business Skill: Managing Questions; Case Study: Dragons and Angels; Writing: E-mail – An Investment Proposal | |
| Week 4 | <u>Unit 8 Consultants</u> <u>Listening and Discussion: Operations Consulting; Reading: "Day in a Life of a Management Consultant"; Language: Ellipsis; Business Skill: Negotiating; Writing: E-mail – Summarizing Terms and Conditions</u> <u>Final Oral and Written Tests</u> | |

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| ESL for Business III (Advanced) | | 4 weeks 3.5 hours a day, Monday through Thursday Plus 1 hour of Communication Strategies/Pronunciation Techniques - For full time |
| Textbook | Dubicka, I, O'Keefe, M Market Leader: Advanced 3rd Edition. (©2013) Pearson Education Limited, Harlow, Essex, England | |
| Course Description | This course introduces students to the fundamentals of business, including structures of various business types in the United States, rules for business communication, as well as the basics of management. It is a preparatory course for students who are interested in pursuing business studies or other related fields. Business communication skills, both oral and written, are focused on. It is intended for advanced learners of English who want to prepare for business careers as well as those who want to know more about business principles and practices. | |
| Course Goal | Students will master their advanced knowledge in communication skills needed in business settings. | |
| Course Objective | Students will develop their reading skills and learn essential business vocabulary, and enhance their business communication skills such as presentations, participating in meetings, negotiating, using the telephone and other social situations. | |
| Student Learning Outcome | Explain the meaning of listening passages such as discussion of various business topics, lectures delivered by a native speaker. • Infer meaning of business terminologies and concepts from both audio and written materials. • Use appropriate expressions to convey meaning in group and class discussions in various case studies. • Refine /improve their listening strategies through accurate note taking of assigned audio and video recording of lectures and academic discourses. Summarize and /or provide gist to listening passages. | |
| Assessment | Final Exams; Written exams & Oral exams –Group presentation of a topic assigned by the teacher. Written test - writing task is part of the written test. Use oral rubrics for speaking test; writing rubrics for compositions/ essays. | |
| Requirements | To successfully complete and pass this course, you must be punctual and attend your classes, actively participate in classroom activities, do your homework, pass the quizzes, and final exams. There will be oral and written exams. | |
| Grading | Final Exams : Written - 50%, Oral -50% | |
| Week 1 | Unit 9 Strategy: Listening and Discussion: Strategy, goals and Values; Reading: Living Strategy and Death if the Five Year Plan; Language: Rhetorical Questions; Business Skill: Brainstorming and Creativity; Writing: Mission Statement; Case Study: Stella International Airways: Strategy of the Sky; Writing: Summary | |
| Week 2 | Unit 10 Online Business: Listening and Discussion: Development on Online Business; Reading: “The New Corporate Firefighters”; Language: Rhetorical Devices; Business Skill: Presentations: Thinking on Your Feet”; Case Study: The Fashion Screen; Writing: Summary | |
| Week 3 | Unit 11 New Business:Listening and Discussion: Advice for Start-ups; Reading: “Go to the Distance with a One-trick Pony Work Longer, Work Older”; Language: Cleft Sentences; Business Skill: Chasing Payment; Writing: E-mail – Proposal for Growth Strategy | |
| Week 4 | Unit 12 Project Management: Listening and Discussion: Issues in Project Management; Reading: “Fine Tune Your Project Schedule”; Language: Instructive Texts; Business Skill: Teleconferencing; Case Study: Creating a World-class Port; Writing: Report <u>Final Oral and Written Tests</u> | |

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| Cambridge ESOL Exam – First Certificate Exam Part I | | 4 weeks 3.5 hours a day, Monday through Thursday Plus 1 hour of Communication Strategies/Pronunciation Techniques - For full time |
| Textbook | Capel, A., Sharp, W. (2012). Objective First 3rd Edition. Cambridge University Press Cambridge, UK | |
| Course Description | This course is designed to prepare you to achieve your goals towards successfully passing the First Certificate of English to be internationally recognized for work, study and travel. It is for student with high intermediate English proficiency. | |
| Course Goal | Students will be able to improve their knowledge of English language and language through increasing their fluency, reading and listening comprehension and widening active vocabulary and grammar knowledge. | |
| Course Objective | By the end of the course, you will be able to help you acquire appropriate skills, techniques and strategies needed for the Cambridge Exams, acquire skills in academic conversation, writing letters and reports reading academic texts, understanding audio lectures, making inferences and using critical thinking, and obtain sufficient high score on the Cambridge Exams. | |
| Student Learning Outcome | Respond to test items correctly with a passing score. Carry a short conversation using correct grammar structure. Listen and speak on different topics with confidence. Write short compositions. | |
| Assessment | Practice Test Written test: Writing task is part of the written test. Oral Exams – Students presentation on assigned academic topics using guide questions as provided by the teacher. Use oral rubrics for speaking test; writing rubrics for compositions/ essays. | |
| Requirements | To successfully complete and pass this course, students must be punctual and attend their classes, actively participate in classroom activities and do their homework. There will be no oral and written final exams. | |
| Grading | No Final Exams | |
| Week 1 | Unit 1 Fashion Matters: Fashion and describing people, Comparison, Phrasal Verbs; Unit 2 The Virtual World:: Computer games and the Internet, Collocations, Word Formation; Unit 3 Going Places: Travel, Modals and Prepositions, Travel and Holidays, Practice Tests | |
| Week 2 | Unit 4 Endangered: Animals, as and like, Compound Adjectives, Expressions of Time; Unit 5 Mixed Emotions: Describing Frightened and Positive Experiences, Review of Past Tense, Collocations – Adverbs of Degree; Unit 6 What if?: Winning Prices and Celebrity Culture, Conditional with if and unless , Part of Speech, Phrasal Verbs with keep, Practice Tests | |
| Week 3 | Unit 7 Life's Too Short: Sport, Gerunds and Infinitives I, Expressions with do; Unit 8 Growing up: Childhood, used to and would, Phrasal Verbs with get; Unit 9 The Hard Sell: Advertising, Modals 2 – Speculations and Deductions, Order of Adjectives, Adjective-noun Collocations, Expressions for discussing ideas, Practice Tests | |
| Week 4 | Unit 10 The Final Frontier: Space, Review Future Tenses, Word Formation, Phrases with at; Unit 11 Like Mother, Like Daughter: Family, Past and Present Participles be like and look like, Adjectives describing personalities, Phrasal Verbs and Expressions with take, Collocation – Adverb or Adjective?; Unit 12 A Great Idea: Technology and Inventions, The Passive, Collocations with come, tell and fall, Practice Tests | |

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| Cambridge ESOL Exam – First Certificate Exam Part II | | 4 weeks 3.5 hours a day, Monday through Thursday Plus 1 hour of Communication Strategies/Pronunciation Techniques - For full time |
| Textbook | Capel, A., Sharp, W. (2012). Objective First 3rd Edition. Cambridge University Press Cambridge, UK | |
| Course Description | This course is designed to prepare you to achieve your goals towards successfully passing the First Certificate of English to be internationally recognized for work, study and travel. It is for student with high intermediate English proficiency. | |
| Course Goal | Students will be able to improve their knowledge of English language and language through increasing their fluency, reading and listening comprehension and widening active vocabulary and grammar knowledge. | |
| Course Objective | By the end of the course, you will be able to help you acquire appropriate skills, techniques and strategies needed for the Cambridge Exams, acquire skills in academic conversation, writing letters and reports reading academic texts, understanding audio lectures, making inferences and using critical thinking, and obtain sufficient high score on the Cambridge Exams. | |
| Student Learning Outcome | Respond to test items correctly with a passing score. Carry a short conversation using correct grammar structure. Listen and speak on different topics with confidence. Write short compositions. | |
| Assessment | Practice Test Written test: Writing task is part of the written test. Oral Exams – Students presentation on assigned academic topics using guide questions as provided by the teacher. Use oral rubrics for speaking test; writing rubrics for compositions/ essays. | |
| Requirements | To successfully complete and pass this course, students must be punctual and attend their classes, actively participate in classroom activities and do their homework. There will be no oral and written final exams. | |
| Grading | No Final Exams | |
| Week 1 | Unit 13 Education For Life: Education, Reporting, School and Education, Collocations, Word Formation: Unit 14 Career Moves: Working Life, Perfect Tenses, all/the whole, The Workplace, Word Formation – Negative Prefixes; Unit 15 Too Many People: The Environment, Countable and Uncountable Nouns, some, any and no, the Environment, The natural world, Expressions of quantity, Practice tests | |
| Week 2 | Unit 16 Eat to Live: Food, the Article, Possession, Preposition of Time, Collocation – Food; Unit 17 Collectors and Creators: Hobbies, Relative Clauses, Relative Pronouns who, whom, and whose, Phrasal Verbs and Expressions with look; Unit 18 What’s in a Book?: Books, enough, too, very, so, such, Phrasal Verbs with come and go, Practice Tests | |
| Week 3 | Unit 19 An Apple a day...: Health and Fitness, Modals 3:Advice and Suggestions, It’s time, have /get something done, Topic set – Parts of the Body, Phrases with on; Unit 20 No Place to Hide: Crime, Gerunds and Infinitives 2; Unit 21 Urban Decay, Suburban Hell: City Life, Mixed Conditionals, Collocations, Topic Set – Buildings, Word Formation, Practice tests | |
| Week 4 | <u>Unit 22 A World of Music: Music, Concessive Clauses, Complex Sentences; Unit 23 Unexpected Events: Natural Disasters, I wish/If only/wish/hope, The Natural World, Phrasal Verbs with off. Words often confused. Weather; Unit 24 Anything for a Laugh: Humor, rather. The Grammar of Phrasal Verbs. Practice Tests</u> | |

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| Cambridge ESOL Exam – Advanced Certificate Exam Part I | | 4 weeks 3.5 hours a day, Monday through Thursday Plus 1 hour of Communication Strategies/Pronunciation Techniques - For full time |
| Textbook | O’Dell, F., Braodhead, A., (2014). Objective Advanced 4th Edition. Cambridge University Press Cambridge, UK | |
| Course Description | This course is designed to high intermediate students like you to prepare you to achieve your goals towards successfully passing the Advanced English Certificate Exam to be internationally recognized for work, study and travel. It also serves as a way to rapidly improve your vocabulary, grammar as well as to develop receptive and productive skills in order to start preparing for other English proficiency exam. | |
| Course Goal | By the end of the course, students will be able to increase their knowledge and proficiency in different skills in English, fluency, reading and listening comprehension and widening active vocabulary and grammar knowledge. | |
| Course Objective | By the end of the course, you will be able to help you acquire appropriate skills, techniques and strategies needed for the Cambridge Exam, acquire skills in academic conversation, writing letters and reports reading academic texts, understanding audio lectures, making inferences and using critical thinking, and obtain sufficient high score on the Cambridge Exam. | |
| Student Learning Outcome | Respond to test items correctly with a passing score. Carry topical conversation of interest using correct grammar structure, Critique issues. Listen and speak on different topics with confidence. Write short letters and reports. | |
| Assessment | Practice Test Written test: Writing task is part of the written test. Oral Exams – Students presentation on assigned academic topics using guide questions as provided by the teacher. Use oral rubrics for speaking test; writing rubrics for compositions/ essays. | |
| Requirements | To successfully complete and pass this course, students must be punctual and attend their classes, actively participate in classroom activities and do their homework. There will be no oral and written final exams. | |
| Grading | No Final Exams | |
| Week 1 | Unit 1 Getting to Know You: People and Places, Conditionals, Describing People, Collocations, Reading and Use of English, Multiple- ; Unit 2 Living Life to the Full: Hobbies and Free Time, Dependent Prepositions, Prepositional Phrases, Formal and Informal Writing; Unit 3 In the Public Eye: In the Media, Wishes and Regrets, Idioms (Verb +the + Object), Open Cloze, Practice Tests | |
| Week 2 | Unit 4 Acting on Advice: Giving Advice, Modals and Semi-modals, Prefixes and Suffixes, Formal Writing; Unit 5 Dream jobs: Jobs, Relative Clauses, Connotation; Unit 6 Connections: Communications Technology, Phrasal Verbs 1, Collocations with do/have/make/ take, Practice Tests | |
| Week 3 | Unit 7 A Successful Business: Work and Business, Reason, Result, and Purpose, Work and Business Collocations, Essays; Unit 8 Being Inventive: Inventions, Modals and Semi-modals 2, Positive and Negative Adjectives, Key Word Transformation; Unit 9 Urban Living: Modern Cities, Future Forms, Collocations to Describe cities, Reports, Practice Tests | |
| Week 4 | <u>Unit 10 You Live and Learn: Further Study, Participle Clauses, Word Formation; Unit 11 Fashion Statements: Fashion, Reported Speech; Unit 12 Making Decisions: Decisions, -ing forms, Fixed Phrases and Collocations: Practice Tests</u> | |

| Cambridge ESOL Exam – Advanced Certificate Exam Part II | | 4 weeks 3.5 hours a day, Monday through Thursday Plus 1 hour of Communication Strategies/Pronunciation Techniques - For full time |
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| Textbook | O'Dell, F, Braodhead, A., (2014). Objective Advanced 4th Edition. Cambridge University Press Cambridge, UK | |
| Course Description | This course is designed to high intermediate students like you to prepare you to achieve your goals towards successfully passing the Advanced English Certificate Exam to be internationally recognized for work, study and travel. It also serves as a way to rapidly improve your vocabulary, grammar as well as to develop receptive and productive skills in order to start preparing for other English proficiency exam. | |
| Course Goal | By the end of the course, students will be able to increase their knowledge and proficiency in different skills in English, fluency, reading and listening comprehension and widening active vocabulary and grammar knowledge. | |
| Course Objective | By the end of the course, you will be able to help you acquire appropriate skills, techniques and strategies needed for the Cambridge Exam, acquire skills in academic conversation, writing letters and reports reading academic texts, understanding audio lectures, making inferences and using critical thinking, and obtain sufficient high score on the Cambridge Exam. | |
| Student Learning Outcome | Respond to test items correctly with a passing score. Carry topical conversation of interest using correct grammar structure, Critique issues. Listen and speak on different topics with confidence. Write short letters and reports. | |
| Assessment | Practice Test Written test: Writing task is part of the written test. Oral Exams – Students presentation on assigned academic topics using guide questions as provided by the teacher. Use oral rubrics for speaking test; writing rubrics for compositions/ essays | |
| Requirements | To successfully complete and pass this course, students must be punctual and attend their classes, actively participate in classroom activities and do their homework. There will be no oral and written final exams. | |
| Grading | No Final Exams | |
| Week 1 | Unit 13 Colour: Colours, Past Tense and the Present Perfect, Noun and Verb Forms, Adjective Orders; Unit 14 Language: Human Communication, The Passive, Word Formation; Unit 15 In My View...: Family Life, The Infinitive, Expressing Opinions, Practice Tests | |
| Week 2 | Unit 16 Who We Are: The Human Body, Inversion, Idioms of the Body; Unit 17 Rave Reviews: The Arts, Articles, Giving a Positive or Negative Review; Unit 18: Telling the Truth: Truth and Lies, Emphasis, Academic Language, Practice Tests | |
| Week 3 | Unit 19 Do It for My Sake: Persuasion, Language of Persuasion, Verb + Noun Collocations; Unit 20 We are What We Eat: Food, Hypothesizing, Word Formation; Unit 21 Natural Wonders: Places and Travel, Range of Grammatical Structures, Travel Idioms, Practice Tests | |
| Week 4 | <u>Unit 22 Under the Weather: Climate, Interpreting and Comparing, Weather and Climate Collocations; Unit 23 I Really Must Insist: Putting Your Point Across, Phrasal Verbs 2; Unit 24 News and Views: Stories in the News, Connecting Words, Experiments and research; Unit 25 Intelligence: Intelligence and Learning, Complex Sentences and Adverbial Clauses, Research and Reporting on Results, Practice Tests</u> | |

| TOEFL iBT Test Preparation Course Part I | | 4 weeks 3.5 hours a day, Monday through Thursday Plus 1 hour of Communication Strategies/Pronunciation Techniques - For full time |
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| Textbook | Phillips, D. Longman, Preparation for the TOEFL Test: iBT; Second Edition. Pearson Longman. 2007, NY Rogers, B. The Complete Guide to the TOEFL Test, iBT Edition. Thomson Heinle. Boston, Massachusetts | |
| Course Description | This course will prepare you to measure your level of proficiency in English. It is a 10- week program focusing on effective techniques and strategies in taking both paper-based and computer-based exams. You will learn the methods in answering reading comprehension questions, grammar, writing and listening tests. In addition, you increase your vocabulary list, use idiomatic expressions and improve your pronunciation in preparation for your exam. | |
| Course Goal | By the end of the course, students will be able to increase their knowledge and proficiency in different skills in English, fluency, reading and listening comprehension and widening active vocabulary and grammar knowledge. | |
| Course Objective | By the end of the course, you will be able to help you acquire appropriate skills, techniques and strategies needed for the TOEFL Exam, acquire skills in academic vocabulary, writing letters and reports, reading academic texts with grammar points, understanding audio lectures, making inferences and using critical thinking, and obtain sufficient high score on the TOEFL Exam. | |
| Student Learning Outcome | Respond to test items correctly with a passing score. Discuss topic of interest using correct grammar structure, Critique issues. Listen and speak on different topics with confidence. Write short letters and reports. | |
| Assessment | Practice Test Written test: Writing task is part of the written test. Oral Exams – Students presentation on assigned academic topics using guide questions as provided by the teacher. Use oral rubrics for speaking test; writing rubrics for compositions/ essays | |
| Requirements | To successfully complete and pass this course, students must be punctual and attend their classes, actively participate in classroom activities and do their homework. There will be oral and written final exams. | |
| Grading | 25% Written, 25% Reading, 25% Listening and 25% Speaking | |
| Week 1 | Individual Speaking Practice, Listening Comprehension, Reading Activities, Integrated Writing Essay, Vocabulary Building Activities, Reading Skills exercises, Speaking Practice, Listening Comprehension, Writing Activity, Vocabulary iBT Practice Tests | |
| Week 2 | Individual Writing Essays, Listening Comprehension, Speaking activity, Reading, Vocabulary, Listening Comprehension, Speaking exercises, Reading, Integrated Writing, Vocabulary. iBT Practice Tests | |
| Week 3 | Listening Comprehension, Speaking exercises, Reading, Integrated Writing, Vocabulary, iBT Practice Test Reading Skills Test, Listening Comprehension, Individual Speaking Practice, Individual Writing Essay. Vocabulary. iBT Practice Tests | |
| Week 4 | <u>Reading Review , Individual Writing Essays, Listening Review, Speaking Practice iBT Complete Practice Test</u> | |

| TOEFL iBT Test Preparation Course Part II | | 4 weeks 3.5 hours a day, Monday through Thursday Plus 1 hour of Communication Strategies/Pronunciation Techniques - For full time |
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| Textbook | Phillips, D. Longman, Preparation for the TOEFL Test: iBT; Second Edition. Pearson Longman. 2007, NY Rogers, B. The Complete Guide to the TOEFL Test, iBT Edition. Thomson Heinle. Boston, Massachusetts | |
| Course Description | This course will prepare you to measure your level of proficiency in English. It is a 10- week program focusing on effective techniques and strategies in taking both paper-based and computer-based exams. You will learn the methods in answering reading comprehension questions, grammar, writing and listening tests. In addition, you increase your vocabulary list, use idiomatic expressions and improve your pronunciation in preparation for your exam. | |
| Course Goal | By the end of the course, students will be able to increase their knowledge and proficiency in different skills in English, fluency, reading and listening comprehension and widening active vocabulary and grammar knowledge. | |
| Course Objective | By the end of the course, you will be able to help you acquire appropriate skills, techniques and strategies needed for the TOEFL Exam, acquire skills in academic vocabulary, writing letters and reports, reading academic texts with grammar points, understanding audio lectures, making inferences and using critical thinking, and obtain sufficient high score on the TOEFL Exam. | |
| Student Learning Outcome | Respond to test items correctly with a passing score. Discuss topic of interest using correct grammar structure, Critique issues. Listen and speak on different topics with confidence. Write short letters and reports. | |
| Assessment | Practice Test Written test: Writing task is part of the written test. Oral Exams – Students presentation on assigned academic topics using guide questions as provided by the teacher. Use oral rubrics for speaking test; writing rubrics for compositions/ essays | |
| Requirements | To successfully complete and pass this course, students must be punctual and attend their classes, actively participate in classroom activities and do their homework. There will be oral and written final exams. | |
| Grading | 25% Written, 25% Reading, 25% Listening and 25% Speaking | |
| Week 1 | Individual Speaking Practice, Listening Comprehension, Reading Activities, Integrated Writing Essays, Vocabulary Building Activities, Reading Skills exercises, Speaking Practice, Listening Comprehension, Writing Activity, Vocabulary iBT Practice Tests | |
| Week 2 | Individual Writing Essays, Listening Comprehension, Speaking activity, Reading, Vocabulary, Listening Comprehension, Speaking exercises, Reading, Integrated Writing, Vocabulary. iBT Practice Tests | |
| Week 3 | Reading Skills Test, Listening Comprehension, Individual Speaking Practice, Individual Writing Essays, Vocabulary iBT Practice Tests | |
| Week 4 | <u>Reading Review, Individual Writing Essays, Listening Review, Speaking Practice</u> <u>iBT Complete Practice Test</u> | |

| TOEFL iBT Test Preparation Course Part III | | 4 weeks 3.5 hours a day, Monday through Thursday Plus 1 hour of Communication Strategies/Pronunciation Techniques - For full time |
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| Textbook | Phillips, D. Longman, Preparation for the TOEFL Test: iBT; Second Edition. Pearson Longman. 2007, NY Rogers, B. The Complete Guide to the TOEFL Test, iBT Edition. Thomson Heinle. Boston, Massachusetts | |
| Course Description | This course will prepare you to measure your level of proficiency in English. It is a 10- week program focusing on effective techniques and strategies in taking both paper-based and computer-based exams. You will learn the methods in answering reading comprehension questions, grammar, writing and listening tests. In addition, you increase your vocabulary list, use idiomatic expressions and improve your pronunciation in preparation for your exam. | |
| Course Goal | By the end of the course, students will be able to increase their knowledge and proficiency in different skills in English, fluency, reading and listening comprehension and widening active vocabulary and grammar knowledge. | |
| Course Objective | By the end of the course, you will be able to help you acquire appropriate skills, techniques and strategies needed for the TOEFL Exam, acquire skills in academic vocabulary, writing letters and reports, reading academic texts with grammar points, understanding audio lectures, making inferences and using critical thinking, and obtain sufficient high score on the TOEFL Exam. | |
| Student Learning Outcome | Respond to test items correctly with a passing score. Discuss topic of interest using correct grammar structure, Critique issues. Listen and speak on different topics with confidence. Write short letters and reports. | |
| Assessment | Practice Test Written test: Writing task is part of the written test. Oral Exams – Students presentation on assigned academic topics using guide questions as provided by the teacher. Use oral rubrics for speaking test; writing rubrics for compositions/ essays | |
| Requirements | To successfully complete and pass this course, students must be punctual and attend their classes, actively participate in classroom activities and do their homework. There will be oral and written final exams. | |
| Grading | 25% Written, 25% Reading, 25% Listening and 25% Speaking | |
| Week 1 | Individual Speaking Practice, Listening Comprehension, Reading Activities, Integrated Writing Essays, Vocabulary Building Activities and Exercises, Reading Skills exercises, Speaking Practice, Listening Comprehension, Writing Activity, Vocabulary Building Activities and Exercises iBT Practice Tests | |
| Week 2 | Individual Writing Essays, Listening Comprehension, Speaking activity, Reading, Vocabulary, Listening Comprehension, Speaking exercises, Reading, Integrated Writing, Vocabulary. iBT Practice Tests | |
| Week 3 | Reading Skills Test, Listening Comprehension, Individual Speaking Practice, Individual Writing Essays, Vocabulary Building Activities and Exercises. iBT Practice Tests | |
| Week 4 | <u>Reading Review, Individual Writing Essays, Listening Review, Speaking Practice, Vocabulary Building Activities and Exercises</u> <u>Complete Practice Test</u> <u>Final Exam</u> | |

Standard Intensive English Programs and Standard Semi-Intensive English Programs Specific Skills Practice

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| Specific Skills Practice (SSP) Vocabulary and Listening (Beginner) Part 1 | | 3.5 hours a day for 4 weeks, Monday through Thursday Plus 1 hour of Communication Strategies/Pronunciation Techniques |
| Textbook | Carver, T.K; Fotomos S. D. (2000) A Conversation Book 2. White Plains, N.Y.: Pearson Education | |
| Course Description | This course is designed to enhance the speaking and listening skills of students. It provides student-centered activities and exercises to develop student's fluency and widen their vocabulary knowledge. It presents a variety of real life situations of problems and stories to stimulate discussion. Further, it presents listening activities that will prompt students to develop dialogues as well as check for listening comprehension. | |
| Course Goal | Students will master their speaking and listening skills as well as their reading and writing skills. | |
| Course Objective | Students will develop fluency and confidence in speaking. They will acquire and widen vocabulary knowledge and use them in the context of real life situations. | |
| Student Learning Outcome | Write and produce simple sentences and dialogues for conversation using all vocabulary words learned. • Tell a simple story about their life or memorable events; Identify meaning of basic words and phrases. • Deliver 2-3 minute presentations. • Recognize words and understand the differences between , past and future Interpret and understand short and simple dialogues and paragraphs on familiar topics. | |
| Assessment | Final Exams; Written test: Writing task is part of the written test. Oral Exams: Present a weekend experience, based on their journal they have written. Use oral rubrics for speaking test; writing rubrics for compositions/ essays. | |
| Requirements | To successfully complete and pass this course, you must be punctual and attend your classes, actively participate in classroom activities, do your homework, pass the quizzes, and final exams. There will be oral and written exams. | |
| Grading | Final Exams : Written - 50%, Oral -50% | |
| Week 1 | Social Communication: Introductions and Greetings; More About You, Congratulations, Apologies, Good and Bad Manners, Helping Each Other, Expressing Sympathy, Personal Life: Daily Life, Favorite Foods, Personality Characters | |
| Week 2 | Personal Life: Friends, Childhood Moments, Cultural Identity, Life Story, Future Plans, Hopes, and Dreams; Learning Styles; Family Life: Families, Falling in Love, Marriage, Having a Baby | |
| Week 3 | Family Life (cont'd: Growing Up, Parenting, After School, Divorce, Growing Old | |
| Week 4 | <u>Community and Consumer Life: Around Town, Community Services, Utility Services, Mailing Services, Telephone Service, Review.</u> <u>Final Tests</u> | |

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| Specific Skills Practice (SSP) Vocabulary and Listening (Beginner) Part 2 | | 3.5 hours a day for 4 weeks, Monday through Thursday Plus 1 hour of Communication Strategies/Pronunciation Techniques |
| Textbook | Carver, T.K; Fotomos S. D. (2000) A Conversation Book 2. White Plains, N.Y.: Pearson Education | |
| Course Description | This course is designed to enhance the speaking and listening skills of students. It provides student-centered activities and exercises to develop student's fluency and widen their vocabulary knowledge. It presents a variety of real life situations of problems and stories to stimulate discussion. Further, it presents listening activities that will prompt students to develop dialogues as well as check for listening comprehension. | |
| Course Goal | Students will master their speaking and listening skills as well as their reading and writing skills. | |
| Course Objective | Students will develop fluency and confidence in speaking. They will acquire and widen vocabulary knowledge and use them in the context of real life situations. | |
| Student Learning Outcome | Write and produce simple sentences and dialogues for conversation using all vocabulary words learned. • Tell a simple story about their life or memorable events; Identify meaning of basic words and phrases. • Deliver 2-3 minute presentations. • Recognize words and understand the differences between , past and future Interpret and understand short and simple dialogues and paragraphs on familiar topics. | |
| Assessment | Final Exams; Written test: Writing task is part of the written test. Oral Exams: Present a weekend experience, based on their journal they have written. Use oral rubrics for speaking test; writing rubrics for compositions/ essays. | |
| Requirements | To successfully complete and pass this course, you must be punctual and attend your classes, actively participate in classroom activities, do your homework, pass the quizzes, and final exams. There will be oral and written exams. | |
| Grading | Final Exams : Written - 50%, Oral -50% | |
| Week 1 | Community and Consumer Life: Shopping in Today's World, Shopping for Clothes, Returns and Exchanges, School and Community, Life Long Learning, Recreation; Staying Healthy: Taking Care of Yourself, Staying Healthy Outdoors, Home Remedies, Medical Care | |
| Week 2 | Staying Healthy: Emergency Care, Pharmacy, Poisons, Counseling; Housing: Places to Live; Inside Your home: Finding the Right Home, Utility Problems, Tenants and Landlords, Insuring Your Property | |
| Week 3 | Housing: Moving, Answering the Door, Neighborhood Problems, Neighborhood Improvements | |
| Week 4 | <u>Transportation and Travel: Commuting, Learning to Drive, Driving Problems, Buying a Car, On Vacation, Review.</u> <u>Final Tests</u> | |

| Specific Skills Practice (SSP) Vocabulary and Listening (Beginner) Part 3 | | 3.5 hours a day for 4 weeks, Monday through Thursday Plus 1 hour of Communication Strategies/Pronunciation Techniques |
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| Textbook | Carver, T.K; Fotomos S. D. (2000) A Conversation Book 2. White Plains, N.Y.: Pearson Education | |
| Course Description | This course is designed to enhance the speaking and listening skills of students. It provides student-centered activities and exercises to develop student's fluency and widen their vocabulary knowledge. It presents a variety of real life situations of problems and stories to stimulate discussion. Further, it presents listening activities that will prompt students to develop dialogues as well as check for listening comprehension. | |
| Course Goal | Students will master their speaking and listening skills as well as their reading and writing skills. | |
| Course Objective | Students will develop fluency and confidence in speaking. They will acquire and widen vocabulary knowledge and use them in the context of real life situations. | |
| Student Learning Outcome | Write and produce simple sentences and dialogues for conversation using all vocabulary words learned. • Tell a simple story about their life or memorable events; Identify meaning of basic words and phrases. • Deliver 2-3 minute presentations. • Recognize words and understand the differences between , past and future Interpret and understand short and simple dialogues and paragraphs on familiar topics. | |
| Assessment | Final Exams; Written test: Writing task is part of the written test. Oral Exams: Present a weekend experience, based on their journal they have written. Use oral rubrics for speaking test; writing rubrics for compositions/ essays. | |
| Requirements | To successfully complete and pass this course, you must be punctual and attend your classes, actively participate in classroom activities, do your homework, pass the quizzes, and final exams. There will be oral and written exams. | |
| Grading | Final Exams : Written - 50%, Oral -50% | |
| Week 1 | Transportation and Travel: Traveling by Car, Bus and Train Travel, Air Travel; Finding a Job: Job in Your Community, Your Occupation, The Right Job for You, Looking for a Job, Applying for a Job, Wages and Benefits | |
| Week 2 | Life at Work: Starting a new Job, Instructions at Work, Doing a Good Job, Injuries at Work, Deductions from Pay | |
| Week 3 | Life at Work: Spending Money, Paying Taxes, Leaving a Job; In the News: Class News, News Media, Weather and Natural Disasters, Sports News, Crime in the News | |
| Week 4 | <u>In the News: Heroes in the News, Local News, World News, Politics and Government in the News: Review.</u> <u>Final Tests</u> | |

| Specific Skills Practice (SSP) Reading and Writing (Intermediate) Part 1 | | 3.5 hours a day for 4 weeks, Monday through Thursday Plus 1 hour of Communication Strategies/Pronunciation Techniques |
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| Textbook | Carver, T.K; Fotomos S. D. (2000) A Conversation Book 2. White Plains, N.Y.: Pearson Education | |
| Course Description | This course is designed to integrate reading and writing skills for Second Language learners (L2). It enhances student's reading and writing skills through engaging and interactive processes. The course provides reading passages that are of high interest as well as different aspects of writing sentences and paragraphs. It reinforces reading comprehension skills such as skimming and scanning skills. It also includes vocabulary building exercises that expand student's knowledge on word partnership to improve reading and writing proficiency. | |
| Course Goal | Student will develop their reading and writing skills and acquire vocabulary knowledge. | |
| Course Objective | Students will improve their reading comprehension skills and develop critical thinking skills as well as enhance their writing skills from sentences to paragraphs. | |
| Student Learning Outcome | Paraphrase short readings. • Write coherent paragraphs on specific topics. • Read and understand reading passages about culture and real life situations. Participate in group discussions and freely express their experiences thematic to the reading passages. | |
| Assessment | Final Exams; Written test: Writing task is part of the written test. Oral Exams: Presentation of a short story or anecdote Use oral rubrics for speaking test; writing rubrics for compositions/ essays. | |
| Requirements | To successfully complete and pass this course, you must be punctual and attend your classes, actively participate in classroom activities, do your homework, pass the quizzes, and final exams. There will be oral and written exams. | |
| Grading | Final Exams : Written - 50%, Oral -50% | |
| Week 1 | Unit 1: Your Personality/Chapter One: Right Brain or Left Brain?: Key Vocabulary, Pre-Reading Questions, Reading: Right Brain, Left Brain, Vocabulary from Context, Reading Comprehension: Looking for Main Ideas, Class discussion stemming from the reading, Organizing paragraph form: Punctuation and Capitalization, Writing Exercises; Chapter Two: Let's Face It: Reading: Let's Face It, • Writing: Organizing, Joining Compound Sentences with and, but, or or, Writing Practice, Internet activity: Famous Left-Handed People/Physiognomy/Phrenology | |
| Week 2 | Unit 2 Food/Chapter Three: Live a Little: Eat Potatoes!, Pre-Reading Activity, Key Vocabulary, Reading: Live a Little: Eat Potatoes!, Vocabulary, Comprehension Questions, Discussion Questions, Writing: The Topic Sentence, Organizing, Writing Practice; Chapter Four: Bugs, Rat, and Other Tasty Dishes, Reading: Bug, Rats, and Other Tasty Dishes, Writing: The Supporting Sentences and Concluding Sentence, Developing an outline, Internet Activity | |
| Week 3 | Unit 3: Customs and Traditions/Chapter Five: Tihar: Festival of Lights, Pre-Reading Discussion and Activity, Key Vocabulary, Reading: Tihar: Festival of Lights, Vocabulary, Comprehension Questions, Writing: Organizing Ideas on Paper, Punctuation Practice | |
| Week 4 | <u>Review Units 1, 2 & 3 (Chapter 1)</u> <u>Oral Exam</u> <u>Written Exam</u> | |

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| Specific Skills Practice (SSP) Reading and Writing (Intermediate) Part 2 | | 3.5 hours a day for 4 weeks, Monday through Thursday Plus 1 hour of Communication Strategies/Pronunciation Techniques |
| Textbook | Broukal, M. (2010) Weaving It Together 2: Connecting Reading and Writing, 2nd Ed. Boston, USA.: Heinle Cengage Learning | |
| Course Description | This course is designed to integrate reading and writing skills for Second Language learners (L2). It enhances student's reading and writing skills through engaging and interactive processes. The course provides reading passages that are of high interest as well as different aspects of writing sentences and paragraphs. It reinforces reading comprehension skills such as skimming and scanning skills. It also includes vocabulary building exercises that expand student's knowledge on word partnership to improve reading and writing proficiency. | |
| Course Goal | Student will develop their reading and writing skills and acquire vocabulary knowledge. | |
| Course Objective | Students will improve their reading comprehension skills and develop critical thinking skills as well as enhance their writing skills from sentences to paragraphs. | |
| Student Learning Outcome | Paraphrase short readings. • Write coherent paragraphs on specific topics. • Read and understand reading passages about culture and real life situations. Participate in group discussions and freely express their experiences thematic to the reading passages. | |
| Assessment | Final Exams; Written test: Writing task is part of the written test. Oral Exams: Presentation of a short story or anecdote Use oral rubrics for speaking test; writing rubrics for compositions/ essays. | |
| Requirements | To successfully complete and pass this course, you must be punctual and attend your classes, actively participate in classroom activities, do your homework, pass the quizzes, and final exams. There will be oral and written exams. | |
| Grading | Final Exams : Written - 50%, Oral -50% | |
| Week 1 | Unit 3: Customs and Traditions/Chapter 6: Turning Fifteen: Ceremony and Celebration, Key Vocabulary, Reading: Turning Fifteen: Ceremony and Celebration, Vocabulary , Comprehension Questions, Writing: Before and After/Editing, Internet Activity; Unit 4: Famous People/Chapter 7: Louis Invents Braille, Reading: Louis Invents Braille, Writing Activity: Unity, Writing Practice: Rough Draft | |
| Week 2 | Unit 4: Famous People/Chapter 8: The World's Most Unusual Millionaire: Pre-Reading Activity and Key Vocabulary, Reading: The World's Most Unusual Millionaire, Vocabulary Building Exercises, Comprehension Questions and Discussion, Writing Activity: Giving Examples, Writing Practice, Online Practice and Internet Research; Unit 5: Nature's Disasters Chapter 9: A Dangerous Light: Reading: Lightning, Vocabulary Building Exercises, Writing Activity: A Narrative Paragraph, Writing Practice and Outline | |
| Week 3 | Unit 5: Nature's Disasters/Chapter 10: Killer Bees on the Attack, Pre- Reading Activity and Key Vocabulary, Reading: Killer Bees on the Attack, Vocabulary Building Exercises, Comprehension Questions and Discussion, Writing Activity: Giving Reasons/Transitions for Giving Reasons: because, Writing Practice: Revising and Editing, Internet Research | |
| Week 4 | Review Units 3 (Chapter 2), Unit 4 & Unit 5 Oral Exam Written Exam | |

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| Specific Skill Practice (SSP) / Reading & Writing (Intermediate) / Part 3 | | 3.5 hours a day for 4 weeks, Monday through Thursday Plus 1 hour of Communication Strategies/Pronunciation Techniques |
| Textbook | Broukal, M. (2010) Weaving It Together 2: Connecting Reading and Writing, 2nd Ed. Boston, USA.: Heinle Cengage Learning | |
| Course Description | This course is designed to integrate reading and writing skills for Second Language learners (L2). It enhances student's reading and writing skills through engaging and interactive processes. The course provides reading passages that are of high interest as well as different aspects of writing sentences and paragraphs. It reinforces reading comprehension skills such as skimming and scanning skills. It also includes vocabulary building exercises that expand student's knowledge on word partnership to improve reading and writing proficiency. | |
| Course Goal | Student will develop their reading and writing skills and acquire vocabulary knowledge. | |
| Course Objective | Students will improve their reading comprehension skills and develop critical thinking skills as well as enhance their writing skills from sentences to paragraphs. | |
| Student Learning Outcome | Paraphrase short readings. • Write coherent paragraphs on specific topics. • Read and understand reading passages about culture and real life situations. Participate in group discussions and freely express their experiences thematic to the reading passages. | |
| Assessment | Final Exams; Written test: Writing task is part of the written test. Oral Exams: Presentation of a short story or anecdote Use oral rubrics for speaking test; writing rubrics for compositions/ essays. | |
| Requirements | To successfully complete and pass this course, you must be punctual and attend your classes, actively participate in classroom activities, do your homework, pass the quizzes, and final exams. There will be oral and written exams. | |
| Grading | Final Exams : Written - 50%, Oral -50% | |
| Week 1 | Unit 6: Inventions/Chapter 11: A Yahoo! Is Born; Pre- Reading Activity and Key Vocabulary; Reading: A Yahoo! Is Born; Vocabulary Building Activity; Reading Comprehension Questions and Discussion; Writing Activity: Cause and Effect Paragraph/Using so and therefore ; Writing Practice; Chapter 12: Biotechnology: Changing Living Things; Reading: Biotechnology: Changing Living Things; Writing Activity: Advantages and Disadvantages; Fact or Opinion; Transitions Showing Addition: in addition and moreover; Writing Practice; Internet Research | |
| Week 2 | Unit 7: Customs and Traditions/Chapter 13: Flowers, Dishes, and Dresses; Pre – Reading Activity and Key Vocabulary; Reading: Flowers, Dishes, and Dresses; Vocabulary Building Activity; Reading Comprehension Questions and Discussion; Writing Activity: Comparing and Contrasting; Transitions Showing Contrast: however; Transitions Showing Similarity: similarly and likewise; Writing Practice Chapter 14: What's in a Name?; Reading: What's in a Name?; Vocabulary Building Exercises; Writing Activity: Business Letter Form; Abbreviations; Titles and Common Closings; Business Letter Content; Writing Practice; Internet Research | |
| Week 3 | Unit 8: Reading from Literature/Chapter 15: making Poetry of Plums; Pre- Reading Activity and key Vocabulary; Reading: This Is Just to Say by William Carlos Williams; Vocabulary Building Exercises; Reading Comprehension Questions and Discussion; Writing Activity: Poems in Conversation | |
| Week 4 | Review Units 6, 7 & 8 Oral Exam Written Exams | |

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| Specific Skills Practice (SSP) Listening & Pronunciation (High Intermediate I) / Part 1 | | 3.5 hours a day for 4 weeks, Monday through Thursday Plus 1 hour of Communication Strategies/Pronunciation Techniques |
| Textbook | Mills, R., Frazier, L. North star 2 - Listening & Speaking - Fourth Edition (©2015) Pearson Educational Inc. | |
| Course Description | This course is designed to enhance the speaking and listening skills of English language learners with the incorporation of pronunciation. It provides a variety of speaking scenarios such as listening to long conversations and lectures. Also, it includes pronunciation exercises to help students listen to and practice stress and intonation for better delivery of dialogues/ conversations. | |
| Course Goal | Students will master their speaking and listening skills to be able to communicate fluently. | |
| Course Objective | Students will develop their speaking abilities and their listening comprehension skills; Improve their accent and pronunciation (Comprehensible speech). | |
| Student Learning Outcome | Understand a variety of speaking scenarios such as long conversations and short lectures; • Deliver a presentation; • Read aloud a text with the correct pronunciation, stress and intonation. • Take down more accurate notes (note-taking). | |
| Assessment | Written test: Writing task is part of the written test; Oral Exam: Deliver /Role play a dialogue with a simple plot. Use oral rubrics for speaking test; writing rubrics for compositions/ essays. | |
| Requirements | To successfully complete and pass this course, you must be punctual and attend your classes, actively participate in classroom activities, do your homework, pass the quizzes, and final exams. There will be oral and written exams. | |
| Grading | Final Exams : Written - 50%, Oral -50% | |
| Week 1 | Unit 1 – WORK “ Offbeat Jobs” Listening: Make and confirm predictions - Identify main ideas and details; Speaking: Express opinion; Express interest – Express agreement and disagreement; Inferences: Identify humor from a speaker’s choice of words and tone; Pronunciation: Recognize syllable stress; Vocabulary: Infer word meaning from context; Grammar: Recognize and use descriptive adjectives; Video: Interview with a Skydiving Instructor, Video Activity; Unit 1 Achievement Test | |
| Week 2 | Unit 2 – STUDENT LIFE “ Where Does The Time Go?”: Listening: Make and confirm predictions; Recognize phrases that signal agreement and disagreement; Speaking: Express opinion; Inference: Infer a speaker’s intention based on questions the speaker asks; Pronunciation: Recognize emphasis through intonation and stress; Vocabulary: Use familiar words to form collocations; Grammar: Recognize and use The present simple tense; Video: College Students Spark Creativity in Kids, Voice of America, Video Activity Unit 2 Assessment Test | |
| Week 3 | Unit 3 – MONEY “ A Penny Saved Is A Penny Earned” Listening: Make and confirm predictions: Identify main ideas and details; Interpret a timeline; Recognize emphasis from intonation and stress; Speaking: Express agreement and disagreement: Make and respond to suggestions; Inference: Infer a speaker’s attitude from intonation and stress; | |
| Week 4 | Unit 1-3 Revision Final Written Exam Final Oral Exam | |

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| Specific Skills Practice (SSP) Listening & Pronunciation (High Intermediate I) / Part 2 | | 3.5 hours a day for 4 weeks, Monday through Thursday Plus 1 hour of Communication Strategies/Pronunciation Techniques |
| Textbook | Mills, R., Frazier, L. North star 2 - Listening & Speaking - Fourth Edition (©2015) Pearson Educational Inc. | |
| Course Description | This course is designed to enhance the speaking and listening skills of English language learners with the incorporation of pronunciation. It provides a variety of speaking scenarios such as listening to long conversations and lectures. Also, it includes pronunciation exercises to help students listen to and practice stress and intonation for better delivery of dialogues/ conversations. | |
| Course Goal | Students will master their speaking and listening skills to be able to communicate fluently. | |
| Course Objective | Students will develop their speaking abilities and their listening comprehension skills; Improve their accent and pronunciation (Comprehensible speech). | |
| Student Learning Outcome | Understand a variety of speaking scenarios such as long conversations and short lectures; • Deliver a presentation; • Read aloud a text with the correct pronunciation, stress and intonation. • Take down more accurate notes (note-taking). | |
| Assessment | Written test: Writing task is part of the written test; Oral Exam: Deliver /Role play a dialogue with a simple plot. Use oral rubrics for speaking test; writing rubrics for compositions/ essays. | |
| Requirements | To successfully complete and pass this course, you must be punctual and attend your classes, actively participate in classroom activities, do your homework, pass the quizzes, and final exams. There will be oral and written exams. | |
| Grading | Final Exams : Written - 50%, Oral -50% | |
| Week 1 | Unit 4 – ETIQUETTE “ What Happened To Etiquette?” Listening: Make and confirm predictions summary statements; Speaking: Express opinions – Summarize key information – Support reasons with examples – Make and respond to requests and invitations; Inference : Infer contrasting ideas in statements from intonation and stress; Pronunciation: Recognize rising or falling intonation in questions and statements Vocabulary: Infer word meaning from context – Recognize and use idioms; Grammar: Recognize and use can, could and would in polite requests; Video: How to Ask for a Date , Video Activity. Unit 4 Achievement Test | |
| Week 2 | Unit 5 – FOOD “ The Fat Tax” Listening: Make and confirm predictions; Recognize language and intonation that signal clarification; Speaking: Express opinions and support them with reasons – Ask for and give advice – Ask for and provide clarification or repetition; Inference: Infer meaning by recognizing phrases that signal hedging; Pronunciation: Recognize intonation in questions requesting clarification or repetition; Vocabulary: Recognize and use words for healthy foods; Grammar: Recognize and use modals of possibility (may, might, could; Video: Food from the Hood, Video Activity. Unit 5 Achievement Test | |
| Week 3 | Unit 6 – HEROES “ Everyday Heroes” Listening: Make and confirm predictions; Take notes on a lecture – Recognize phrases that signal the organization and ideas in a lecture; Speaking: Express opinion – Ask Follow up questions – Recognize and use signal phrases in presentations; Inference: infer a speaker’s feelings or emotion from tone of voice and word choice; Pronunciation: Recognize and pronounce the three –ed endings in the regular past tense; Vocabulary: Categorize words with similar meanings; Grammar: Recognize and use simple past tense; Video: All for One, , ABC News, Video Activity. Unit 6 Achievement Test. Unit 3 Achievement Test. Chapter 16: Stone Soup: A Folktale; Reading: Stone Soup; Vocabulary Building Exercises; Reading Comprehension questions and Discussion; Writing Activity: Using Adjectives in Stories; Internet Research | |
| Week 4 | Unit 4 – 6 Revision Final Written Exam Final Oral Exam | |

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| Specific Skills Practice (SSP) Listening & Pronunciation (High Intermediate I) / Part 3 | | 3.5 hours a day for 4 weeks, Monday through Thursday Plus 1 hour of Communication Strategies/Pronunciation Techniques |
| Textbook | Mills, R., Frazier, L. North star 2 - Listening & Speaking - Fourth Edition (©2015) Pearson Educational Inc. | |
| Course Description | This course is designed to enhance the speaking and listening skills of English language learners with the incorporation of pronunciation. It provides a variety of speaking scenarios such as listening to long conversations and lectures. Also, it includes pronunciation exercises to help students listen to and practice stress and intonation for better delivery of dialogues/ conversations. | |
| Course Goal | Students will master their speaking and listening skills to be able to communicate fluently. | |
| Course Objective | Students will develop their speaking abilities and their listening comprehension skills; Improve their accent and pronunciation (Comprehensible speech). | |
| Student Learning Outcome | Understand a variety of speaking scenarios such as long conversations and short lectures; • Deliver a presentation; • Read aloud a text with the correct pronunciation, stress and intonation. • Take down more accurate notes (note-taking). | |
| Assessment | Final Exams; Written test: Writing task is part of the written test; Oral Exam: Deliver /Role play a dialogue with a simple plot. Use oral rubrics for speaking test; writing rubrics for | |
| Requirements | To successfully complete and pass this course, you must be punctual and attend your classes, actively participate in classroom activities, do your homework, pass the quizzes, and final exams. There will be oral and written exams. | |
| Grading | Final Exams : Written - 50%, Oral -50% | |
| Week 1 | Unit 7 HEALTH “ Gaming Your Way To Better Health” Listening: Make and confirm predictions; Recognize phrases and intonation that express doubt; Speaking: Express opinion – Give and respond to advice – Express concern; Inference: Infer a speaker’s intended meaning from persuasive language; Grammar: Recognize and use modals of advice and necessity (should, ought to, have to); Pronunciation: Recognize and produce reductions of modals; Vocabulary: Infer word meaning from context; Conversation Practice; Expansion Activities | |
| Week 2 | Unit 7 HEALTH “ Gaming Your Way To Better Health” (cont’d) Grammar: Unit 7 Grammar review; Listening: Expansion Activities; Video: Chinese Medicine, Video Activity; Pronunciation: Pronunciation Skill Practice; Unit 7 review; Unit 7 Achievement Test Unit 8 ENDANGERED CULTURES “ Endangered Languages” Listening: Make and confirm predictions; Interpret a graph; Recognize phrases that identify reasons and examples; Support ideas from one listening with examples from a second listening; Speaking: Express opinions; Present and defend a position – Give reasons and examples to explain general statements; Grammar: Recognize and use the future with will and be going to; Vocabulary: Recognize and use synonyms; Pronunciation: Recognize | |
| Week 3 | Unit 8 ENDANGERED CULTURES “ Endangered Languages” Grammar: Recognize and use the future with will and be going to (revision); Inference: Infer a speaker’s viewpoint; Listening: Comprehension Activities; Video: Maori Culture, Video Activity Unit 8 Achievement Test | |
| Week 4 | <u>Unit 7 – 8 Revision</u> <u>Final Written Exam</u> <u>Final Oral Exam</u> | |

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| Specific Skills Practice (SSP) Integrated Skills (High Intermediate II) / Part 1 | | 3.5 hours a day for 4 weeks, Monday through Thursday Plus 1 hour of Communication Strategies/Pronunciation Techniques |
| Textbook | Beatriz B. Diaz; Ronna Magy; Federico Salas-Isnardi FUTURE 4, English for Result with essential Online Resources: (©2017) Pearson Educational | |
| Course Description | This course is designed to enhance students’ fluency. It provides a wide range of topics from an international perspective that motivates students to improve all language skills such as reading, writing, listening and speaking. In addition, it includes an abundant review of practice exercises and activities for vocabulary development, grammar and pronunciation. | |
| Course Goal | The students will attain their fluency, and achieve all language skills such as reading, writing, listening, speaking, and sub skills such as grammar, pronunciation and vocabulary. | |
| Course Objective | Students will develop their speaking skills such as speaking clearly and smoothly and further develop their self confidence in delivering presentations; Acquire vocabulary words which they can use accurately in writing and speaking; Develop gradually their listening skills and become better listeners. | |
| Student Learning Outcome | Write a summary and present / deliver a summary report of a wide range of topics from an international perspective such as contemporary news journals (Time Magazine, National Geographic). • Analyze news article such as editorial and highly opinionated news article. • Comprehend authentic reading materials providing a summary of their readings. • Express their ideas and creativity through group discussions and presentations. • Express their ideas and creativity through group discussions and presentations. | |
| Assessment | Final exams; Written test: Writing task is part of the written test. Oral exams: Present their essay on a given topic about social issues such as climate change, poverty and economic challenges. Use oral rubrics for speaking test; writing rubrics for compositions/ essays. | |
| Requirements | To successfully complete and pass this course, you must be punctual and attend your classes, actively participate in classroom activities, do your homework, pass the quizzes, and final exams. There will be oral and written exams. | |
| Grading | Final Exams : Written - 50%, Oral -50% | |
| Week 1 | Unit 1 – Catching Up: Listening and Speaking: Talk about your self and your family/ Discuss goals and ways to succeed; Grammar: Simple present and present continuous/ Future with will, be going to, and present continuous/Simple past; Reading: Ready, Set, Go!; Life Skills: Interpret and complete a school application; Writing: Write about a role model | |
| Week 2 | Unit 2 - Tell Me about Yourself: Listening and Speaking: Talk about work- related goals/ Use job- information sources/ Respond to common interview questions; Grammar: Infinitives and gerunds/ Gerunds as objects of preposition/ Simple past and present perfect; Life Skills: Interpret and write a resume; Reading: Get and Keep a Job; Writing: Write a cover letter | |
| Week 3 | Unit 3 – Community Life: Listening and Speaking: Talk about cultural festivals and traditions/ Describe community issues/ Discuss ways to improve a community; Grammar: Participial adjectives/ Wish in the present and future/ Verb + object + infinitive; Life Skills: Give and follow directions; Reading: Green Is the Way to Go; Writing: Express feelings about your neighborhood | |
| Week 4 | <u>Unit 4 - On the Job: Listening and Speaking: Communicate with supervisors an Co – workers/ Check your understanding of a situation at work/ Ask and answer performance review questions; Grammar: Phrasal verbs/ Negative yes /no questions/ Indirect instructions, commands, and requests; Life Skills: Interpret information about employee benefits; Reading: Another Review</u> <u>Final Written and Oral Exams</u> | |

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| Specific Skills Practice (SSP) Integrated Skills (High Intermediate II) / Part 2 | | 3.5 hours a day for 4 weeks, Monday through Thursday Plus 1 hour of Communication Strategies/Pronunciation Techniques |
| Textbook | Beatriz B. Diaz; Ronna Magy; Federico Salas-Isnardi FUTURE 4, English for Result with essential Online Resources: (©2017) Pearson Educational | |
| Course Description | This course is designed to enhance students' fluency. It provides a wide range of topics from an international perspective that motivates students to improve all language skills such as reading, writing, listening and speaking. In addition, it includes an abundant review of practice exercises and activities for vocabulary development, grammar and pronunciation. | |
| Course Goal | The students will attain their fluency, and achieve all language skills such as reading, writing, listening, speaking, and sub skills such as grammar, pronunciation and vocabulary. | |
| Course Objective | Students will develop their speaking skills such as speaking clearly and smoothly and further develop their self confidence in delivering presentations; Acquire vocabulary words which they can use accurately in writing and speaking; Develop gradually their listening skills and become better listeners. | |
| Student Learning Outcome | Write a summary and present / deliver a summary report of a wide range of topics from an international perspective such as contemporary news journals (Time Magazine, National Geographic). • Analyze news article such as editorial and highly opinionated news article. • Comprehend authentic reading materials providing a summary of their readings. • Express their ideas and creativity through group discussions and presentations. • Express their ideas and creativity through group discussions and presentations. | |
| Assessment | Final exams; Written test: Writing task is part of the written test. Oral exams: Present their essay on a given topic about social issues such as climate change, poverty and economic challenges. Use oral rubrics for speaking test; writing rubrics for compositions/ essays. | |
| Requirements | To successfully complete and pass this course, you must be punctual and attend your classes, actively participate in classroom activities, do your homework, pass the quizzes, and final exams. There will be oral and written exams. | |
| Grading | Final Exams : Written - 50%, Oral -50% | |
| Week 1 | Unit 5 – Safe and Sound: Listening and Speaking: Identify ways to prevent fires/ Talk about dangerous weather/ Communicate in a 911 emergency; Grammar: Present and conditionals/ Adverb clauses of time/ Expressing degrees of certainty; Reading: What You Don't Know May Hurt You; Life Skills: Talk about planning for a hurricane; Writing: Write a plan for an emergency situation | |
| Week 2 | Unit 6 – Moving In: Listening and Speaking: Identify tenant responsibilities/ Talk about landlord responsibilities/ Discuss problems with neighbors; Grammar: Expressing obligation, and permission, and permission/ Tag questions with be. Tag questions with do as an auxiliary verb/ Reported speech; Life Skills: Interpret a lease; Reading: Americans On the Move; Writing: Write about a housing problem | |
| Week 3 | Unit 7 – Behind the Wheel: Listening and Speaking: Talk about things to consider when buying a car/ Discuss car maintenance and repair/ Describe a car accident; Grammar: Would rather and would prefer to express preferences/ Past perfect statement. Past perfect questions and answers/ Embedded wh- Questions ; Life Skills: Talk about buying car insurance; Reading: A Sour Purchase Turn Sweet; Writing: Write about a good or bad purchase | |
| Week 4 | Unit 8 – How Are You Feeling?: Listening and Speaking: Communicate with medical personnel/ Report a medical emergency/ Identify health-care within the community; Grammar: Present perfect continuous/ Such ...that and so ...that/ Should, ought to, had better, and must; Life Skills: Interpret and complete a health insurance form; Reading: The Long and Short of It; Writing: Describe a personal experience with health care <u>Review of Units 5 – 8</u> | |

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| Specific Skills Practice (SSP) Integrated Skills (High Intermediate II) / Part 3 | | 3.5 hours a day for 4 weeks, Monday through Thursday Plus 1 hour of Communication Strategies/Pronunciation Techniques |
| Textbook | Beatriz B. Diaz; Ronna Magy; Federico Salas-Isnardi FUTURE 4, English for Result with essential Online Resources: (©2017) Pearson Educational | |
| Course Description | This course is designed to enhance students' fluency. It provides a wide range of topics from an international perspective that motivates students to improve all language skills such as reading, writing, listening and speaking. In addition, it includes an abundant review of practice exercises and activities for vocabulary development, grammar and pronunciation. | |
| Course Goal | The students will attain their fluency, and achieve all language skills such as reading, writing, listening, speaking, and sub skills such as grammar, pronunciation and vocabulary. | |
| Course Objective | Students will develop their speaking skills such as speaking clearly and smoothly and further develop their self confidence in delivering presentations; Acquire vocabulary words which they can use accurately in writing and speaking; Develop gradually their listening skills and become better listeners. | |
| Student Learning Outcome | Write a summary and present / deliver a summary report of a wide range of topics from an international perspective such as contemporary news journals (Time Magazine, National Geographic). • Analyze news article such as editorial and highly opinionated news article. • Comprehend authentic reading materials providing a summary of their readings. • Express their ideas and creativity through group discussions and presentations. • Express their ideas and creativity through group discussions and presentations. | |
| Assessment | Final exams; Written test: Writing task is part of the written test. Oral exams: Present their essay on a given topic about social issues such as climate change, poverty and economic challenges. Use oral rubrics for speaking test; writing rubrics for compositions/ essays. | |
| Requirements | To successfully complete and pass this course, you must be punctual and attend your classes, actively participate in classroom activities, do your homework, pass the quizzes, and final exams. There will be oral and written exams. | |
| Grading | Final Exams : Written - 50%, Oral -50% | |
| Week 1 | Unit 9 – Partners in Education: Listening and Speaking: Discuss a student's progress/ Talk to school personnel/ Discuss school safety; Grammar: Adverb clauses of reasons/ Adjective clauses: Relative pronoun as subject of the clause/ Past modals: Expressing degrees of certainty about the past; Life Skills: Interpret and respond to a report card; Reading: What's the Real Coast of Cutting After – School Programs?; Writing: Write a letter to the editor | |
| Week 2 | Unit 10 – Safety First: Listening and Speaking: Give a progress report/ Talk about preventing accidents at work/ recognize requirements for promotions; Grammar: Make / have / let / get + Verb/ Reflexive pronouns/ Could you / I ...? / Why don't you / I ...?/ Would you mind...?; Reading: Triangle Shirtwaist Factory Fire; Life Skills: Interpret and complete an accident report; Writing: Write about ways to improve workplace safety | |
| Week 3 | Unit 11 – Know the Law!: Listening and Speaking: Identify misdemeanors/ Describe what happens in a courtroom/ Discuss traffic laws; Grammar: Past continuous for interrupted action/ Passive: Present passive and simple past passive/ Adverb clauses of condition and contrast; Life Skills: Identify people in a courtroom; Reading: DNA and the Law; Writing: Write about different legal systems | |
| Week 4 | Unit 12 – Saving and Spending: Listening and Speaking: Describe bank services/ Prepare a monthly budget/ Talk about dreams for the future; Grammar – Articles: a, an, the, no article; Indefinite articles/ Future real conditionals/ Present unreal conditionals; Reading: A Dream Came True; Life Skills: Interpret and complete an income tax form; Writing: Write about giving money to a charity <u>Review of Units 9 – 12</u> <u>Review grammar</u> <u>Final Oral Exam</u> <u>Final Written Exam</u> | |

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| Specific Skills Practice (SSP) Reading, Speaking, and Pronunciation (Advanced I) / Part 1 | | 3.5 hours a day for 4 weeks, Monday through Thursday Plus 1 hour of Communication Strategies/Pronunciation Techniques |
| Textbook | Blass, L, Williams, J. (©2016) 21st Century Reading 4 . NY, USA National Geographic Learning - Cengage Learning Press | |
| Course Description | This course is designed to enhance your reading and speaking skills, integrated with pronunciation. The reading materials are designed to motivate you to discuss relevant topics for presentation. Listening activities improve not only your listening skills but also your pronunciation of vocabulary words, phrases, expressions, sentences, and dialogues in. | |
| Course Goal | The students will achieve their reading and speaking goals with correct pronunciation like a near native speaker and improve their listening skills as well as widen of their vocabulary knowledge. | |
| Course Objective | Students will acquire vocabulary words and improve their comprehension skills in speaking, reading and listening. They will confidently articulate their opinions and ideas on given topics and enhance their pronunciation and accent. | |
| Student Learning Outcome | Understand and use academic vocabulary words, in debates and group discussion of academic topics. • Do a presentation similar to TED talks. • Discuss relevant topics for discussion and presentation. • Identify and use phrases, expressions, sentences and dialogues in terms of pattern of sounds and rhythms in speaking and speech presentation. | |
| Assessment | Final exams; Written test: Writing task is part of the written test. Oral Exams: Debate about Climate Change. Use oral rubrics for speaking test; writing rubrics for compositions/ essays. | |
| Requirements | To successfully complete and pass this course, you must be punctual and attend your classes, actively participate in classroom activities, do your homework, pass the quizzes, mid-terms, and final exams. There will be oral and written exams. | |
| Grading | Final Grade Calculation: Written - 50%, Oral - 50% | |
| Week 1 | Unit 1: Why Explore: Reading: The Urge to Explore - Getting the Main Idea/Identifying Supporting Information; Vocabulary building: describing nationalities; Speaking: Discussion on Exploration and Discoveries; Listening: Why We Need the Explorers; Video : The Beauty of the Universe/ Driving Innovation - Understanding Key Details, Critical Thinking - Inferences/Analyzing and Reflecting; Presentation: Space Exploration | |
| Week 2 | Unit 2: Success and Failure: Pre-reading: Photo and Caption; Reading: A School in the Cloud - Finding Supporting Details, Recognizing Point of View, Vocabulary Building: Contextual Meaning, Critical Thinking: Evaluation and Personalizing; Listening: How to Learn from Mistakes.; Video: Generations of Learning/ Learning from Mistakes; Critical Thinking: Predicting/Synthesizing; Analyzing an Argument - Recognizing Tone and Attitude; Presentation: Profiling a Famous Person with Significant Failure and Went | |
| Week 3 | Unit 3: Power Shifts: Reading: Driving Change - Getting the Main Ideas/Understanding Key Details; Interpreting Statistics: Bar Graph; Recognizing Reference Markers; Vocabulary Building; Critical Thinking: Interpreting; Listening: Why We Have Too Few Women Leaders- Listening Comprehension | |
| Week 4 | <u>Unit 3: Power Shifts: Video: Problems at the Top/ A Seat at the Table – Predicting and Getting the Main Ideas/Understanding Key Details and Purpose; Critical Thinking: Evaluating and Reflecting; Presentation: Women Who Reach the Top of Their Profession</u> Final Written and Oral Exams | |

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| Specific Skills Practice (SSP) Reading, Speaking, and Pronunciation (Advanced I) / Part 2 | | 3.5 hours a day for 4 weeks, Monday through Thursday Plus 1 hour of Communication Strategies/Pronunciation Techniques |
| Textbook | Blass, L, Williams, J. (©2016) 21st Century Reading 4 . NY, USA National Geographic Learning - Cengage Learning Press | |
| Course Description | This course is designed to enhance your reading and speaking skills, integrated with pronunciation. The reading materials are designed to motivate you to discuss relevant topics for presentation. Listening activities improve not only your listening skills but also your pronunciation of vocabulary words, phrases, expressions, sentences, and dialogues in. | |
| Course Goal | The students will achieve their reading and speaking goals with correct pronunciation like a near native speaker and improve their listening skills as well as widen of their vocabulary knowledge. | |
| Course Objective | Students will acquire vocabulary words and improve their comprehension skills in speaking, reading and listening. They will confidently articulate their opinions and ideas on given topics and enhance their pronunciation and accent. | |
| Student Learning Outcome | Understand and use academic vocabulary words, in debates and group discussion of academic topics. • Do a presentation similar to TED talks. • Discuss relevant topics for discussion and presentation. • Identify and use phrases, expressions, sentences and dialogues in terms of pattern of sounds and rhythms in speaking and speech presentation. | |
| Assessment | Final exams; Written test: Writing task is part of the written test. Oral Exams: Debate about Climate Change. Use oral rubrics for speaking test; writing rubrics for compositions/ essays. | |
| Requirements | To successfully complete and pass this course, you must be punctual and attend your classes, actively participate in classroom activities, do your homework, pass the quizzes, mid-terms, and final exams. There will be oral and written exams. | |
| Grading | Final Grade Calculation - 50% Written Exam - 50% Oral Exam | |
| Week 1 | Unit 4: Creative Sparks: Reading: Sparkling Wonder and Possibility - Understanding a Study/Analyzing a Literary Script; Vocabulary Building: Getting the Meaning from Context; Critical Thinking: Personalizing; Listening: the Mystery Box; Video : The Magic Box/ Creation is Everywhere/ Creative Problem-Solving; Critical Thinking: Inferences/Predicting/ Synthesizing; Analyzing Problems and Solutions; Presentation: Writing a Story Using Technological Devices | |
| Week 2 | Unit 5: Hope and Equality: Reading: Living On A Dollar A Day - Paraphrasing Information; Vocabulary Building : Getting Meaning in Context; Critical Thinking: Interpreting; Listening: The Good News On Poverty (Yes, There's Good News); Video: The Good News.../ Fighting Corruption - Understanding main Ideas and Graphs/Problems and Solutions/Summarizing Ideas; Critical Thinking: Analyzing and Evaluating; Presentation: Infographic Topic Related to Poverty | |
| Week 3 | Unit 6: Backing Up History: Setting Goals: Endangered Historic Sites/Landmarks; Listening and Reading: Laser Preservation – Mapping/Understanding the Process; Vocabulary Building: Contextual Meaning; Critical Thinking: Reflecting/Interpreting/Applying; Listening: Ancient Wonders Captured in 3-D/ Getting Started/: 3-D Benefit; Reading An Excerpt: Understanding Cause and | |
| Week 4 | <u>Unit 7: Food For All: Setting Goals: Food Production: Pre-reading: Food Variety – How They are Produced Listening and Reading: Feeding Nine Billion - Understanding the Problem: Mapping/Identifying Solutions/Paraphrasing Information and Infographics: Vocabulary Building: Contextual Meaning; Critical Thinking: Evaluating/Inferring; Listening: How Food Shapes Our City - Listening Comprehension Discussion; Video: An Escalating Problem - Discussion: Predicting and Understanding the Main Idea</u> Final Written and Oral Exam | |

| Specific Skills Practice (SSP) Reading, Speaking, and Pronunciation (Advanced I) / Part 3 | | 3.5 hours a day for 4 weeks, Monday through Thursday Plus 1 hour of Communication Strategies/Pronunciation Techniques |
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| Textbook | Blass, I, Williams, J. (©2016) 21st Century Reading 4 . NY, USA National Geographic Learning - Cengage Learning Press | |
| Course Description | This course is designed to enhance your reading and speaking skills, integrated with pronunciation. The reading materials are designed to motivate you to discuss relevant topics for presentation. Listening activities improve not only your listening skills but also your pronunciation of vocabulary words, phrases, expressions, sentences, and dialogues in. | |
| Course Goal | The students will achieve their reading and speaking goals with correct pronunciation like a near native speaker and improve their listening skills as well as widen of their vocabulary knowledge. | |
| Course Objective | Students will acquire vocabulary words and improve their comprehension skills in speaking, reading and listening. They will confidently articulate their opinions and ideas on given topics and enhance their pronunciation and accent. | |
| Student Learning Outcome | Understand and use academic vocabulary words, in debates and group discussion of academic topics. • Do a presentation similar to TED talks. • Discuss relevant topics for discussion and presentation. • Identify and use phrases, expressions, sentences and dialogues in terms of pattern of sounds and rhythms in speaking and speech presentation. | |
| Assessment | Final exams; Written test: Writing task is part of the written test. Oral Exams: Debate about Climate Change. Use oral rubrics for speaking test; writing rubrics for compositions/ essays. | |
| Requirements | To successfully complete and pass this course, you must be punctual and attend your classes, actively participate in classroom activities, do your homework, pass the quizzes, mid-terms, and final exams. There will be oral and written exams. | |
| Grading | Final Grade Calculation - 50% Written Exam - 50% Oral Exam | |
| Week 1 | Unit 7: Food For All (Cont.): Video 2: Reconnecting With Food - Identifying Main and Supporting Ideas; Presentation: Sitopia; Unit 8: Future Jobs; Setting Goals: Jobs, Robots and Computers - Working Robots vs Workforce; Listening and Reading: Recipes For Innovation; Discussion: Understanding Organization and Purpose; Connecting Purpose to Main Ideas and Understanding Key Details and Main Message; Vocabulary Building: Meaning n Context; Critical Thinking: Predicting | |
| Week 2 | Unit 8: Future Jobs (Cont.): Listening 1: What Will Future Jobs Look Like? - Listening Comprehension and Discussion; Video: The New Machine Age/New Possibilities/Bill and Ted/ So What Do We Do? - Getting Main Ideas/ Identifying Trends and Interpreting Graphs; Critical Thinking: Predicting; Understanding Solutions; Unit 9: How We Learn: Setting Goals: Learning a Second Language; Listening and Reading: What Babies Know about Language and Why We Should Care; Discussion: Understanding Purpose and Sequence and Applying Information; Vocabulary Building: contextual Meaning; Critical Thinking: Interpreting Banned Language | |
| Week 3 | Unit 9: How We Learn (cont'd)Listening: The Linguistic Genius of Babies - Discussion: Understanding Ideas and Visuals/Recognizing Tone and Message; Critical Thinking: Evaluating and Synthesizing; Presentation: Raising Bilingual Children - Open Discussion on Presentation; Video: "The Birth of a Word" - Video Review and Comments; Unit 10: A Brighter Tomorrow: Setting Goals: Global Energy - Fossil Fuel vs Renewable Energy; Listening and Reading: Paths to the Future - Discussion: Understanding the Author's Purpose; Summary: Understanding Infographics; Vocabulary Building: Collocations; Critical Thinking: Inferring | |
| Week 4 | <u>Unit 10: A Brighter Tomorrow (cont.): Research Reading: Problem of Carbon Dioxide Emission; Listening and Reading: Innovation To Zero; Video: Predicting the Trend Through Graph/ The Need For A Miracle/ A Wish For The Planet - Discussion: Summarizing Information; Critical Thinking: Analyzing; Presentation: Saving Energy</u> Final Written and Oral Exam | |

| Specific Skills Practice (SSP) Listening & Speaking (Advanced II) / Part 1 | | 3.5 hours a day for 4 weeks, Monday through Thursday Plus 1 hour of Communication Strategies/Pronunciation Techniques |
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| Textbook | Stephenson, H., Lansford, L., Dummett, P., Keynote 4 (©2017) Boston, USA, Cengage Learning | |
| Course Description | This course is designed to enhance your listening and speaking skills so you can attain advanced language proficiency. The listening text will prompt you to discuss your views and opinions on varied topics. This course includes research-based vocabulary to prepare you academically and professionally. The topics for discussion are thought- provoking for you to develop your critical thinking skills. | |
| Course Goal | Students will reinforce their listening and speaking skills to attain advanced language proficiency and master their critical thinking skills. | |
| Course Objective | Students will develop their academic listening comprehension skills and speaking abilities as well as enhance their skills in academic reading. | |
| Student Learning Outcome | Understand research- based vocabulary words. • Discuss thought provoking topics such as Medical Ethics and Gender Roles in Society. • Contextual academic words based on the academic word list (AWL). • Discuss academic topics with a group or individual presentation. | |
| Assessment | Final Exams; Oral exams: Presentation of a research proposal. Written test: Writing task is part of the written test. Use oral rubrics for speaking test; writing rubrics for compositions/ essays. | |
| Requirements | To successfully complete and pass this course, you must be punctual and attend your classes, actively participate in classroom activities, do your homework, pass the quizzes, and final exams. There will be oral and written exams. | |
| Grading | Final Grade Calculation - 50% Written Exam - 50% Oral Exam | |
| Week 1 | Unit 1: Embrace Stress: Discussion Questions, Listening 1, Expansion activities/reinforcement exercise, Language Focus, Grammar: Gerund and infinitives, Speaking, Reading, Listening 2, Presentation Skills, Communicating, Group Discussions, Speaking Activities, Pronunciation Exercises, Writing, Grammar Review | |
| Week 2 | Unit 2: Media Influence: Discussion Questions, Listening 1, Expansion activities/reinforcement exercise, Language Focus, Grammar: Relative clauses, Discussion: Ranking Movies, Reading, Listening 2: How Movies Teach Manhood, Expansion activities, Presentation: Knowing Your Audience, Discussion: Assessing Movies, Writing: Writing a Movie review, Video/TV clips | |
| Week 3 | Unit 3: Development: Discussion Questions/Intro to Topic, Listening 1: Main Ideas/Details, Group Discussion, Grammar: Present Perfect and Present Perfect Progressive, Speaking, Reading, Vocabulary in Context and Expansion activity, Listening 2: Identifying Ideas and Details, Presentation: Using Props, Discussion: The Distribution of Wealth, Writing, Reporting | |
| Week 4 | <u>Unit 4: Secrets and Lies: Listening 1: Lying in a Job Interview, Group Discussion: Speculating About the Truth, Grammar: Modal of Deduction and Speculation, Speaking, Reading; Listening 2: How To Spot A Liar, Presentation, Speaking Activities; Writing. Final Oral & Written Exams</u> | |

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| Specific Skills Practice (SSP) Listening & Speaking (Advanced II) / Part 2 | | 3.5 hours a day for 4 weeks, Monday through Thursday Plus 1 hour of Communication Strategies/Pronunciation Techniques |
| Textbook | Stephenson, H., Lansford, L., Dummett, P., Keynote 4 (©2017) Boston, USA, Cengage Learning | |
| Course Description | This course is designed to enhance your listening and speaking skills so you can attain advanced language proficiency. The listening text will prompt you to discuss your views and opinions on varied topics. This course includes research-based vocabulary to prepare you academically and professionally. The topics for discussion are thought-provoking for you to develop your critical thinking skills. | |
| Course Goal | Students will reinforce their listening and speaking skills to attain advanced language proficiency and master their critical thinking skills. | |
| Course Objective | Students will develop their academic listening comprehension skills and speaking abilities as well as enhance their skills in academic reading. | |
| Student Learning Outcome | Understand research-based vocabulary words. • Discuss thought-provoking topics such as Medical Ethics and Gender Roles in Society. • Contextual academic words based on the academic word list (AWL). • Discuss academic topics with a group or individual presentation. | |
| Assessment | Final Exams; Oral exams: Presentation of a research proposal. Written test: Writing task is part of the written test. Use oral rubrics for speaking test; writing rubrics for compositions/ essays. | |
| Requirements | To successfully complete and pass this course, you must be punctual and attend your classes, actively participate in classroom activities, do your homework, pass the quizzes, and final exams. There will be oral and written exams. | |
| Grading | Final Grade Calculation - 50% Written Exam - 50% Oral Exam | |
| Week 1 | Unit 5: To The Edge: Discussion Questions, Listening 1: Facing Challenges; Discussion, Grammar: Past Perfect and Past Perfect Progressive, Speaking, Reading, Listening 2: How I Held My Breath for 17 Minutes, Presentation, Speaking, Writing | |
| Week 2 | Unit 6: Money Matters: Discussion Questions, Listening 1: Crowdfunding, Grammar: Using Phrasal Verbs, Discussion, Reading, Listening 2: Why Giving Away Our Wealth has Been The Most Satisfying Thing We've Done; Presentation: Being Authentic; Speaking, Writing | |
| Week 3 | Unit 7: Medical Frontiers: Vocabulary Building, Listening 1: Drug Discovery and Development, Discussion, Grammar: Modals of Probability, Speaking, Reading, Listening 2: The Sore Problem Of Prosthetic Limbs, Presentation, Discussion, Writing | |
| Week 4 | <u>Unit 8: Life Decisions: Listening 1: Comparing Generations, Group Discussion, Grammar Focus: Future Perfect and Future Perfect Progressive, Speaking, Reading, Listening 2: Why 30 is Not the New 20; Presentation, Discussion, Writing, Oral & Written Tests</u> | |

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| Specific Skills Practice (SSP) Listening & Speaking (Advanced II) / Part 3 | | 3.5 hours a day for 4 weeks, Monday through Thursday Plus 1 hour of Communication Strategies/Pronunciation Techniques |
| Textbook | Stephenson, H., Lansford, L., Dummett, P., Keynote 4 (©2017) Boston, USA, Cengage Learning | |
| Course Description | This course is designed to enhance your listening and speaking skills so you can attain advanced language proficiency. The listening text will prompt you to discuss your views and opinions on varied topics. This course includes research-based vocabulary to prepare you academically and professionally. The topics for discussion are thought-provoking for you to develop your critical thinking skills. | |
| Course Goal | Students will reinforce their listening and speaking skills to attain advanced language proficiency and master their critical thinking skills. | |
| Course Objective | Students will develop their academic listening comprehension skills and speaking abilities as well as enhance their skills in academic reading. | |
| Student Learning Outcome | Understand research-based vocabulary words. • Discuss thought-provoking topics such as Medical Ethics and Gender Roles in Society. • Contextual academic words based on the academic word list (AWL). • Discuss academic topics with a group or individual presentation. | |
| Assessment | Final Exams; Oral exams: Presentation of a research proposal. Written test: Writing task is part of the written test. Use oral rubrics for speaking test; writing rubrics for compositions/ essays. | |
| Requirements | To successfully complete and pass this course, you must be punctual and attend your classes, actively participate in classroom activities, do your homework, pass the quizzes, and final exams. There will be oral and written exams. | |
| Grading | Final Grade Calculation - 50% Written Exam - 50% Oral Exam | |
| Week 1 | Unit 9: Technology and Innovation: Listening 1, Discussion, Grammar: First Conditional and Second Conditional, Speaking, Reading, Listening 2: Robots That Fly...and Cooperate; Presentation, Speaking: Debating; Writing | |
| Week 2 | Unit 10: Connections: Vocabulary Building, Listening 1: Meditation, Discussion, Grammar: Reported Speech, Speaking, Reading; Listening 2: Five Ways to Listen Better, Presentation, Writing | |
| Week 3 | Unit 11: Life in the Slow Lane: Vocabulary, Listening 1: Living in the Present, Discussion, Grammar: Articles and Quantifiers, Speaking, Reading; Listening 2: Cloudy With a Chance of Joy, Presentation, Discussion, Writing | |
| Week 4 | <u>Unit 12: Make Yourself Heard: Vocabulary, Listening 1: The Challenger Disaster, Function, Grammar: Third Conditional and Mixed Conditional, Speaking, Reading; Listening 2: Dare To Disagree, Presentation, Discussion, Writing, Review for the Exam, Final Written and Oral Exam</u> | |

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| Specific skills Practice (SSP) Integrated Skills & Fluency (Advanced Academics) / Part 1 | | 3.5 hours a day for 4 weeks, Monday through Thursday Plus 1 hour of Communication Strategies/Pronunciation Techniques |
| Textbook | Williams, J., Leap Advanced Reading and Writing (©2013) Montreal, Canada NA Pearson ELT Publishing | |
| Course Description | This course is designed to increase English fluency in the second language learner. It provides dynamic vocabulary building activities, essential grammar, listening, speaking and writing activities for real world communication. You will develop your ability to confidently communicate your ideas with ease and clarity. | |
| Course Goal | The students will master their second language learner's fluency in English, and develop their ability to confidently communicate their ideas. | |
| Course Objective | Students will develop their oral/ written English proficiency and expand their vocabulary knowledge. They will Improve their listening comprehension skills and enhance their writing skills. | |
| Student Learning Outcome | Understand long reading texts, researchers and developmental essays. • Comprehend long lectures. • Present a business plan and proposal. • Identify and use vocabulary such as word families, root words and compound nouns. • Express their opinions, ideas and experiences through presentations. • Conduct an effective job interview. | |
| Assessment | Final exams; Written test: Writing task is part of the written test. Oral Exam: Presentation of a business plan or an executive summary of a research. Use oral rubrics for speaking test; writing rubrics for compositions/ essays. | |
| Requirements | To successfully complete and pass this course, you must be punctual and attend your classes, actively participate in classroom activities, do your homework, pass the quizzes, mid-terms, and final exams. There will be oral and written exams. | |
| Grading | Final Grade Calculation: : 50% Written Exam - 50% Oral Exam | |
| Week 1 | Chapter 1 – Natural Unemployment: Pre-reading Discussion, Reading 1: Unemployment and Its Natural Rate, Discussion: Labor Force, Vocabulary: Definition and Collocations, Speaking Practice Activity Discussion questions, relating to real life situations; Discussion: Different Reasons that Cause Unemployment, Vocabulary: Definition and Collocations, Writing: Writing Definitions, Speaking Practice Activities: Presentation of Opinions | |
| Week 2 | Chapter 1 – Natural Unemployment (continuation): Academic Vocabulary, Group Discussion, Pre-Reading Discussion, Reading Comprehension, Reading 2: Labor Force Survey, Discussion, Speaking Practice Activities, Reporting: Examining Economic Discourse, Vocabulary; Reading 3: The Jobless Recovery, Focus: Skimming by Answering a Questionnaire, Reporting, Speaking Practice Activities | |
| Week 3 | Chapter 2 – Entrepreneurship: Creating Your Own Job: Pre-reading Discussion, Focus: Reading a Magazine Article, Reading 1: Young Millionaires 2010, Discussion, Vocabulary, Speaking Activities; Reading 2: Entrepreneurship, Citations and References, Reading Journal Articles, Speaking Practice: Read actively for intonation and pronunciation practice; Reading 3 Towards an Explanation of the Growth in Young Entrepreneur Activities, Survey, Discussion/ Analysis, Speaking Practice | |
| Week 4 | Chapter 3 Wind and Solar Energy: Vocabulary Building Exercises, Reading 1 So Fresh and So Clean Focus on Reading - Organizing Information into Tables, Speaking Activities: Discuss energy source s in your country. Oral & Final Exams | |

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| Specific skills Practice (SSP) Integrated Skills & Fluency (Advanced Academics) / Part 2 | | 3.5 hours a day for 4 weeks, Monday through Thursday Plus 1 hour of Communication Strategies/Pronunciation Techniques |
| Textbook | Williams, J., Leap Advanced Reading and Writing (©2013) Montreal, Canada NA Pearson ELT Publishing | |
| Course Description | This course is designed to increase English fluency in the second language learner. It provides dynamic vocabulary building activities, essential grammar, listening, speaking and writing activities for real world communication. You will develop your ability to confidently communicate your ideas with ease and clarity. | |
| Course Goal | The students will master their second language learner's fluency in English, and develop their ability to confidently communicate their ideas. | |
| Course Objective | Students will develop their oral/ written English proficiency and expand their vocabulary knowledge. They will Improve their listening comprehension skills and enhance their writing skills. | |
| Student Learning Outcome | Understand long reading texts, researchers and developmental essays. • Comprehend long lectures. • Present a business plan and proposal. • Identify and use vocabulary such as word families, root words and compound nouns. • Express their opinions, ideas and experiences through presentations. • Conduct an effective job interview. | |
| Assessment | Final exams; Written test: Writing task is part of the written test. Oral Exam: Presentation of a business plan or an executive summary of a research. Use oral rubrics for speaking test; writing rubrics for compositions/ essays. | |
| Requirements | To successfully complete and pass this course, you must be punctual and attend your classes, actively participate in classroom activities, do your homework, pass the quizzes, mid-terms, and final exams. There will be oral and written exams. | |
| Grading | Final Grade Calculation: : 50% Written Exam - 50% Oral Exam | |
| Week 1 | Chapter 3 Wind and Solar Energy: Reading 2 Rooftop Power: Discuss the different popular sources of energy, Vocabulary Building; Reading 3 Gather the Wind: Debate - Renewable energy is the best solution to underdeveloped countries where there is a high demand of energy due to increase in population. | |
| Week 2 | Chapter 4 Sustainable Buildings: Discussions on sustainability, Reading 1 (Active Reading – check for pronunciation and intonation), Dr. Sustainability: Environmental Scientist of the Year, Discussions; Reading 2 China's Green Building Future, Discussions: True/false Statements, Active Reading / Summarize main ideas , Vocabulary; Reading 3 European Green Buildings in Context, Interactive Reading | |
| Week 3 | Chapter 4 Sustainable Buildings (cont'd): Active Reading – Driving Forces in Europe, DO activities from the book; Chapter 5 New Media: Advantages and Disadvantages , Vocabulary building exercise, Reading 1 Something Has Happened to Communications – Active Reading Relate to real life situations; Reading 2 Blogs as Participatory Media and Social Software, Active Reading, Debate: Advantages and disadvantages of social media, Justify responses by giving personal experiences, Discuss main points of the reading text | |
| Week 4 | Reading 3 Consumer Activism and Corporate Responsibility: The Power of One, Discuss success stories of people who have made a difference in protecting the environment. Oral & Final Exams | |

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| Specific skills Practice (SSP) Integrated Skills & Fluency (Advanced Academics) / Part 3 | | 3.5 hours a day for 4 weeks, Monday through Thursday Plus 1 hour of Communication Strategies/Pronunciation Techniques |
| Textbook | Williams, J., Leap Advanced Reading and Writing (©2013) Montreal, Canada NA Pearson ELT Publishing | |
| Course Description | This course is designed to increase English fluency in the second language learner. It provides dynamic vocabulary building activities, essential grammar, listening, speaking and writing activities for real world communication. You will develop your ability to confidently communicate your ideas with ease and clarity. | |
| Course Goal | The students will master their second language learner's fluency in English, and develop their ability to confidently communicate their ideas. | |
| Course Objective | Students will develop their oral/ written English proficiency and expand their vocabulary knowledge. They will Improve their listening comprehension skills and enhance their writing skills. | |
| Student Learning Outcome | Understand long reading texts, researchers and developmental essays. • Comprehend long lectures. • Present a business plan and proposal. • Identify and use vocabulary such as word families, root words and compound nouns. • Express their opinions, ideas and experiences through presentations. • Conduct an effective job interview. | |
| Assessment | Final exams; Written test: Writing task is part of the written test. Oral Exam: Presentation of a business plan or an executive summary of a research. Use oral rubrics for speaking test; writing rubrics for compositions/ essays. | |
| Requirements | To successfully complete and pass this course, you must be punctual and attend your classes, actively participate in classroom activities, do your homework, pass the quizzes, mid-terms, and final exams. There will be oral and written exams. | |
| Grading | Final Grade Calculation: : 50% Written Exam - 50% Oral Exam | |
| Week 1 | Chapter 6 Online Collaborative Environments: Discussion, Vocabulary Building, Reading 1 Collaboration and Collective Intelligence – Active Reading, Check for pronunciation and intonation, Vocabulary building exercises; Reading 2 Virtual Communities: Norms for Members and Advice for Hosts, Discussions; Reading 3 Creative: Communities”: How Technology Mediates the Worlds, Active Reading: check for pronunciation and intonation, Summarizing and paraphrasing per heading | |
| Week 2 | Chapter 7 Performance Enhancing Drugs: Discuss, Vocabulary building, use of collocations, Reading 1: Performance-Enhancing Drugs in Modern Athletics, Speaking Practice: Debate- Use of performance enhancing drugs; Reading 2: Some Performance-Enhancing Drugs Should Be Legalized, Presentation, Check for pronunciation and intonation | |
| Week 3 | Chapter 7 Performance Enhancing Drugs (cont'd): Reading 3 Theories of Drug Use in Elite Level Sport: Discussion of the different theories and the author's evaluation; Chapter 8 Emerging Contaminant: Speaking Practice, Reading 1: Pharmaceuticals May Be Poisoning America's Drinking Water, Discuss the questions about the abstract | |
| Week 4 | <u>Chapter 8 Emerging Contaminant (cont'd): Reading 2 Naming the Substances We Detect</u> Summarizing and paraphrasing. Discuss the criticisms of the author and express your own views and opinions about it. Vocabulary Building: Oral & Final Exams | |

Weekday Classes

Communication Strategies/Pronunciation Techniques

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| Beginner Communication Strategies/ Pronunciation Techniques | | 1 hour a day, for four weeks, Monday through Thursday |
| Textbook | Handouts and other reference materials of ESL conversation practice | |
| Course Description | This course is designed for all beginner level students. It aims to improve their speaking skills by providing these students with activities that will foster the acquisition of supplementary vocabulary and promote the practice of structures learned in the beginning courses 101, 102 and 103. | |
| Course Goal | Students will master their Beginner speaking skills and acquire vocabulary knowledge. | |
| Course Objectives | Students will develop their speaking abilities with appropriate pronunciation and Beginner vocabulary words and grammar structures. | |
| Student Learning Outcome | <ul style="list-style-type: none"> • Use the new vocabulary learned in a meaningful and courteous manner, according to real-life situations brought into class. • Ask and answer questions about interesting topic. • Practice / produce simple sentences and dialogues using vocabulary and grammar structures learned from Beginner level ESL courses. | |
| Assessment | Students come up with role plays using all grammar structures and vocabulary words learned in class and deliver it with correct pronunciation and intonation. Use oral rubrics to assess student's fluency. | |
| Requirements | To successfully complete and pass this course, you must be punctual and attend your classes, actively participate in classroom activities, come up with role plays using all grammar structures and vocabulary words learned in class and deliver it with correct pronunciation and intonation. | |
| Grading | Fair, Satisfactory, Very Good, Excellent | |

This is an on-going class, with different topics covered every day. The following is a list of topics that may be discussed:

Wh questions, use of adjectives to describe people, places, things and event, giving directions/instructions, use verbs and vocabulary words in context, grammar in context with simple tenses

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| Intermediate Communication Strategies/ Pronunciation Techniques | | 1 hour a day, for four weeks, Monday through Thursday |
| Textbook | Handouts and other reference materials of ESL conversation practice | |
| Course Description | This course is designed for all intermediate level students. It aims at the improvement of their speaking skills by providing these students with activities that will foster the acquisition of supplementary vocabulary and promote further practice of structures learned in the intermediate courses 204, 205, 206 and 307. | |
| Course Goal | Students will advance their Speaking skills appropriate to an Intermediate proficiency level. | |
| Course Objectives | Students will develop their speaking abilities with correct intonation and pronunciation. | |
| Student Learning Outcome | <ul style="list-style-type: none"> • Contextual vocabulary words and grammar structures through pair and group work. • Discuss about real life situations. • Express their views and opinions about interesting topics assigned by the teacher using vocabulary and grammar structures learned from intermediate ESL. | |
| Assessment | Students must come up with role plays using grammar structures and vocabulary words learned and deliver using correct pronunciation and intonation. Use oral rubrics to assess student's proficiency. | |
| Requirements | To successfully complete and pass this course, you must be punctual and attend your classes, actively participate in classroom activities, come up with role plays using all grammar structures and vocabulary words learned in class and deliver it with correct pronunciation and intonation. | |
| Grading | Fair, Satisfactory, Very Good, Excellent | |

This is an on-going class, with different topics covered every day. The following is a list of topics that may be discussed:

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| <ul style="list-style-type: none"> • Apologizing and making excuses • Accepting and refusing apologies • Requesting and granting requests • Expressing sympathy • Asking for and giving permission • Making comparisons | <ul style="list-style-type: none"> • Persuading someone • Expressing agreement and disagreement • Making / Accepting / Refusing suggestions • Asking for and giving advice | <ul style="list-style-type: none"> • Expressing intention • Expressing thankfulness • Ending a conversation • Criticizing / Reacting to criticism • Telephone etiquette for business and social uses |
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| High – Intermediate Communication Strategies/ Pronunciation Techniques | | 1 hour a day, for four weeks, Monday through Thursday |
| Textbook | Handouts and other reference materials of ESL conversation practice | |
| Course Description | This course is designed for all high-intermediate level students. It aims at the improvement of their speaking skills by providing these students with activities that will foster the acquisition of supplementary vocabulary and promote further practice of structures learned in the high - intermediate courses 308, 409, 410 and 511. | |
| Course Goal | Students master a high-intermediate level of fluency. | |
| Course Objectives | Students will develop a wide knowledge of vocabulary and accurate grammar structures for speaking. | |
| Student Learning Outcome | <ul style="list-style-type: none"> Use accurate grammar structures for speaking through groups discussions. Understand and use idioms and expressions for everyday conversation and real life situations. Speak with confidence. Make short presentations to the audience on updated topics using grammar structures, vocabulary words and idioms learned in high. Intermediate courses | |
| Assessment | Students must come up with role plays using grammar structures and vocabulary words learned and deliver them using correct pronunciation and intonation. Use oral rubrics to assess student's proficiency. | |
| Requirements | To successfully complete and pass this course, you must be punctual and attend your classes, actively participate in classroom activities, come up with role plays using all grammar structures and vocabulary words learned in class and deliver it with correct pronunciation and intonation. | |
| Grading | Fair, Satisfactory, Very Good, Excellent | |

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| This is an on-going class, with different topics covered every day. The following is a list of content that may be discussed: | | |
| <ul style="list-style-type: none"> Grammar <ul style="list-style-type: none"> Perfect Tenses Modals Passive Voice Adjective and adverb clauses | <ul style="list-style-type: none"> Vocabulary <ul style="list-style-type: none"> Idioms & expressions used in different themes such as Food, Technology, Transportation, Education, etc. High Intermediate Academic Word List (AWL) | <ul style="list-style-type: none"> Reading authentic and interesting themes Writing paragraphs & essays Writing and speech delivery of the different types of speeches |

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| Advanced Communication Strategies/ Pronunciation Techniques | | 1 hour a day, for four weeks, Monday through Thursday |
| Textbook | Handouts and other reference materials of ESL Conversation practice | |
| Course Description | This course is designed for all advanced level students. It aims to improve their speaking skills by providing these students with activities that will foster the acquisition of supplementary vocabulary and promote further practice of structures learned in the advanced courses from 612 to 821. | |
| Course Goal | Students will master their speaking skills and acquire an advanced level of English proficiency. | |
| Course Objectives | Students will develop their speaking abilities and wide vocabulary and advanced grammar knowledge to be able to communicate fluently. | |
| Student Learning Outcome | <ul style="list-style-type: none"> Speak confidently using advanced vocabulary words and grammar structures learned in advanced level ESL courses. Respond to hypothetical questions/ situations brought into class. Discuss controversial topics in a friendly and respectful atmosphere in groups. Present/discuss cultural matters Make short presentations to the audience on updated topics/issues. Report news based from newspapers /news broadcast . | |
| Assessment | The students will come up with presentations and role plays using grammar structures and vocabulary words learned and deliver them with correct pronunciation and intonation. Use oral rubrics to assess student's proficiency. | |
| Requirements | To successfully complete and pass this course, you must be punctual and attend your classes, actively participate in classroom activities, come up with role plays using all grammar structures and vocabulary words learned in class and deliver it with correct pronunciation and intonation. | |
| Grading | Fair, Satisfactory, Very Good, Excellent | |

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| This is an on-going class, with different topics covered every day. The following is a list of grammar targets that may be practiced in the class: | | |
| <ul style="list-style-type: none"> Past Progressive / Would like to / Used to / Modal Verbs Present Perfect / Subordinate Clauses / Past Perfect / Passive Voice Conditionals / Phrasal verbs / Should have - Could have - Would have | <ul style="list-style-type: none"> Must have - Might have (negative) Be supposed to - Had better Wish Subjunctive / Present Perfect Progressive / Past Perfect Progressive | <ul style="list-style-type: none"> Noun Clauses / Adjective Clauses / Adverb Clauses Conditional Sentences / Wishes |



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