



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 Language Centers is registered with the New York State Education Department and is a proprietary school which does not accept public funding.

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

Admissions

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 regulatory and government entities dictate and in compliance with the regulations set forth by the New York State Education Department.

- 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.

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)
- Placement test
- Registration fee
- Tuition payment
- SEVIS fee

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
 - Sponsor's personal letter or statement of ensuring financial support to student (the Sponsor's Personal Affirmation of Financial Responsibility)
- Registration fee
- Placement test
- 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
 - Sponsor's personal letter or statement of ensuring financial support to student (the Sponsor's Personal Affirmation of Financial Responsibility)
- Money order payable to the Department of Homeland Security (DHS) or online payment on USCIS.gov
- Completed I-539 form
- Personal letter explaining the reasons for changing status
- Registration fee
- Placement test
- Tuition payment
- SEVIS fee

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
 - Sponsor's personal letter or statement of ensuring financial support to student (the Sponsor's Personal Affirmation of Financial Responsibility)
- Money order payable to the Department of Homeland Security (DHS)
- Completed I-539 form
- Registration fee
- Placement test
- 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)
(Manhattan, Jackson Heights, Flushing, Brooklyn and Hempstead campuses)

| | |
|--|---|
| Standard Intensive English Program 18 hours per week | Students attend 4 hours of core course classes per day, Monday through Thursday, in addition to 2 hours of Communication Strategies/Pronunciation Techniques per week |
|--|---|

Class schedules:

| | | |
|--------------------------|---------------------|---|
| Monday - Thursday | 8:00 AM – 10:00 AM | Manhattan, Jackson Heights, Flushing, Brooklyn & Hempstead campuses |
| | 10:00 AM – 12:00 PM | Manhattan, Jackson Heights, Flushing, Brooklyn & Hempstead campuses |
| | 1:00 PM – 3:00 PM | Manhattan |
| | 3:00 PM – 5:00 PM | Manhattan |
| | 6:00 PM – 8:00 PM | Manhattan, Jackson Heights, Flushing, Brooklyn & Hempstead campuses |
| | 8:00 PM – 10:00 PM | Manhattan, Jackson Heights, Flushing, Brooklyn & Hempstead campuses |

Standard Weekend English Program

| | | |
|-----------------|---|---|
| Friday | 8:30 AM – 12:30 PM 1:00 PM – 5:00 PM | Manhattan |
| Saturday | 8:30 AM – 12:30 PM 1:00 PM – 5:00 PM | Manhattan, Jackson Heights, Flushing, Brooklyn & Hempstead campuses |
| Sunday | 8:30 AM – 12:30 PM 1:00 PM – 5:00 PM | Manhattan, Jackson Heights, Flushing, Brooklyn & Hempstead campuses |

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

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

Manhattan Campus

| Monday & Wednesday | Tuesday & Thursday | Friday | Saturday |
|---|---|---|-------------------|
| 12:00 PM – 1:00 PM 5:00 PM – 6:00 PM | 12:00 PM – 1:00 PM 5:00 PM – 6:00 PM | 10:00 AM – 12:00 PM 1:00 PM – 3:00 PM 5:00 PM – 7:00 PM | 5:00 PM – 7:00 PM |

Jackson Heights Campus

| Monday & Wednesday | Tuesday & Thursday | Friday | Saturday |
|--------------------|--------------------|--------------------|-------------------|
| 5:00 PM – 6:00 PM | 12:00 PM – 1:00 PM | 9:00 AM – 11:00 AM | 5:00 PM – 7:00 PM |

Flushing Campus

| Wednesday & Thursday | Friday |
|----------------------|---|
| 5:00 PM – 6:00 PM | 8:30 AM – 10:30 AM 10:30 AM – 12:30 PM |

Brooklyn

| Monday & Wednesday | Tuesday & Thursday | Saturday |
|--------------------|--------------------|-------------------|
| 12:00 PM – 1:00 PM | 5:00 PM – 6:00 PM | 5:00 PM – 7:00 PM |

Hempstead

| Monday & Wednesday | Tuesday & Thursday | Friday | Saturday |
|--------------------|--------------------|--------------------|-------------------|
| 5:00 PM – 6:00 PM | 12:00 PM – 1:00 PM | 9:00 AM – 11:00 AM | 5:00 PM – 7:00 PM |

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 the New York Metropolitan area, 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.

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. 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 as a proof of their enrollment at Zoni.
- Certificate and/or letter requests must be submitted to the SSR or Campus Lead.
- Students must fill out the Request for Official Documents form with an admissions staff. Each request will be processed as follow: Certification letter 5 business days. Diplomas and official transcripts 10 business days from the date of receipt. Requests are subject to a student account clearance.

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.
- 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; 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

All Students are eligible to suspend their classes is their ability to attend classes is limited because of medical conditions, changes in work schedule, and travel.

- 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.

Multimedia Services

- The school is wired to provide free internet access.
- 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 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 maybe. 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 Centers, 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 a 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. 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 50 minutes after the class begins or leaves permanently before the final 15 minutes of a class period. Students who arrive more than 50 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 authorized 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, F1 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, F1 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 Centers will follow all rules and regulations according to 8CFR §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:

NYS information: [brc-1046-health-insurance-international-students.pdf](https://www.brc-1046-health-insurance-international-students.pdf) (nyc.gov)

NYS Market Place: EmblemHealth: Health Insurance Information & Resources For Our Members | EmblemHealth

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. This amount is 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 situation 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 follows:

- 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

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 is 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 \$45 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 for a payment of less than 12 weeks and all non-refundable school fees.
 - b. the equivalent of six weeks of payment for a payment of 12 weeks or more 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 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.
- Refund requests meeting any of the above criteria must be made in writing by sending an email to Refunds@zoni.edu and completing a Refund Request Form (<https://www.zoni.edu/refund-policy/>) Student can also complete the Refund Request Form in school and submit it to the School Manager.
15. Refund requests meeting any of the above criteria must be made in writing by sending an email to Refunds@zoni.edu and completing a Refund Request Form (<https://www.zoni.edu/refund-policy/>) Student can also complete the Refund Request Form in school and submit it to the School Manager.

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.

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%) and written (50%) sections.

Grading System - 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: Attendance Notification: F 1 student is called and/or informed through email, to report to the DSO. 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, in the student's portal.

First Warning Letter: First Warning letter is issued if the student miss classes from the time verbal warning on perfect attendance took effect. The student will report to the school and explain 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 a relevant medical letter.

If the 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 attendance requirements from the time the first warning took into effect. A written warning notice is issued to the student. Students issued a second warning will be called and/or informed through email to report to school and explain 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 a relevant medical letter. If the student cannot 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 the 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.

Non-F1 Student

The policy on checking attendance for non-F1 students follows the same policies as F1 students. The student is notified through email or message at their student portal if they have incurred absences. The SSRs (Student Services Representatives) conduct follow-ups by phone on non-F1 student absences. They will be advised by the Academic Lead or advisor about the importance of good attendance in achieving the SLOs and acquisition of the language.

Final Exam Procedures & Guidelines

Final Exams

Standard Intensive English Program (SIEP)

Weekday Classes

- The final written test is to be administered on the Thursday of the 6th 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 6th week of each course. The remaining class time must be maximized for final grading and filling out student progress reports.

Weekend Classes

The weekend classes, both written and oral tests are to be administered on the Saturday or Sunday of the 10th week of each course. The first half of the class is the written test and the second half is the oral test. The remaining class time must be maximized for grading and correcting tests.

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 an 18 week (weekday) or a 30 week (weekend), electives or SSP courses.

The Certificate of Completion indicates the specific course completed such as Exam preparation courses, ESL for Business, etc.

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 observe 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.

Facilities

Manhattan

Zoni Language Centers, Manhattan campus is located on the first and second floor at 535 8th Ave. New York, New York 10018. It has work stations for admissions staff, Academic Leads, Campus Leads, DSO and filing staff. There are 16 classrooms equipped with a laptop, TV screen and wifi connection. There are 2 restrooms on the first floor for students and employees and 2 restrooms with cubicles for female students and male students on the second floor. There is a storage room and an employee's break room.

Brooklyn

Zoni Language Centers, Brooklyn campus is located on the first floor at 2148 Ocean Ave. Brooklyn, New York 11229. It has an admissions area, staff area, Campus lead's work station and an Academic Lead's office. There are 9 classrooms equipped with a laptop, TV screen and wifi connection. It has 2 restrooms, 1 for female and 1 for male students and another restroom for employees. Also, it has a bookstore, supply room and a storage room.

Flushing

Zoni Language Centers, Flushing campus is located on the second and third floors at 37-14 Street, 2nd Fl., Flushing NY 11354. It has an admissions area, an Academic Lead's office and a Campus Lead's office. There are 10 classrooms equipped with a laptop, TV screen and wifi connection. There are 2 restrooms for female and male students and employees. There is a teachers' lounge, a bookstore and a storage room.

Hempstead

Zoni Language Centers Hempstead campus is located on the first floor at 236 Fulton Ave. Hempstead New York, 1150. This facility has an admissions area, 5 classrooms equipped with a laptop, TV screen and wifi connection, 1 storage room, an Academic Lead's office, and a Campus Leads office. There are two restrooms for students and employees.

Port Chester

Zoni Language Centers campus is located on the 3rd floor at 125 N. Main St. Port Chester, New York 10573. This facility has an admissions area, an academic area and 7 classrooms equipped with laptop, TV screen and wifi connection. There are 2 bathrooms for students and employees.

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

Christmas Day

Appendix 1.0 Curriculum

Standard Intensive and Semi-Intensive English Program

Note: All FI 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

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

| PHASE I | | | |
|---------------------------|--------------------------------------|--------------------------------|-------------------------------|
| Beginner Courses | Description | Weeks & Total Hours (Weekdays) | Weeks & Total Hours (Weekend) |
| Beginner | Survival English | 6 weeks (48 hours) | 10 weeks (40 hours) |
| Beginner | 3-way Conversation | 6 weeks (48 hours) | 10 weeks (40 hours) |
| Beginner | Paths to Everyday Conversation | 6 weeks (48 hours) | 10 weeks (40 hours) |
| Intermediate Courses | Description | Weeks & Total Hours (Weekdays) | Weeks & Total Hours (Weekend) |
| Intermediate | Intermediate Conversation | 6 weeks (48 hours) | 10 weeks (40 hours) |
| Intermediate | Grammar and Conversation | 6 weeks (48 hours) | 10 weeks (40 hours) |
| Intermediate | Speaking Practice | 6 weeks (48 hours) | 10 weeks (40 hours) |
| High Intermediate Courses | Description | Weeks & Total Hours (Weekdays) | Weeks & Total Hours (Weekend) |
| High Intermediate | Real Situations | 6 weeks (48 hours) | 10 weeks (40 hours) |
| High Intermediate | Introduction to Idioms | 6 weeks (48 hours) | 10 weeks (40 hours) |
| High Intermediate | Introduction to Reading | 6 weeks (48 hours) | 10 weeks (40 hours) |
| High Intermediate | Introduction to Writing | 6 weeks (48 hours) | 10 weeks (40 hours) |
| High Intermediate | Introduction to Speech Communication | 6 weeks (48 hours) | 10 weeks (40 hours) |
| High Intermediate | Listening Practice I | 6 weeks (48 hours) | 10 weeks (40 hours) |

| PHASE II | | | |
|---------------------------|-----------------------|--------------------------------|-------------------------------|
| Advanced Courses | Description | Weeks & Total Hours (Weekdays) | Weeks & Total Hours (Weekend) |
| Advanced | Listening Practice I | 6 weeks (48 hours) | 10 weeks (40 hours) |
| Advanced | Written Structure I | 6 weeks (48 hours) | 10 weeks (40 hours) |
| Advanced | Written Structure II | 6 weeks (48 hours) | 10 weeks (40 hours) |
| Advanced | Written Structure III | 6 weeks (48 hours) | 10 weeks (40 hours) |
| Advanced | Written Structure IV | 6 weeks (48 hours) | 10 weeks (40 hours) |
| Advanced Academic Courses | Description | Weeks & Total Hours (Weekdays) | Weeks & Total Hours (Weekend) |
| Advanced Academic | Cultural Awareness | 6 weeks (48 hours) | 10 weeks (40 hours) |
| Advanced Academic | Reading II | 6 weeks (48 hours) | 10 weeks (40 hours) |
| Advanced Academic | Writing II - Part 1 | 6 weeks (48 hours) | 10 weeks (40 hours) |
| Advanced Academic | Writing II - Part 2 | 6 weeks (48 hours) | 10 weeks (40 hours) |
| Advanced Academic | Listening II | 6 weeks (48 hours) | 10 weeks (40 hours) |
| Advanced Academic | Critical Thinking | 6 weeks (48 hours) | 10 weeks (40 hours) |

| SPECIFIC SKILLS PRACTICE | Description | Weeks & Total Hours (Weekdays) | Weeks & Total Hours (Weekend) |
|--------------------------|-----------------------------------|--------------------------------|-------------------------------|
| Beginner | Vocabulary & Listening | 18 weeks (144 hours) | 30 weeks (120 hours) |
| Intermediate | Reading & Writing | 18 weeks (144 hours) | 30 weeks (120 hours) |
| High Intermediate | Listening & Pronunciation | 18 weeks (144 hours) | 30 weeks (120 hours) |
| High Intermediate | Integrated Skills | 18 weeks (144 hours) | 30 weeks (120 hours) |
| Advanced | Reading, Speaking & Pronunciation | 18 weeks (144 hours) | 30 weeks (120 hours) |
| Advanced | Listening & Speaking | 18 weeks (144 hours) | 30 weeks (120 hours) |
| Advanced Academic | Integrated Skills & Fluency | 18 weeks (144 hours) | 30 weeks (120 hours) |

| Elective Courses | Description | Weeks & Total Hours (Weekdays) | Weeks & Total Hours (Weekend) |
|-------------------|--|--------------------------------|-------------------------------|
| Advanced | Academic Vocabulary I | 6 weeks (48 hours) | 10 weeks (40 hours) |
| Advanced | Academic Vocabulary II | 6 weeks (48 hours) | 10 weeks (40 hours) |
| Advanced | Current Events | 6 weeks (48 hours) | 10 weeks (40 hours) |
| High Intermediate | Pronunciation | 6 weeks (48 hours) | 10 weeks (40 hours) |
| Advanced | Pronunciation & Accent Reduction Part I & II | 6 weeks (48 hours) | 10 weeks (40 hours) |
| Advanced | American Culture/Film | 6 weeks (48 hours) | 10 weeks (40 hours) |
| Advanced | Academic Listening & Speaking, Part I | 6 weeks (48 hours) | 10 weeks (40 hours) |
| Advanced | Academic Listening & Speaking, Part II | 6 weeks (48 hours) | 10 weeks (40 hours) |
| Advanced | English for Especific Purposes | 6 weeks (48 hours) | 10 weeks (40 hours) |
| Advanced | ESL for Business I | 6 weeks (48 hours) | 10 weeks (40 hours) |
| Advanced | ESL for Business II | 6 weeks (48 hours) | 10 weeks (40 hours) |
| Advanced | ESL for Business III | 6 weeks (48 hours) | 10 weeks (40 hours) |

| Test Preparation Courses | Description | Weeks & Total Hours (Weekdays) | Weeks & Total Hours (Weekend) |
|--------------------------|--------------------------------------|--------------------------------|-------------------------------|
| Advanced | TOEFL iBT Preparation A | 6 weeks (48 hours) | 10 weeks (40 hours) |
| Advanced | TOEFL iBT Preparation B | 6 weeks (48 hours) | 10 weeks (40 hours) |
| Advanced | TOEFL iBT Preparation C | 6 weeks (48 hours) | 10 weeks (40 hours) |
| Advanced | IELTS Preparation Course Part I & II | 6 weeks (48 hours) | 10 weeks (40 hours) |
| Advanced | Cambridge ESOL Exam Preparation -FCE | 6 weeks (48 hours) | 10 weeks (40 hours) |
| Advanced | Cambridge ESOL Exam Preparation -CAE | 6 weeks (48 hours) | 10 weeks (40 hours) |
| Advanced | PTE Part A & B | 6 weeks (48 hours) | 10 weeks (40 hours) |

| Communication strategies/ Pronunciation Techniques | Description | Weeks & Total Hours (Weekdays) | Weeks & Total Hours (Weekend) |
|---|---|--------------------------------|-------------------------------|
| | Conversation class for Beginner level | 6 weeks (12 hours) | NY/NJ 10 weeks (40 hours) |
| | Conversation class for Intermediate Level | 6 weeks (12 hours) | NY/NJ 10 weeks (40 hours) |
| | Conversation class for High Intermediate | 6 weeks (12 hours) | NY/NJ 10 weeks (40 hours) |
| | Conversation class Advance Level | 6 weeks (12 hours) | NY/NJ 10 weeks (40 hours) |

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> |

Weekday Classes

Standard Intensive English Program and Standard Semi-intensive English Program

| Survival English (Beginner) | | 2 hours a day for 6 weeks, Monday through Thursday - For part time 4 hours a day for 6 weeks, Monday through Thursday + 2 hours per week of Communication Strategies/Pronunciation Techniques - For full time |
|-----------------------------|--|--|
| Textbook | Ossa, P; Nieto, Z. (2018). Zoni English System 1: Survival English. Third 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 | <ul style="list-style-type: none"> 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) 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 exam. There will be oral and written exams. | |
| Grading | Final Exams : Written - 50%, Oral -50% | |
| Week 1 | The alphabet, days of the week, months of the year, numbers, and colors. | |
| Week 2 | Indefinite article (a / an), subject pronouns, verb (to be), occupation, adjectives, and the weather. | |
| Week 3 | Demonstrative pronouns, nouns (rules for singular and plural), time, and possessive adjectives. | |
| Week 4 | Action verbs, bad habits / good habits, simple present tense, long / short answers, simple present information questions. | |
| Week 5 | There is / there are, count / non-count nouns, how much / how many, difference between some and any, and a little / some / a lot of | |
| Week 6 | Prepositions (on / in / under / in front of / behind) Review and prepare for the oral test The Final Tests will be given this week. | |

| 3-Way Conversation (Beginner) | | 2 hours a day for 6 weeks, Monday through Thursday - For part time 4 hours a day for 6 weeks, Monday through Thursday + 2 hours per week of Communication Strategies/Pronunciation Techniques - For full time |
|-------------------------------|--|--|
| Textbook | Henao, F. ; Ossa, P.; Nieto, Z.. (2018) Zoni English System 2: 3 - Way Conversation . Fifth 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 | <ul style="list-style-type: none"> 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. | |
| 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 | Modals (may/can/must/should), asking questions, and giving answers | |
| Week 2 | Simple present, three-way conversations (I/you/he-she), where/ what/ when/who/ how, object pronouns, and the verb go/ go to/ go to the | |
| Week 3 | Verb to have, how many...?, time expressions, present progressive tense, spelling rules, using the negative form, and information questions | |
| Week 4 | Simple past tense, regular verbs, how to change from present tense spelling to past tense spelling, pronunciation, three-way conversations, information questions | |
| Week 5 | Simple past (irregular verbs, information words), pronunciation, and three-way conversations | |
| Week 6 | Routine (what things do you do everyday?) The Final Tests will be given this week. | |

| Paths to Everyday Conversation (Beginner) | | 2 hours a day for 6 weeks, Monday through Thursday - For part time 4 hours a day for 6 weeks, Monday through Thursday + 2 hours per week of Communication Strategies/Pronunciation Techniques - For full time |
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| Textbook | Henao, F.; 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 | <ul style="list-style-type: none"> 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 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 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 | You will learn: further uses of the verb <u>to be</u> in the past and present tense plus adjectives, idioms, review of information questions, and writing a simple letter; prepositions of time, place. | |
| Week 2 | You will learn: past progressive tense, questions (affirmative and negative statements), the -ing verb, additional idioms, progressive tense using when and while, and information questions. | |
| Week 3 | You will learn: the expression <u>used to</u> to express past habits, comparison between before and now, more idioms, the expression <u>would like to</u> , contraction, affirmative and negative statements, and information questions. | |
| Week 4 | You will learn: comparatives using adjectives, comparatives using <u>which</u> , and spelling rules | |
| Week 5 | You will learn: superlatives using adjectives, comparison using irregular adjectives, and equalities using adjectives. | |
| Week 6 | You will learn: future tense with <u>will</u> , predictions and promises, contraction, questions, and negative statements, review of basic tenses. <u>The Final Tests will be given this week.</u> | |

| Intermediate Conversation (Intermediate) | | 2 hours a day for 6 weeks, Monday through Thursday - For part time 4 hours a day for 6 weeks, Monday through Thursday + 2 hours per week of Communication Strategies/Pronunciation Techniques - For full time |
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| Textbook | Agostino, M.; Guerrero, W. (2018) Zoni English System 4: Intermediate Conversation. Third 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 | <ul style="list-style-type: none"> 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. | |
| 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) | |
| Week 2 | Expressions of frequency (every hour, once a day, twice a week...) Adverbs of frequency (always, usually, sometimes, never...) | |
| Week 3 | Present perfect tense: (recently, lately...) Present perfect with adverbs of frequency, frequency of occurrence and repetition of occurrence Present perfect with for, since | |
| Week 4 | Present perfect progressive with for, since Simple present and present perfect progressive Present perfect vs. simple past Present perfect vs. present perfect progressive | |
| Week 5 | Modals (can be, able to, could) / may, might / could you? could I? / would rather, Let's... / Why don't...? / Must have to Past Modals | |
| Week 6 | <u>Review</u> <u>The Final Tests will be given this week</u> | |

| Grammar and Conversation (Intermediate) | | 2 hours a day for 6 weeks, Monday through Thursday - For part time 4 hours a day for 6 weeks, Monday through Thursday + 2 hours per week of Communication Strategies/Pronunciation Techniques - For full time |
|---|---|--|
| Textbook | Viera,M.; Ossa,P.; (2018) Zoni English System 5: Grammar And Conversation. Second 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 | <ul style="list-style-type: none"> • 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 Adverbs of Manner: slowly/fast, well/bad, carefully, etc. Adverbs of Intensity: very, too, extremely, so, etc. | |
| Week 2 | Adverbs (connectors of ideas): too, either Conjunctions: and, but Conditionals: If clause to express habitual activities or general truth Be supposed to: present and past Verbs followed by infinitives / object pronouns and infinitives / gerunds | |
| Week 3 | Verbs followed by infinitives or gerunds; with a change in meaning Gerunds as subjects "Go" plus gerunds, with recreational activities | |
| Week 4 | Intro to Passive Voice | |
| Week 5 | Passive Voice Participial Adjectives Reflexive Pronouns | |
| Week 6 | Indefinite Pronouns Do vs. Make <u>The Final Tests will be given this week</u> | |

| Speaking Practice (Intermediate) | | 2 hours a day for 6 weeks, Monday through Thursday - For part time 4 hours a day for 6 weeks, Monday through Thursday + 2 hours per week of Communication Strategies/Pronunciation Techniques - For full time |
|----------------------------------|--|--|
| Textbook | Kanibir,D.S.; Torres, J.B. (2018) Zoni English System 6: Advanced Conversation. Second 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 | <ul style="list-style-type: none"> • 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, 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 | |
| Week 2 | Quoted and reported speech, reported speech with yes/no questions, reported speech with information questions, wish clauses about the present, wish clauses about the past, phrasal verbs | |
| Week 3 | Adjective clauses with who, which, that, whose, noun, where & when, present progressive tense used in complaining, other, another, the other, idioms and phrasal verbs | |
| Week 4 | Past perfect, past perfect progressive tense, other, idioms, and phrasal verbs | |
| Week 5 | Tag questions, intonation of tag questions, because vs. because of, connectors, idioms, and phrasal verbs | |
| Week 6 | Review of all grammar points and vocabulary, review of all idioms and phrasal verbs <u>The Final Tests will be given this week</u> | |

| Real Situations (High-Intermediate) | | 2 hours a day for 6 weeks, Monday through Thursday - For part time 4 hours a day for 6 weeks, Monday through Thursday + 2 hours per week of Communication Strategies/Pronunciation Techniques - For full time |
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| Textbook | Villamater, Ma.A.; Torres, J.B. (2018) Zoni English System 7 :Real Situations. First 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 | <ul style="list-style-type: none"> • 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 Idioms | |
| Week 2 | Grammar: Future Perfect Tense Communication Strategies: Stating ideas/ Starting a statement Idioms | |
| Week 3 | Grammar: Adverb Clauses of Time Communication Strategies: When you don't understand Idioms | |
| Week 4 | Grammar: Adverb Clauses of Contrast Communication Strategies: Expressing, Accepting & Rejecting Ideas Idioms | |
| Week 5 | Grammar: Noun Clauses with Verbs and Adjectives Noun Clauses with Embedded Questions Communication Strategies: Conversation Killers and Keepers Idioms | |
| Week 6 | <u>Review</u> The Final Tests will be given this week | |

| Introduction to Idioms (High-Intermediate) | | 2 hours a day for 6 weeks, Monday through Thursday - For part time 4 hours a day for 6 weeks, Monday through Thursday + 2 hours per week 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. First 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 | <ul style="list-style-type: none"> • 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. • 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 - 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 | <u>Idioms covered:</u> doze off, end up, for a change, move about, plot a course, stay in touch, stop over, take a seat, take off, too close for comfort, a night owl, an early bird, ask for, cost an arm and a leg, get going, not have all day, ride high, set sail, stick to, turn around. | |
| Week 2 | <u>Idioms covered:</u> no sweat, no time at all, slow as molasses, smooth sailing, up the creek, egg on one's face, get one's hands on (something), get together, go by the book, go to great lengths, gross out, heat up, in over one's head, let someone down, mess up, beef up, clean up, cut up, lend a hand, run out of, see (something) in a whole new light, take the heat, wash up, wipe off, wrap up. | |
| Week 3 | <u>Idioms covered:</u> a sweet tooth, boil down to, carried away, pan out, propose a toast, a downer, at the crack of dawn, bet on, do without, fall apart, give up, hang out, happy as a clam, hit the bottle, over the top. | |
| Week 4 | <u>Idioms covered:</u> Drift apart, follow in (someone's) footsteps, from the get go, get through, go cold turkey, live with, pass around, pass out, run in the family, set off, a taste of one's own medicine, a toss up, in the same boat, more harm than good, out of place. | |
| Week 5 | <u>Idioms covered:</u> at a loss for words, come across, filter out, follow a link, garbage in, garbage out, get one's foot in the door, get the ball rolling, link to, search for, wired, cough up, follow up, have an edge, put up with, right around the corner, search on, snail mail, text (someone), the time is ripe, upload, download. | |
| Week 6 | <u>Idioms covered:</u> back up, go out on a limb, hack into, keep up with the times, off the top of one's head. The Final Tests will be given this week. | |

| Introduction to Reading (High-Intermediate) | | 2 hours a day for 6 weeks, Monday through Thursday - For part time 4 hours a day for 6 weeks, Monday through Thursday + 2 hours per week of Communication Strategies/Pronunciation Techniques - For full time |
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| Textbook | Stover,S.; Fiero,M.(2018) Zoni English System 9: Dynamic Reading. First 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 | <ul style="list-style-type: none"> • 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 | |
| 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 | Reading: Describing Celebrations, Places, and Persons | |
| Week 2 | Identifying Main Ideas, Recognizing Details, Paraphrasing Main Ideas, Scanning for Details, Skimming for details, Making Inferences, Responding to the Reading, Understanding Vocabulary with the Synonyms, Using New Words in Sentences, Creating a Story, Writing Journal, | |
| Week 3 | Immigration, Being Healthy, Finding Out the Facts | |
| Week 4 | Interviewing an Expert, What is Happiness?, What Makes You Happy? | |
| Week 5 | Readings: Home is Where the Heart is, Don't Worry, Be Happy, What Is Consumerism, Understanding/Analyzing Texts | |
| Week 6 | Understanding/Analyzing Texts, Reading Actively, Analyzing Surveys, Discussions of Opinions, Vocabulary Building, <u>The Final Tests will be given this week</u> | |

| Introduction to Writing (High-Intermediate) | | 2 hours a day for 6 weeks, Monday through Thursday - For part time 4 hours a day for 6 weeks, Monday through Thursday + 2 hours per week of Communication Strategies/Pronunciation Techniques - For full time |
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| Textbook | Stover, S.; Brown,J.; Torres, E.B. (2018) Zoni English System 10: Interactive Writing. First 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 | <ul style="list-style-type: none"> • 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 | The Writing Process, Getting Started, What is a Paragraph, Writing Exercise (Memories; A Life-Changing Experience) | |
| Week 2 | The Narrative and Descriptive Paragraph | |
| Week 3 | The Descriptive Paragraph (continuation) | |
| Week 4 | Introduction to The Essay; Expository Writing | |
| Week 5 | Expository Writing (Current Events, Success Stories, Student Dilemma), Persuasive Writing (Fashion, Editorials) | |
| Week 6 | Persuasive Writing (Ideas and Opinions); Compare and Contrast Essay <u>The Final Tests will be given this week.</u> | |

| Introduction to Speech (High-Intermediate) | | 2 hours a day for 6 weeks, Monday through Thursday - For part time 4 hours a day for 6 weeks, Monday through Thursday + 2 hours per week of Communication Strategies/Pronunciation Techniques - For full time |
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| Textbook | Stover, S.; Nunez,J.; Torres, E.B. (2018) Zoni English System 11: Speaking Confidently. First 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 | <ul style="list-style-type: none"> • Write a well organized speech such as informative, demonstrative and/or persuasive speeches. • Deliver their speeches following speech presentation techniques. • Create appropriate audio visual materials for PowerPoint presentation. • Recognize and correct some speech errors in the process of speaking (Self-correction). | |
| 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 | Self-introduction, phobias, vocabulary in context, commonly used words and phrases, tools for public speaking. | |
| Week 2 | What is public speaking?, planning a speech presentation, vocabulary in context, information speech, the pros and cons of repeated plastic surgery, pronunciation drills. | |
| Week 3 | Medical marijuana, four steps to create a persuasive speech presentation activities (pets in the city), 45 second speech, persuasive speech. | |
| Week 4 | Preparing for a debate, impromptu speech. | |
| Week 5 | Informative speech: what is love?, Debate: mixed martial arts, final presentation. | |
| Week 6 | <u>Review</u> The Final Tests will be given this week. | |

| Listening Practice I (High-Intermediate) | | 2 hours a day for 6 weeks, Monday through Thursday - For part time 4 hours a day for 6 weeks, Monday through Thursday + 2 hours per week of Communication Strategies/Pronunciation Techniques - For full time |
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| Textbook | Nunez,J.; Ochoa,V.; Torres, E.B. (2019). Zoni English System 12: Active Listening Speaking. | |
| 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 | <ul style="list-style-type: none"> • Understand dialogues and short lectures through participating in group discussions. • Deliver clear and well-reasoned responses to listening comprehension questions. • Express ideas with appropriate accent and correct intonation (comprehensible speech). | |
| 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 | What Big Ears You Have! • Self assessment • Developing Listening Strategies • Warm-up activities. Reading Activity: What's Your Name?, Marco Cinco's Story: My American Abuelo, Batool or Aissata. Listening Activity: Young Tae's First Day at Work, Marco Cinco's Story, At the MET, Does the Brain Truly Has Two Sides?. Speaking Activity: The Brain | |
| Week 2 | Reading Activity: Parenting Across Generations. Listening Activity: Homeschooling for Students with Special Needs. Speaking Activity: Hacking School Makes Me Happy. Writing Activity: Your School Experiences | |
| Week 3 | Reading Activity: Discovering Within and Beyond, The Unremarkable Boy. Listening Activity: Young and Smart: A Fresh College Graduate Gets Hired, My Mom and Her Smartphone. Speaking Activity: Explorations Pronunciation Drill | |
| Week 4 | Reading Activity: Living Longer Blog, Life's Challenges Listening Activity: Viewpoints - Agree or Disagree, Managing Stress Writing Activity: Living Longer Speaking Activity: Longevity | |
| Week 5 | Reading Activity: Jaime gets a Warm Welcome from Her Host Family, Valeria's Academic Journey. Listening Activity 10: Jaime Tells Mrs. Didoy About Her First Visit to the New York Public Library, Ayumi and Bruna Show Us How to Keep a Friendship Strong, An Immigrant's Legacy for Other Immigrants. Speaking Activity: American Cultural Practices | |
| Week 6 | Listening Activity: What the Future Brings; A Daughter Goes Against the Grain and Makes Her Own Choices. Review for the Final Exams. | |

| Written Structure I (Advanced) | | 2 hours a day for 6 weeks, Monday through Thursday - For part time 4 hours a day for 6 weeks, Monday through Thursday + 2 hours per week of Communication Strategies/Pronunciation Techniques - For full time |
|---------------------------------------|--|--|
| Textbook | Azar, B.S. ; Hagen, S.A.(© 2018).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 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 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 | Present and Past, Simple and Progressive: Simple present, Present progressive Non-progressive verbs | |
| Week 2 | 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 3 | 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 4 | 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 - Homework | |
| Week 5 | Review of Verb Tenses; Final – s/ - es: use, pronunciation, and spelling Subject-Verb Agreement Subject-verb agreement: using expressions of quantity Homework | |
| Week 6 | <u>Subject – Verb agreement: Using there + be</u> <u>Subject Verb Agreement : Some Irregularities</u> <u>Final Oral and Written Exam</u> | |

| Written Structure II (Advanced) | | 2 hours a day for 6 weeks, Monday through Thursday - For part time 4 hours a day for 6 weeks, Monday through Thursday + 2 hours per week of Communication Strategies/Pronunciation Techniques - For full time |
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| Textbook | Azar, B.S. ; Hagen, S.A.(© 2018).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 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 | 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; | |
| Week 2 | 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 Pronouns: Personal pronouns: agreement with generic nouns and indefinite pronouns | |
| Week 3 | Pronouns: agreement with collective nouns, Reflexive pronouns, Using you, one, and they as impersonal pronouns; forms of other, common expressions of other Modals: basic introduction, modals expressing necessity | |
| Week 4 | Lack of necessity, prohibition, advisability, expectation, ability and possibility; modals expressing request, polite request, and making suggestions | |
| Week 5 | 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 | |
| Week 6 | <u>combining modals with phrasal modals,expressing preference using would rather. Review</u> <u>Final Oral and Written Tests</u> | |

| Written Structure III (Advanced) | | 2 hours a day for 6 weeks, Monday through Thursday - For part time 4 hours a day for 6 weeks, Monday through Thursday + 2 hours per week of Communication Strategies/Pronunciation Techniques - For full time |
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| Textbook | Azar, B.S.; Hagen, S.A.(© 2018).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 | Participial adjectives Noun Clauses: Beginning with question words, Beginning with whether and if, Question words followed by infinitives, Noun clauses using that, | |
| Week 3 | Quoted speech, Reported speech; using –ever words; subjunctive in noun clauses. 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 | |
| Week 4 | 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. Introduction to gerunds and infinitives; common verbs followed by gerunds; common verbs followed by infinitives; infinitives with objects | |
| Week 5 | Common verbs followed by either infinitives or gerunds; using gerunds as object of the preposition; go + gerund; special expressions followed by –ing, It + infinitive; gerund and infinitives as subject by –ing, It + infinitive; gerund and infinitives as subject | |
| Week 6 | Reference list of verbs followed by infinitives or gerunds; reference list of preposition combinations followed by gerunds. Review | |

| Written Structure IV (Advance) | | 2 hours a day for 6 weeks, Monday through Thursday - For part time 4 hours a day for 6 weeks, Monday through Thursday + 2 hours per week of Communication Strategies/Pronunciation Techniques - For full time |
|---------------------------------------|--|--|
| Textbook | Azar, B.S.; Hagen, S.A.(© 2018).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 phases, Connectives That Express Contrast and Condition, | |
| Week 4 | Using 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) - conditions: using otherwise and or (else) | |
| Week 5 | 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 | |
| Week 6 | Course Review - Final Oral and Written Tests | |

| Cultural Awareness (Advanced Academic) | | 2 hours a day for 6 weeks, Monday through Thursday - For part time 4 hours a day for 6 weeks, Monday through Thursday + 2 hours per week 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 | 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 | Readings: A Nation of Immigrants, Life in the United States, Traditional American Values and Beliefs, Racial, Ethnic, Religious, and Cultural Diversity Activities: Framing Discussions Questions, Conducting an Interview, Reporting Interview Results | |
| Week 2 | Traditional American values and beliefs, Readings: The American Religious Heritage, Freedom of Religion in the United States, Freedom of religion, American cultural values | |
| Week 3 | The Frontier Heritage, American Macho. Equal Opportunity, Scanning, proverbs, and sayings Activities: Writing and Debate (Gun Control) | |
| Week 4 | 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 5 | The World of American Business, The American Dream, The Entrepreneur as a Hero 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 | |
| Week 6 | Course Review Final Written and Oral Exams | |

| Reading II (Advanced Academic) | | 2 hours a day for 6 weeks, Monday through Thursday - For part time 4 hours a day for 6 weeks, Monday through Thursday + 2 hours per week 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 | Government and Politics in the United States: Organization of the American Government, The Welfare State, Reading: Role of Government; Activities: Comparative Discussion, Vocabulary Building, Critical Thinking | |
| 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, Inequalities in the American Education System, Activities: Critical Thinking, Vocabulary Building, Small Group Projects, Think, pair and share; Sports and American Values, Helath and Fitness, Television, Video Games, and Internet | |
| Week 4 | Family structures, Role pf children, challenges of American Families; Readings: The American Family, American Values at the Crossroads; Activity - The concept of an "ideal" family | |
| Week 5 | American Values at the Crossroads: Roles of values in the National Identity, Material Wealth and hard Work, Values Divided, The World View of the United States, Activities: Scanning, Critical Thinking, Vocabulary Building, Writing an opinion | |
| Week 6 | Course Review Final Oral and Written Tests | |

| Writing II (Part 1) (Advanced Academic) | | 2 hours a day for 6 weeks, Monday through Thursday - For part time 4 hours a day for 6 weeks, Monday through Thursday + 2 hours per week of Communication Strategies/Pronunciation Techniques - For full time |
|---|--|--|
| 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 | <ul style="list-style-type: none"> • 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). | |
| Week 2 | Introduction to the Paragraph, Narrowing the Topic, The Topic Sentence (Focusing, Placing & Formulating the Topic Sentence), Support (Outlining), Unity, Coherence. | |
| Week 3 | 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 4 | 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 5 | 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 | |
| Week 6 | <u>Course Integration</u> The Final Tests will be given this week. | |

| Writing II (Part 2) (Advanced Academic) | | 2 hours a day for 6 weeks, Monday through Thursday - For part time 4 hours a day for 6 weeks, Monday through Thursday + 2 hours per week of Communication Strategies/Pronunciation Techniques - For full time |
|---|--|--|
| 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 | <ul style="list-style-type: none"> • 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 | |
| Week 2 | The Example Essay, Building Vocabulary, Transition Between Paragraphs, Grammar (Noun Clauses, Gerunds, and Infinitives), 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) | |
| Week 3 | The Classification Essay, Building Vocabulary (Recognizing Negative Prefixes), The Principle of Classification, Composition Skills (Introductory Paragraphs, Transition for Classification), Grammar (Adjective Clauses, Correlative Conjunctions), 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) | |
| Week 4 | The Cause-and-Effect Analysis Essay, Building Vocabulary (Understanding Phrasal Verbs), Multiple Causes => 1 Effect, 1 Cause => Multiple Effects | |
| Week 5 | The Argumentative Essay, Supporting and explaining reasons, refuting and conceding to the opposition | |
| Week 6 | <u>The Argumentative Essay (continuation)</u> The Final Tests will be given this week | |

| Listening II (Advanced Academic) | | 2 hours a day for 6 weeks, Monday through Thursday - For part time 4 hours a day for 6 weeks, Monday through Thursday + 2 hours per week of Communication Strategies/Pronunciation Techniques - For full time |
|----------------------------------|---|--|
| Textbook | Espeseth, M. 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 | <ul style="list-style-type: none"> 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) | |
| Week 2 | 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 3 | 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 4 | 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 5 | 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) | |
| Week 6 | <u>Course Integration</u> <u>The Final Tests will be given this week</u> | |

| Critical Thinking (Advanced Academic) | | 2 hours a day for 6 weeks, Monday through Thursday - For part time 4 hours a day for 6 weeks, Monday through Thursday + 2 hours per week of Communication Strategies/Pronunciation Techniques - For full time |
|---------------------------------------|---|--|
| 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 | <ul style="list-style-type: none"> 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. 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 1 (Enforcing The Law) and Chapter 2 (Better Dead Than Coed?) Reading and Speaking: discussing the main ideas and details, vocabulary study, summarizing, group discussion and debate Listening: Text Completion | |
| Week 2 | Readings: Chapter 3 (The Global Child) and Chapter 4 (Beyond Darwin) Reading and Speaking: discussing the main ideas and details, vocabulary study, summarizing, group discussion and debate Listening: Text Completion | |
| Week 3 | 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 4 | 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 5 | Chapter 9 (For Every Winner There is a Loser) and Chapter 10 (Alternative Energy) Reading and Speaking: discussing the main ideas and details, vocabulary study, summarizing, group discussion and debate Listening: Text Completion | |
| Week 6 | <u>Review for the final exams</u> Depending on pace of course the last chapters can be taught in week 6 <u>The Final Tests will be given this week</u> | |

| Writing III (Advanced Academic) | | 2 hours a day for 6 weeks, Monday through Thursday - For part time 4 hours a day for 6 weeks, Monday through Thursday + 2 hours per week of Communication Strategies/Pronunciation Techniques - For full time |
|---------------------------------|---|--|
| 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 master advanced academic writing skills for extensive academic writing as well as technical report writing. | |
| 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 | <ul style="list-style-type: none"> • 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. | |
| 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 | |
| Week 2 | 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 3 | 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 | |
| Week 4 | The First Draft, Short Research Paper, Choosing a Topic, Brainstorming, Writing a Working Thesis, Organizing Your Paper, Writing the First Draft, Avoiding Bias | |
| Week 5 | 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 6 | 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</u> | |

Standard Intensive English Program and Standard Semi-intensive English Program

Specific Skills Practice

| Specific Skills Practice (SSP) Vocabulary & Listening(Beginner) Part 1 | | 2 hours a day for 6 weeks, Monday through Thursday - For part time 4 hours a day for 6 weeks, Monday through Thursday + 2 hours per week of Communication Strategies/Pronunciation Techniques - For full time |
|---|---|---|
| Textbook | Bryson, E., & Pathare, G. (2023). Voices (1st ed., Vol. 1). Andrew Robinson. National Geographic Learning | |
| 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 Objective | By the end of the course, you will be able to: (1) Acquire and widen vocabulary knowledge and use them in context of real life situations, (2) produce sentences and formulate dialogues through role plays , story telling, problem solving and other appropriate activities, (3) develop presentation skills and improve self confidence, (4) improve listening comprehension skills through the use of conversation monitors and reporting and summarizing | |
| Student Learning Outcome | (1) Rite and produce simple sentences and dialogues for conversation using all vocabulary words learned, (2) Tell a simple story about their life or memorable events, (3) Identify meaning of basic words and phrases, (4) Deliver 2-3 minute presentations, (5) Recognize words and understand the difference between present, past and future time, (6) 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 gave written. Use oral rubrics for speakign test: writing rubrics for compositions/essays. | |
| Requirements | To successfully complete and pass this course, you must be punctual and attend your class, actively participate in classroom activities, do your homework, pass the quizzes, and final exams. There will be oral and written exams. | |
| Grading | 50% of your written score + 50% of your oral score = your final grade | |
| Week 1 | Chapter 1: Scan for names and places, talk about yourself and other people, learn about countries, nationalities, and numbers, Use be with singular pronouns, understand conversations with long numbers, learn different greetings, practice introducing yourself others | |
| Week 2 | Chapter 1: Learn to use capital letters, learn about common jobs, write your information on an employee pass | |
| Week 3 | Chapter 2: Learn about rooms, understand new words, understand an article about tiny houses, use be with plural pronouns, describe where things are, learn about places in a town | |
| Week 4 | Chapter 3: Understand people talking about things they collect, talk about things near and far away, describe things by color, listen for important words, ask questions to help you understand, write a social media post about a special item | |
| Week 5 | Chapter 4: Scan an article for useful information, understand an interview about sleep, talk habit and true things, learn the days of the week, understand people talking about their workdays, make plans with others, say if you're free or busy, talk about your plans for the weekend | |
| Week 6 | Chapter 4: Learn about how people make plans, learn how to write work email, talk about your plans for the weekend Written and Oral Exams | |

| Specific Skills Practice (SSP) Vocabulary & Listening (Beginner) Part 2 | | 2 hours a day for 6 weeks, Monday through Thursday - For part time 4 hours a day for 6 weeks, Monday through Thursday + 2 hours per week of Communication Strategies/Pronunciation Techniques - For full time |
|--|---|---|
| Textbook | Bryson, E., & Pathare, G. (2023). Voices (1st ed., Vol. 1). Andrew Robinson. National Geographic Learning | |
| 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 Objective | By the end of the course, you will be able to: (1) Acquire and widen vocabulary knowledge and use them in context of real life situations, (2) produce sentences and formulate dialogues through role plays , story telling, problem solving and other appropriate activities, (3) develop presentation skills and improve self confidence, (4) improve listening comprehension skills through the use of conversation monitors and reporting and summarizing | |
| Student Learning Outcome | (1) Rite and produce simple sentences and dialogues for conversation using all vocabulary words learned, (2) Tell a simple story about their life or memorable events, (3) Identify meaning of basic words and phrases, (4) Deliver 2-3 minute presentations, (5) Recognize words and understand the difference between present, past and future time, (6) 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 gave written. Use oral rubrics for speakign test: writing rubrics for compositions/essays. | |
| Requirements | To successfully complete and pass this course, you must be punctual and attend your class, actively participate in classroom activities, do your homework, pass the quizzes, and final exams. There will be oral and written exams. | |
| Grading | 50% of your written score + 50% of your oral score = your final grade | |
| Week 1 | Chapter 5: Get ready to read an article, understand an article about indoor/outdoor activities, talk about activities people like and don't like, learn about the months and seasons, invite people to do things, decide on a time, place, and activity | |
| Week 2 | Chapter 5: Understand connected speech, learn how to write and order lists, talk about things you want to do | |
| Week 3 | Chapter 6 and 7: learn about where to buy groceries, understand people talking about grocery shopping, learn how to order food at a restaurant, learn expressions to use with a waiter, learn how to begin paragraphs, use positive and negative adjectives, talk about people in your family, understand the writer's purpose | |
| Week 4 | Chapter 7: understand an article about families around the world, ask different types of questions, practice long and short vowel sounds, talk about appearance and personality, understand people describing their best friends, use adjectives to describe people and things, learn how to show appreciation, use reasons to explain things, learn new ways to describe people, write a message asking a friend for help | |
| Week 5 | Chapter 8: Talk about activities and abilities, understand an article about virtual reality, understand pronouns, use can and can't, learn adjectives to describe animals, join ideas use conjunctions, learn how to ask people for help | |
| Week 6 | Chapter 8: Practice asking for and offering help, learn what to say in job application, understand what skills are important for a job, write a simple job application, Written and Oral exam | |

| Specific Skills Practice (SSP) Vocabulary & Listening (Beginner) Part 2 | | 2 hours a day for 6 weeks, Monday through Thursday - For part time 4 hours a day for 6 weeks, Monday through Thursday + 2 hours per week of Communication Strategies/Pronunciation Techniques - For full time |
|--|--|---|
| Textbook | Bryson, E., & Pathare, G. (2023). Voices (1st ed., Vol. 1). Andrew Robinson. National Geographic Learning | |
| 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 Objective | By the end of the course, you will be able to: (1) Acquire and widen vocabulary knowledge and use them in context of real life situations, (2) produce sentences and formulate dialogues through role plays, story telling, problem solving and other appropriate activities, (3) develop presentation skills and improve self confidence, (4) improve listening comprehension skills through the use of conversation monitors and reporting and summarizing | |
| Student Learning Outcome | (1) Write and produce simple sentences and dialogues for conversation using all vocabulary words learned, (2) Tell a simple story about their life or memorable events, (3) Identify meaning of basic words and phrases, (4) Deliver 2-3 minute presentations, (5) Recognize words and understand the difference between present, past and future time, (6) 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 gave 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 class, actively participate in classroom activities, do your homework, pass the quizzes, and final exams. There will be oral and written exams. | |
| Grading | 50% of your written score + 50% of your oral score = your final grade | |
| Week 1 | Chapter 5: Get ready to read an article, understand an article about indoor/outdoor activities, talk about activities people like and don't like, learn about the months and seasons, invite people to do things, decide on a time, place, and activity | |
| Week 2 | Chapter 5: Understand connected speech, learn how to write and order lists, talk about things you want to do | |
| Week 3 | Chapter 6 and 7: learn about where to buy groceries, understand people talking about grocery shopping, learn how to order food at a restaurant, learn expressions to use with a waiter, learn how to begin paragraphs, use positive and negative adjectives, talk about people in your family, understand the writer's purpose | |
| Week 4 | Chapter 7: understand an article about families around the world, ask different types of questions, practice long and short vowel sounds, talk about appearance and personality, understand people describing their best friends, use adjectives to describe people and things, learn how to show appreciation, use reasons to explain things, learn new ways to describe people, write a message asking a friend for help | |
| Week 5 | Chapter 8: Talk about activities and abilities, understand an article about virtual reality, understand pronouns, use can and can't, learn adjectives to describe animals, join ideas use conjunctions, learn how to ask people for help | |
| Week 6 | Chapter 8: Practice asking for and offering help, learn what to say in job application, understand what skills are important for a job, write a simple job application, Written and Oral exam | |

| Specific Skills Practice (SSP) Reading and Writing (Intermediate) Part 1 | | 2 hours a day for 6 weeks, Monday through Thursday - For part time 4 hours a day for 6 weeks, Monday through Thursday + 2 hours per week of Communication Strategies/Pronunciation Techniques - For full time |
|---|--|---|
| Textbook | Chong, C. S., & Lansford, L. (2023). Voices (D. Mackrell, Ed.; 1st ed., Vol. 2) [Review of Voices]. Andrew Robinson. | |
| 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 Objective | By the end of the course, you will be able to: (1) Acquire and widen vocabulary knowledge and use them in context of real life situations, (2) produce sentences and formulate dialogues through role plays, story telling, problem solving and other appropriate activities, (3) develop presentation skills and improve self confidence, (4) improve listening comprehension skills through the use of conversation monitors and reporting and summarizing | |
| Student Learning Outcome | (1) Write and produce simple sentences and dialogues for conversation using all vocabulary words learned, (2) Tell a simple story about their life or memorable events, (3) Identify meaning of basic words and phrases, (4) Deliver 2-3 minute presentations, (5) Recognize words and understand the difference between present, past and future time, (6) 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: 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 class, actively participate in classroom activities, do your homework, pass the quizzes, and final exams. There will be oral and written exams. | |
| Grading | 50% of your written score + 50% of your oral score = your final grade | |
| Week 1 | Chapter 1: Think about the topic before reading an infographic, ask for and give personal information, notice facts and opinions, understand people making introductions, introduce yourself and other people, talk about countries and nationalities, understand how people use English in different ways, think about how you make English your own | |
| Week 2 | Chapter 1 and 2: Speaking, learn to say your email address, people in my life, understand online post identify, find meaning by using words parts, reading and grammar, understand thank-you messages, practice the simple present, vocabulary | |
| Week 3 | Chapter 2 and 3: Pre-reading activity, grammar, recognize difficulties in interactions, learn how to be an active listener, practice active listening, describe things using a variety of adjectives, write and comment on social media posts, reading, understand an article about free-time activities, understand reference words | |
| Week 4 | Chapter 3: Listening and grammar, understand someone talking about his interests and activities, ask and answer question about what you do in your free time, vocabulary, practice predicting the content before listening, learn about different writing styles for short messages, learn to structure short emails asking for information, writing task, write an email asking for information | |
| Week 5 | Chapter 4: Reading, understand an article about animal homes, recognize the main idea of a paragraph, understand a conversation about a different type of home, practice the present continuous, activate vocabulary before listening, describe your home, learn to use there is/are with some/any, recognize and talk about difficulties that happen in communication, learn ways to avoid misunderstandings | |
| Week 6 | Chapter 4: Speaking, use simple language to deal with misunderstandings, read an advertisement for a vacation home, practice giving useful information, write an advertisement for a vacation home, review chapters Written and Oral exam | |

| Specific Skills Practice (SSP) Reading and Writing (Intermediate) Part 2 | | 2 hours a day for 6 weeks, Monday through Thursday - For part time 4 hours a day for 6 weeks, Monday through Thursday + 2 hours per week of Communication Strategies/Pronunciation Techniques - For full time |
|---|---|--|
| Textbook | Chong, C. S., & Lansford, L. (2023). Voices (D. Mackrell, Ed.; 1st ed., Vol. 2) [Review of Voices]. Andrew Robinson. | |
| 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 Objective | By the end of the course, you will be able to: (1) Acquire and widen vocabulary knowledge and use them in context of real life situations, (2) produce sentences and formulate dialogues through role plays , story telling, problem solving and other appropriate activities, (3) develop presentation skills and improve self confidence, (4) improve listening comprehension skills through the use of conversation monitors and reporting and summarizing | |
| Student Learning Outcome | (1) Rite and produce simple sentences and dialogues for conversation using all vocabulary words learned, (2) Tell a simple story about their life or memorable events, (3) Identify meaning of basic words and phrases, (4) Deliver 2-3 minute presentations, (5) Recognize words and understand the difference between present, past and future time, (6) 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: Presentation of a short story or anecdote. Use oral rubrics for speakign test: writing rubrics for compositions/essays. | |
| Requirements | To successfully complete and pass this course, you must be punctual and attend your class, actively participate in classroom activities, do your homework, pass the quizzes, and final exams. There will be oral and written exams. | |
| Grading | 50% of your written score + 50% of your oral score = your final grade | |
| Week 1 | Chapter 9: Reading, understand an article about traveling, use context to understand meaning, analyze problems and solutions, understand a text about how someone gets to work, compare ways of getting around, vocabulary, learn vocabulary for taking a train, practice listening for information that important to you, make polite offers and requests, speaking, think about polite and rude behavior | |
| Week 2 | Chapter 9 and 10: Speaking, reading, and writing, practice using the imperative when giving directions, learn useful language for giving directions, writing tasks, reading, understand a text about important experiences, bring together information from two places, understand cause and effect, listening and grammar, understand a conversation between friends, use the present perfect to talk about life experiences, practice understanding weak have | |
| Week 3 | Chapter 10 and 11: Vocabulary, talk about life skills, understand sequence while listening, learn when to use the present perfect and the simple past, learn to start and continue small talk in English, practice making small talk in a social situation, practice describing work experience and skills, learn how to start formal emails, understand a quiz about world records, find meaning using a dictionary, evaluate sources of information | |
| Week 4 | Chapter 11: Reading understand an article about aa challenge at work, learn to use superlative adjectives, practice the sound /st/, vocabulary, describe the weather, prepare for listening to weather reports, talk about what's necessary or not necessary, speaking, talk about English internationally, practice the sounds /b/ and /v/, choose information to include in a review, describe a restaurant experience, write a restaurant review | |
| Week 5 | Chapter 12: Reading, understand an infographic about future cities, summarize information in short notes, think about how likely a prediction is, reading and grammar, understand people's future plans, learn to use going to talk about future plans, practice understanding contractions, learn expressions to talk about the future, summarize listening content in a mind map, talk about predictions, learn about different ways to see time | |
| Week 6 | Chapter 12: Learn how to get readers to pay attention, describe your hopes and plans, write a blog post about your English journey, review chapter Written and Oral exam | |

| Specific Skills Practice (SSP) Reading and Writing (Intermediate) Part 3 | | 2 hours a day for 6 weeks, Monday through Thursday - For part time 4 hours a day for 6 weeks, Monday through Thursday + 2 hours per week of Communication Strategies/Pronunciation Techniques - For full time |
|---|--|--|
| Textbook | Chong, C. S., & Lansford, L. (2023). Voices (D. Mackrell, Ed.; 1st ed., Vol. 2) [Review of Voices]. Andrew Robinson. | |
| 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 Objective | By the end of the course, you will be able to: (1) Acquire and widen vocabulary knowledge and use them in context of real life situations, (2) produce sentences and formulate dialogues through role plays , story telling, problem solving and other appropriate activities, (3) develop presentation skills and improve self confidence, (4) improve listening comprehension skills through the use of conversation monitors and reporting and summarizing | |
| Student Learning Outcome | (1) Rite and produce simple sentences and dialogues for conversation using all vocabulary words learned, (2) Tell a simple story about their life or memorable events, (3) Identify meaning of basic words and phrases, (4) Deliver 2-3 minute presentations, (5) Recognize words and understand the difference between present, past and future time, (6) 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: Presentation of a short story or anecdote. Use oral rubrics for speakign test: writing rubrics for compositions/essays. | |
| Requirements | To successfully complete and pass this course, you must be punctual and attend your class, actively participate in classroom activities, do your homework, pass the quizzes, and final exams. There will be oral and written exams. | |
| Grading | 50% of your written score + 50% of your oral score = your final grade | |
| Week 1 | Chapter 5: Reading , understand city guides about special days, analyze similarities and differences, identify exact and approximate numbers, reading and grammar, understand an interview about someone's past, use the simple past form of be, practice noticing stressed syllables, pronunciation and listening, talk about past using there was and there were, speaking, think about other people's cultures and views | |
| Week 2 | Chapter 5 and 6: Speaking, discuss the reasons for different people's behavior, learn how to end an email with a request for action, learn language or inviting someone to an event, people and places, reading, scan for key information, understand an article about people and places, understand people talking about things they like and don't like, talk about likes, dislikes, and preferences, practice the sounds /pr/, /tr/, /dr/, and /tr/ | |
| Week 3 | Chapter 6 and 7: Listening, understand people talking about vacations, learn vacation collocations, use can and can't for possibility, speaking, learn about differences influencing styles, practice influencing people, plan a class trip, connect ideas using and, but, and because, reading, understand an article about phone use, scan for numbers, draw conclusions, practice saying consonants together | |
| Week 4 | Chapter 7: Understand a story about an important possession, talk about who different things belong to, talk about an important possession, learn words for everyday things, understand people talking about things they carry with them, talk about things you can and can't count, describe something using vocabulary you know signs to clarify, talk about problems when communicating without words, talk about buying and selling online, give detailed information about a product, write a short product description | |
| Week 5 | Chapter 8: Reading, skim for the topic of a paragraph, understand an article about stories, understand diagrams that support ideas, understand a story about a photo, talk about a photo using simple past, practice saying simple past regular verb endings, understand a story about a painting, learn to use simple past negative and question forms, learn to use different past time expressions, speaking | |
| Week 6 | Chapter 8: Pronunciation and speaking, practice stressing important words, practice telling a story in conversation, review units Written and Oral exam | |

| Specific Skills Practice (SSP) Listening & Pronunciation (High Intermediate I) / Part 1 | | 2 hours a day for 6 weeks, Monday through Thursday - For part time 4 hours a day for 6 weeks, Monday through Thursday + 2 hours per week of Communication Strategies/Pronunciation Techniques - For full time |
|--|---|---|
| Textbook | Williams, J. (©2023) 21st Century Communication 2 2nd Edition Cengage Learning 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 Objective | By the end of the course, you will be able to: (1) Improve their listening comprehension skills, (2) Take down more accurate notes, (3) Share their own ideas and insights at any given topic thematic to the book, (4) Use accurate vocabulary in conversations, (5) Develop thinking skills through discussion questions, (6) Enhance their accent and pronunciation | |
| Student Learning Outcome | (1) Understand a variety of speaking scenarios such as long conversations and short lectures, (2) Deliver a presentation, (3) Read aloud a text with the correct pronunciation, stress and intonation, (4) Take down more accurate notes | |
| 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 class, actively participate in classroom activities, do your homework, pass the quizzes, and final exams. There will be oral and written exams. | |
| Grading | 50% of your written score + 50% of your oral score = your final grade | |
| Week 1 | <i>Unit 1 Team Success: Listening: Why are some teams successful while others aren't?; Speaking: Express opinion about team leadership; Pronunciation: Recognize syllable stress</i> | |
| Week 2 | <i>Unit 1 Team Success: Vocabulary: Use of similar words to form collocations; Grammar: contractions; Video: What Makes a Good Team?; Critical Thinking: Synthesize and evaluate ideas about forming proper teams</i> | |
| Week 3 | <i>Unit 2 The Power of One: Listening Make and confirm predictions; Speaking: Express opinions; Inference: Infer a speaker's intention based on questions asked; Pronunciation: Recognize emphasis through intonation and stress : Vocabulary: Use familiar words to form collocations</i> | |
| Week 4 | <i>Unit 2 The Power of One: Grammar: Suffixes -ful and -less; Critical Thinking: Analyze an infographic information; Video: The Power of Consumers; Assessment Test</i> | |
| Week 5 | <i>Unit 3 Big Decisions: Listening 1 Me and confirm predictions; Speaking: Express agreement and disagreement; Pronunciation: Recognize word stress in nouns and verbs; Grammar Use adjectives related to pursuing interest; Video: Combining You Passions; Achievement Test</i> | |
| Week 6 | Units 1 – 3 Revision Final Exams | |

| Specific Skills Practice (SSP) Listening & Pronunciation (High Intermediate I) / Part 2 | | 2 hours a day for 6 weeks, Monday through Thursday - For part time 4 hours a day for 6 weeks, Monday through Thursday + 2 hours per week of Communication Strategies/Pronunciation Techniques - For full time |
|--|---|---|
| Textbook | Williams, J. (©2023) 21st Century Communication 2 2nd Edition Cengage Learning 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 Objective | By the end of the course, you will be able to: (1) Improve their listening comprehension skills, (2) Take down more accurate notes, (3) Share their own ideas and insights at any given topic thematic to the book, (4) Use accurate vocabulary in conversations, (5) Develop thinking skills through discussion questions, (6) Enhance their accent and pronunciation | |
| Student Learning Outcome | (1) Understand a variety of speaking scenarios such as long conversations and short lectures, (2) Deliver a presentation, (3) Read aloud a text with the correct pronunciation, stress and intonation, (4) Take down more accurate notes | |
| 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 compositions/ essays. | |
| Requirements | To successfully complete and pass this course, you must be punctual and attend your class, actively participate in classroom activities, do your homework, pass the quizzes, and final exams. There will be oral and written exams. | |
| Grading | 50% of your written score + 50% of your oral score = your final grade | |
| Week 1 | <i>Unit 4 Changed By Technology: Listening: Identify main ideas and details, impact of video games among young adults; Speaking: Express opinions, summarize key information; Inference: Contrasting ideas in statements; Pronunciation: Falling and rising intonations</i> | |
| Week 2 | <i>Unit 4 Changed By Technology: Vocabulary: Meaning from context; Critical Thinking: Evaluate ideas; Grammar: Recognize and use likely and unlikely; Video: How a Video game help us Build Better Cities</i> | |
| Week 3 | <i>Unit 5 Give Thanks: Listening Make and confirm predictions; Speaking: Express opinions; Inference: Infer a speaker's intention based on questions asked; Pronunciation: Recognize emphasis through intonation and stress : Vocabulary: Use familiar words to form collocations</i> | |
| Week 4 | <i>Unit 5 Give Thanks: Grammar: Synonyms to express gratitude; Critical Thinking: Analyzing and synthesizing ideas about expressing gratitude; Unit 5 achievement test</i> | |
| Week 5 | <i>Unit 6 Learning Better: Listening: Taking notes on a lecture; Speaking: Ask follow up questions; Inference: Infer a speaker's feelings or emotion from tone of voice and word choice, Pronunciation: Recognize adjectives and adverbs; Grammar Word formation to express information and continuation; Video: 3 Rules to Spark Learning; Achievement Test</i> | |
| Week 6 | Units 4 – 6 Revision Final Exams | |

| Specific Skills Practice (SSP) Listening & Pronunciation (High Intermediate I) / Part 3 | | 2 hours a day for 6 weeks, Monday through Thursday - For part time 4 hours a day for 6 weeks, Monday through Thursday + 2 hours per week of Communication Strategies/Pronunciation Techniques - For full time |
|--|---|---|
| Textbook | Broukal, M. (2011) What a World Listening 3. White Plains, NY, USA.: Pearson Longman | |
| 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 Objective | By the end of the course, you will be able to: (1) Improve their listening comprehension skills, (2) Take down more accurate notes, (3) Share their own ideas and insights at any given topic thematic to the book, (4) Use accurate vocabulary in conversations, (5) Develop thinking skills through discussion questions, (6) Enhance their accent and pronunciation | |
| Student Learning Outcome | (1) Understand a variety of speaking scenarios such as long conversations and short lectures, (2) Deliver a presentation, (3) Read aloud a text with the correct pronunciation, stress and intonation, (4) Take down more accurate notes | |
| 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 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 | 50% of your written score + 50% of your oral score = your final grade | |
| Week 1 | <i>Unit 7 The Livable City: Listening: Analyze advantages and disadvantages; Speaking: Give and respond to advice; Inference: Infer a speaker's intended meaning from persuasive language</i> | |
| Week 2 | <i>Unit 7 Livable City: Pronunciation: Produce ideas to make a city more livable; Critical Thinking: Analyze and evaluate ideas about solutions for livable cities; Vocabulary: Infer word meaning form context; Speaking: Conversation practice</i> | |
| Week 3 | <i>Unit 7 Livable City: Grammar: Grammar review; Listening: Expansion activities; Speaking: Video: Ho to Reinvent the Apartment Building; Pronunciation: Pronunciation skills practice, Achievement test</i> | |
| Week 4 | <i>Unit 8 Every Voice Matters: Listening: Recognize phrases that identify reasons and examples, supporting one idea from another; Critical thinking: Analyze an infographic about crowdsourcing and evaluate ideas about getting pinions; Speaking: Present and defend a position; Grammar: Use the future with prefixes and suffixes in antonyms</i> | |
| Week 5 | <i>Unit 8 Every Voice Counts: Vocabulary: Recognize use of adjectives, adverbs and antonyms; Pronunciation: Rephrasing ideas; Grammar: Prefixes and Suffixes; Inference: Infer a speaker's viewpoint; Video: Being a Responsible Researcher</i> | |
| Week 6 | Units 7 – 8 Revision Final Exams | |

| Specific Skills Practice (SSP) Integrated Skills (High Intermediate II) / Part 1 | | 2 hours a day for 6 weeks, Monday through Thursday - For part time 4 hours a day for 6 weeks, Monday through Thursday + 2 hours per week of Communication Strategies/Pronunciation Techniques - For full time |
|---|---|---|
| Textbook | Rost,M; Kisslinger E. (2005) World View 4. White Plains, NY, USA: Pearson Longman | |
| 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 | <ul style="list-style-type: none"> 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 | <i>Unit 1 – Changes</i> Listening Comprehension Activities, Vocabulary Building Exercises, Reading Comprehension Questions and Discussion, Pronunciation and Grammar Structures Drills, Speaking Practice, Writing Expansion Activity | <i>Unit 2 - Australia</i> Listening Comprehension Activities, Vocabulary Building Exercises, Reading Comprehension Questions and Discussion, Pronunciation and Grammar Structures Drills, Speaking Practice, Writing Expansion Activity |
| Week 2 | <i>Unit 3 –What's Cooking</i> Listening Comprehension Activities, Vocabulary Building Exercises, Reading Comprehension Questions and Discussion, Pronunciation and Grammar Structures Drills, Speaking Practice, Writing Expansion Activity | |
| Week 3 | <i>Unit 4 – Toys of the future</i> Listening Comprehension Activities, Vocabulary Building Exercises, Reading Comprehension Questions and Discussion, Pronunciation and Grammar Structures Drills, Speaking Practice, Writing Expansion Activity, Unit Review | <i>Unit 5- How Rude!</i> Listening Comprehension Activities, Vocabulary Building Exercises, Reading Comprehension Questions and Discussion, Pronunciation and Grammar Structures Drills, Speaking Practice, Writing Expansion Activity |
| Week 4 | <i>Unit 6 - Achievement</i> Listening Comprehension Activities, Vocabulary Building Exercises, Pronunciation and Grammar Structure Drills, Internet Research. | <i>Unit 7 – Corporate Discussion, Pronunciation and Grammar Structures Drills, Spying</i> Listening Comprehension Activities, Vocabulary Building Exercises, Reading Comprehension Questions and Discussion, Pronunciation and Grammar Structures Drills, Speaking Practice, Writing Expansion Activity. |
| Week 5 | <i>Unit 8 – Up in the Air</i> Listening Comprehension Activities, Vocabulary Building Exercises, Reading Comprehension Questions and Discussion, Pronunciation and Grammar Structures Drills, Speaking Practice, Writing Expansion Activity, Unit Review | <i>Unit 9 – Sunshine and Showers</i> Listening Comprehension Activities, Vocabulary Building Exercises, Reading Comprehension Questions and Discussion, Pronunciation and Grammar Structures Drills, Speaking Practice, Writing Expansion Activity |
| Week 6 | Review The Final Exam will be given this week | |

| Specific Skills Practice (SSP) Integrated Skills (High Intermediate II) Part 2 | | 2 hours a day for 6 weeks, Monday through Thursday - For part time 4 hours a day for 6 weeks, Monday through Thursday + 2 hours per week of Communication Strategies/Pronunciation Techniques - For full time |
|---|--|--|
| Textbook | Rost, M; Kisslinger E. (2005) World View 4. White Plains, NY, USA: Pearson Longman | |
| 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 | <ul style="list-style-type: none"> • 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. | |
| 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 | <i>Unit 10 – Tomorrow's World</i> Listening Comprehension Activities, Vocabulary Building Exercises, Reading Comprehension Questions and Discussion, Pronunciation and Grammar Structures Drills, Speaking Practice, Writing Expansion Activity | |
| Week 2 | <i>Unit 11 – How did it go?</i> Listening Comprehension Activities, Vocabulary Building Exercises, Reading Comprehension Questions and Discussion, Pronunciation and Grammar Structures Drills, Speaking Practice, Writing Expansion Activity | <i>Unit 12 – Coincidences</i> Listening Comprehension Activities, Vocabulary Building Exercises, Reading Comprehension Questions and Discussion, Pronunciation and Grammar Structures Drills, Speaking Practice, Writing Expansion Activity, Unit Review |
| Week 3 | <i>Unit 13 –Going it Alone</i> Listening Comprehension Activities, Vocabulary Building Exercises, Reading Comprehension Questions and Discussion, Pronunciation and Grammar Structures Drills, Speaking Practice, Writing Expansion Activity | <i>Unit 14 – Commuter Blues</i> Listening Comprehension Activities, Vocabulary Building Exercises, Reading Comprehension Questions and Discussion, Pronunciation and Grammar Structures Drills, Speaking Practice, Writing Expansion Activity |
| Week 4 | <i>Unit 15 – Small Talk</i> Listening Comprehension Activities, Vocabulary Building Exercises, Reading Comprehension Questions and Discussion, Pronunciation and Grammar Structures Drills, Speaking Practice, Writing Expansion Activity | <i>Unit 16 – A star is born...or made?</i> Listening Comprehension Activities, Vocabulary Building Exercises, Reading Comprehension Questions and Discussion, Pronunciation and Grammar Structures Drills, Speaking Practice, Writing Expansion Activity, Unit Review |
| Week 5 | <i>Unit 17 – What's in the fridge?</i> Listening Comprehension Activities, Vocabulary Building Exercises, Reading Comprehension Questions and Discussion, Pronunciation and Grammar Structures Drills, Speaking Practice, Writing Expansion Activity, Unit Review | <i>Unit 18 – Long Walk to Freedom</i> Listening Comprehension Activities, Vocabulary Building Exercises, Reading Comprehension Questions and Discussion, Pronunciation and Grammar Structures Drills, Speaking Practice, Writing Expansion Activity |
| Week 6 | Review The Final Exam will be given this week | |

| Specific Skills Practice (SSP) Integrated Skills (High Intermediate II) / Part 3 | | 2 hours a day for 6 weeks, Monday through Thursday - For part time 4 hours a day for 6 weeks, Monday through Thursday + 2 hours per week of Communication Strategies/Pronunciation Techniques - For full time |
|---|--|--|
| Textbook | Rost,M; Kisslinger E. (2005) World View 4. White Plains, NY, USA: Pearson Longman | |
| 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 | <ul style="list-style-type: none"> • 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. | |
| 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 | <i>Unit 19 – Turning Points</i> Listening Comprehension Activities, Vocabulary Building Exercises, Reading Comprehension Questions and Discussion, Pronunciation and Grammar Structures Drills, Speaking Practice, Writing Expansion Activity. | <i>Unit 20 – Looks Good!</i> Listening Comprehension Activities, Vocabulary Building Exercises, Reading Comprehension Questions and Discussion, Pronunciation and Grammar Structures Drills, Speaking Practice, Writing Expansion Activity, Unit Review |
| Week 2 | <i>Unit 21 – Just Looking</i> Listening Comprehension Activities, Vocabulary Building Exercises, Reading Comprehension Questions and Discussion, Pronunciation and Grammar Structures Drills, Speaking Practice, Writing Expansion Activity. | <i>Unit 22 – Shaking Hands</i> Listening Comprehension Activities, Vocabulary Building Exercises, Reading Comprehension Questions and Discussion, Pronunciation and Grammar Structures Drills, Speaking Practice, Writing Expansion Activity, Unit Review |
| Week 3 | <i>Unit 23 – Growing Up</i> Listening Comprehension Activities, Vocabulary Building Exercises, Reading Comprehension Questions and Discussion, Pronunciation and Grammar Structures Drills, Speaking Practice, Writing Expansion Activity. | <i>Unit 24 – Neat and Clean</i> Listening Comprehension Activities, Vocabulary Building Exercises, Reading Comprehension Questions and Discussion, Pronunciation and Grammar Structures Drills, Speaking Practice, Writing Expansion Activity |
| Week 4 | <i>Unit 25 – A Winning Formula</i> Listening Comprehension Activities, Vocabulary Building Exercises, Reading Comprehension Questions and Discussion, Pronunciation and Grammar Structures Drills, Speaking Practice, Writing Expansion Activity. | <i>Unit 26 – If Only</i> Listening Comprehension Activities, Vocabulary Building Exercises, Reading Comprehension Questions and Discussion, Pronunciation and Grammar Structures Drills, Speaking Practice, Writing Expansion Activity, Unit Review |
| Week 5 | <i>Unit 27 – Positive Thinking</i> Listening Comprehension Activities, Vocabulary Building Exercises, Reading Comprehension Questions and Discussion, Pronunciation and Grammar Structures Drills, Speaking Practice, Writing Expansion Activity. | <i>Unit 28 – Ice Maiden</i> Listening Comprehension Activities, Vocabulary Building Exercises, Reading Comprehension Questions and Discussion, Pronunciation and Grammar Structures Drills, Speaking Practice, Writing Expansion Activity, Unit Review |
| Week 6 | Review The Final Exam will be given this week | |

| Specific Skills Practice (SSP) Reading, Speaking, and Pronunciation (Advanced I) / Part 1 | | 2 hours a day for 6 weeks, Monday through Thursday - For part time 4 hours a day for 6 weeks, Monday through Thursday + 2 hours per week of Communication Strategies/Pronunciation Techniques - For full time |
|--|---|---|
| Textbook | Soars L &M.; Sayer M. (2010) American Headway 5. NY, USA. Oxford University 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 you 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 | <ul style="list-style-type: none"> • 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 | Reading: The American Dream; Vocabulary: describing nationalities; Speaking: Immigrants and Emigration; Listening: The American Dream; Everyday English – American & British English | |
| Week 2 | Language focus: Synonyms; Formal and informal letters; Vocabulary building: numbers, words and phrases to describe hotel facilities; Speaking: Information gap – finding out about Irish Murdoc; Listening to a conversation about making hotel reservations | |
| Week 3 | Grammar focus: using simple present statement and questions; Pronunciation: stress in numbers in –teen and –ty; Writing: Storytelling; Vocabulary: Describing Trends and Comparing Statistics; Reading: Eat, Sleep, Buy, Die. | |
| Week 4 | Listening: An Interview with Anita; Speaking; Simulation- planning an advertising campaign; Discussion: the role of advertising; Pronunciation: Word linking and intrusive sounds; Writing: A business Report. | |
| Week 5 | Reading: the cult celebrity and why we are obsessed with the rich and famous; Vocabulary: Synonyms and Antonyms; Language Focus: Discourse Makers; Listening: An Interview with Drew Barrymore; Speaking: Maze- how to become a celebrity; Tags and Replies; Writing: Expressing a personal opinion. | |
| Week 6 | Review Units 1 - 4 The Final Oral and Written Tests will be given this week | |

| (SSP) Reading, Speaking, and Pronunciation (Advanced I) / Part 2 | | 2 hours a day for 6 weeks, Monday through Thursday - For part time 4 hours a day for 6 weeks, Monday through Thursday + 2 hours per week of Communication Strategies/Pronunciation Techniques - For full time |
|---|---|---|
| Textbook | Soars L &M.; Sayer M. (2010) American Headway 5. NY, USA. Oxford University 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 | <ul style="list-style-type: none"> • 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, and final exams. There will be oral and written exams. | |
| Grading | Final Grade Calculation - 50% Written Exam - 50% Oral Exam | |
| Week 1 | Reading: fateful attraction; Language Focus: Ways of Adding Emphasis; Vocabulary: Proverbs and poetry; Listening: A Romantic meeting; When love lasts forever | |
| Week 2 | Discussion: Do you believe in fate?; Pronunciation: getting emotional; Sounding anxious, grateful, etc.; Writing: Expressing a Personal Opinion and Discussing Pros and Cons; Vocabulary: Nouns formed from phrasal verbs; Reading: Tabloid and broadsheet newspaper – a similar news story in two different newspapers; Listening: An interview with foreign correspondent Simon Winchester. | |
| Week 3 | Speaking: Discussion how television reports the news; Responding to news/ Sounding sarcastic; Writing: A letter to a newspaper; Reading: Letter to a Newborn Son; Speaking: Prediction Game (Dilemma); Listening and Speaking: Words of Wisdom | |
| Week 4 | Vocabulary: rhyme and reason (choosing the right words for a poem, "You are old, Father William"); Everyday English: Breaking the Rules of English; Writing: Describing a Personal Experience. | |
| Week 5 | Listening and Speaking: At Home with an Artist; Vocabulary: Metaphors and Idioms; Reading: The Man Behind the Mouse; Language Focus: Real and Unreal Tense Usage; Everyday English: Softening the Message; Writing: Reviewing a Movie or Book. | |
| Week 6 | Review The Final Oral and Written Tests will be given this week | |

| (SSP) Reading, Speaking, and Pronunciation (Advanced I) / Part 3 | | 2 hours a day for 6 weeks, Monday through Thursday - For part time 4 hours a day for 6 weeks, Monday through Thursday + 2 hours per week of Communication Strategies/Pronunciation Techniques - For full time |
|---|---|---|
| Textbook | Soars L &M.; Sayer M. (2010) American Headway 5. NY, USA. Oxford University 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 | <ul style="list-style-type: none"> • 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, and final exams. There will be oral and written exams. | |
| Grading | Final Grade Calculation: -50% Written Exam - 50% Oral Exam | |
| Week 1 | Reading: I Was There; Listening and Speaking: Justin Baines' eyewitness account; Vocabulary and Pronunciation: Homonyms, Homophones, and Homographs; Listening and Speaking: Peace and Goodwill. | |
| Week 2 | Language Focus: Verb Patterns; Everyday English: Telling Jokes; Writing: Personal Profile; Reading and Speaking: The Age of Sports; Language Focus: Intensifying Adverbs; Vocabulary and Speaking: Word to Do with the Body | |
| Week 3 | Listening and Speaking: Sports Heroes and Heroines; Speaking: How Healthy and Fit are You; Everyday English: Clichés; Writing: Entering a Competition; Reading and Speaking: Three Island Stories; Vocabulary and Listening: Compound Nouns and Adjectives. | |
| Week 4 | Listening and Speaking: A Meeting in the Desert; Language Focus: Relatives and Participles; Everyday English: What on Earth!; Writing: Describing a Trip | |
| Week 5 | Reading and Speaking: A Sideway Look at Time; Language Focus: Linking Devices; Listening and Speaking: Do You Believe in Miracles?; Vocabulary: Synonyms and Antonyms 2; Everyday English: Euphemisms; Writing: Bringing a Biography to Life. | |
| Week 6 | Review The Final Oral and Written Tests will be given this week. | |

| (SSP) Listening & Speaking (Advanced II) / Part 1 | | 2 hours a day for 6 weeks, Monday through Thursday - For part time 4 hours a day for 6 weeks, Monday through Thursday + 2 hours per week of Communication Strategies/Pronunciation Techniques - For full time |
|--|---|--|
| Textbook | S.E. Carlin (2012) Q: Skills for Success Listening & Speaking . NY, USA. Oxford University Press | |
| 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 Objectives | Students will develop their academic listening comprehension skills and speaking abilities as well as enhance their skills in academic reading. | |
| Student Learning Outcome | <ul style="list-style-type: none"> • 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 | Discussion Questions: Pictures; Preview the Unit; Vocabulary building; Expansion Activities ; Listening 1: Citizen Journalism; Vocabulary in Context; Listening for Main Ideas/Details; Discussion: Pair/ Group Work; Expansion activities/reinforcement exercise. | |
| Week 2 | Podcasting for the Developing World; Discussion Questions / Intro to Topic; Vocabulary Building; Preview Listening 2; Listening for Main Ideas/Details ; Group Discussion: Pair/ Group Work ; Grammar Review; Speaking Activities; Pronunciation Exercises; Presentations & Projects | |
| Week 3 | Discussion Questions: Picture; Preview the Unit; Vocabulary Building; Expansion Activities; Listening 1: My Stroke of Insight: A Brain Scientist's Personal Journey; Vocabulary in Context; Listening for the Main Ideas/Listen for Details; Discussion: Pair/Group Work; Making Inferences; Expansion Activities/Reinforcement Exercises | |
| Week 4 | The Story of My Life; Discussion Questions/Intro to Topic; Vocabulary Building; Preview listening 2; Listening to Main Ideas/Details; Group Discussion: pair / Group Work; Grammar Review; Speaking Activities; Pronunciation Exercises; Presentations and Projects. . | |
| Week 5 | Discussion Questions: Picture; Preview the Unit; Vocabulary Building; Expansion Activities; Listening 1: Volun-tourism; Vocabulary in Context; Listening for the Main Ideas/ Listen for Details; Discussion: Pair/Group Work; Making Inferences; Expansion Activities/Reinforcement Exercises | |
| Week 6 | Discussion Questions/Intro to Topic; Vocabulary Building; Listening to Main Ideas/Details; Group Discussion; Prefixes; Grammar Review; Speaking Activities; Pronunciation Exercises; Presentations and Projects. The Final Oral and Written Tests will be given this week | |

| (SSP) / Listening & Speaking (Advanced II) / Part 2 | | 2 hours a day for 6 weeks, Monday through Thursday - For part time 4 hours a day for 6 weeks, Monday through Thursday + 2 hours per week of Communication Strategies/Pronunciation Techniques - For full time |
|--|---|--|
| Textbook | S.E. Carlin (2012) Q: Skills for Success Listening & Speaking . NY, USA. Oxford University Press | |
| 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 Objectives | Students will develop their academic listening comprehension skills and speaking abilities as well as enhance their skills in academic reading. | |
| Student Learning Outcome | <ul style="list-style-type: none"> • 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 | Discussion Questions: Picture; Preview the Unit; Vocabulary Building; Listening 1: Wild Survivors; Listening for Main Ideas and Details; Discussion: Pair/Group Work; Expansion Activities/Reinforcement Exercises; Listening 2: Magic and the Mind | |
| Week 2 | Preview Listening 2; Listening to Main Ideas and Details; Discussion: Pair and Group Work; Grammar Review; Speaking Activities and Pronunciation Exercises; Discussion: What does it mean to be a global citizen?; Preview the Unit; Vocabulary Building; Expansion Activities | |
| Week 3 | The Campaign to Humanize the Coffee Trade; Vocabulary in Context; Listening for Main Ideas and Details; Making Inferences; Expansion Activities/Reinforcement Exercises; The UN Global Compact; Vocabulary Building; Discussion: Pair/Group Work ; Grammar Review; Speaking Activities; Pronunciation Exercises | |
| Week 4 | Preview the Unit; Vocabulary Building; Expansion Activities; Listening 1: Environmental Psychology; Listening for Main Ideas and Details; Discussion: Pair/Group Work ; Making Inferences; Expansion Activities; Reinforcement Exercises. . | |
| Week 5 | Listening 2: What Your Stuff Say About You; Discussion: Pair/Group Work ; Vocabulary Building; Listening to Main Ideas and Details; Grammar Review; Speaking Activities; Pronunciation Exercises. | |
| Week 6 | Where do new ideas come from?; Discussion: Pair/Group Work ; Vocabulary Building; Expansion Activities; Listening 1: Alternative Ideas for Medicine; Listening for the Main Ideas/Listen for Details; Discussion: Pair/Group Work; Making Inferences; Expansion Activities/Reinforcement Exercises. The Final Oral and Written Tests will be given this week | |

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| (SSP) Listening & Speaking (Advanced II) / Part 3 | | 2 hours a day for 6 weeks, Monday through Thursday - For part time 4 hours a day for 6 weeks, Monday through Thursday + 2 hours per week of Communication Strategies/Pronunciation Techniques - For full time |
| Textbook | S.E. Carlin (2012) Q: Skills for Success Listening & Speaking . NY, USA. Oxford University Press | |
| 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 Objectives | Students will develop their academic listening comprehension skills and speaking abilities as well as enhance their skills in academic reading. | |
| Student Learning Outcome | <ul style="list-style-type: none"> • 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 | Boulder Bike-to-School Program Goes International; Discussion Questions/Intro to Topic; Vocabulary Building; Listening to Main Ideas/Details; Discussion (pair and group work); Grammar Review; Speaking Activities; Pronunciation Exercises; How do people react to change?; Preview the Unit; Expansion Activities | |
| Week 2 | The Reindeer People; Vocabulary in Context; Listening for Main Ideas and Details; Discussion: Pair/Group Work; Making Inferences; Expansion Activities/Reinforcement Exercises; Listening 2: High-Tech Nomads; Listening to Main Ideas/Details | |
| Week 3 | Vocabulary: Prefixes; Grammar Review; Speaking Activities; Pronunciation Exercises; Expansion Activities; Nuclear Energy: Is it the Solution?; Listening for Main Ideas and Details; Discussion (pair and group work); Expansion and Reinforcement Exercises | |
| Week 4 | Listening 2: Tapping the Energy of the Tides; Discussion Questions/Intro to Topic; Vocabulary Building; Preview Listening 2; Listening to Main Ideas/Details; Discussion (pair and group work); Grammar Review; Speaking Activities; Pronunciation Exercises. | |
| Week 5 | Is bigger Always better?; Discussion Questions: Picture; Preview the Unit; Vocabulary Building; Expansion Activities; Listening 1: Small in the Big New; Vocabulary in Context; Listening for the Main Ideas/Listen for Details; Discussion (pair and group work) Making Inferences; Expansion Activities | |
| Week 6 | Listening 2: Sizing Up College; Vocabulary Building; Listening to Main Ideas and Details; Discussion (pair and group work); Grammar Review; Speaking Activities; Pronunciation Exercises. The Final Oral and Written Tests will be given this week. | |

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| (SSP) Integrated Skills & Fluency (Advanced Academic) / Part 1 | | 2 hours a day for 6 weeks, Monday through Thursday - For part time 4 hours a day for 6 weeks, Monday through Thursday + 2 hours per week of Communication Strategies/Pronunciation Techniques - For full time |
| Textbook | S. Stempleski, N. Douglas. J. M. R. Morgan; K.L. Johannsen (2008) World Pass. Boston MA. USA. Heinle | |
| 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 Objectives | 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 | <ul style="list-style-type: none"> • 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 | Informal words used to describe movies: mainstream, chick flick, tearjerker, B-movies, etc.), Listening, Using abbreviations and symbols in note-taking, Grammar: using such and so, -ed and -ing endings; Reading; Speaking activity: requesting clarification, keeping the discussion moving. | |
| Week 2 | Using adjectives to describe TV shows, Reading an editorial and inferring an author's opinion or attitude; Writing: review a movie-to-television program using topic sentences; Speaking: pair work; creating a reality TV show | |
| Week 3 | Words that end in -less; Listening: interviews and inferring point of view; Grammar: using past modals, the past form of wish; Pronunciation: stress on important words; Role playing a phone conversation to make a polite request using "would you mind." | |
| Week 4 | Reading a personal interview; Vocabulary: guessing meaning from context; Writing and editing an article using correction symbols; Reading and retelling a story and predicting the ending. | |
| Week 5 | Vocabulary: my first year in college (apprehensive, sign up, expectations); Listening for details and attitudes; Grammar: using hope and wish; Speaking: practicing interviewing phrases and skills; Reading: reading an online discussion about improving the quality of education, and inferring the point of view; Writing: writing an opinion essay; Developing the thesis statement. | |
| Week 6 | Expansion activities; Review of Units 1-3, vocabulary, and grammar. The Final Oral and Written Tests will be given this week. | |

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| (SSP) Integrated Skills & Fluency (Advanced Academic) / Part 2 | | 2 hours a day for 6 weeks, Monday through Thursday - For part time 4 hours a day for 6 weeks, Monday through Thursday + 2 hours per week of Communication Strategies/Pronunciation Techniques - For full time |
| Textbook | S. Stempleski, N. Douglas. J. M. R. Morgan; K.L. Johannsen (2008) World Pass. Boston MA. USA. Heinle | |
| 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 Objectives | 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 | <ul style="list-style-type: none"> 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, and final exams. There will be oral and written exams. | |
| Grading | Final Grade Calculation: 50% Written Exam - 50% Oral Exam | |
| Week 1 | Vocabulary: an article about illegal music downloads; Listening to an interview on urban growth; Grammar: using past and present unreal conditionals; Speaking: expressing an opinion in one minute or less; Reading an article about bullying; Writing a message for an online message board. | |
| Week 2 | Vocabulary: learning a language (proficient, immersed, master); Listening: TV show about language and listening for topic and specific information; Grammar: using reduced adverb clauses; Speaking: talking about charts and data. | |
| Week 3 | Reading: an article comparing conversation styles; Understanding text organization using contrasts; Writing: writing and organizing a report; Communication: taking part as a class in a debate on a controversial topic. | |
| Week 4 | Vocabulary: following one's dreams; Listening to a personal interview for gist, details, and key words; Grammar: using reported speech; Speaking: making a presentation to a group using presentation phrases; Reading: an online article about a personal experience; Guessing meaning from context clues; Writing: using general information; Write a biography; Speaking: group work: deciding who receives an award and discuss the choices in a group. | |
| Week 5 | Vocabulary related to memory and the mind; Listening to news report for gist and details; Grammar: the passive form; Speaking: explaining what you mean by expanding on a topic; Reading: informal article about birth order and personality while learning the skill of skimming; Writing: a short essay comparing and contrasting a specific point; Pair Work: completing a logic test. | |
| Week 6 | Expansion activities on pages 62-63 Review Units 4-6 on pages 76-77, vocabulary, and grammar skills. The Final Oral and Written Tests will be given this week. | |

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| (SSP) Integrated Skills & Fluency (Advanced Academic) / Part 3 | | 2 hours a day for 6 weeks, Monday through Thursday - For part time 4 hours a day for 6 weeks, Monday through Thursday + 2 hours per week of Communication Strategies/Pronunciation Techniques - For full time |
| Textbook | S. Stempleski, N. Douglas. J. M. R. Morgan; K.L. Johannsen (2008) World Pass. Boston MA. USA. Heinle | |
| 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 Objectives | 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 | <ul style="list-style-type: none"> 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, and final exams. There will be oral and written exams. | |
| Grading | Final Grade Calculation: 50% Written Exam - 50% Oral Exam | |
| Week 1 | Vocabulary from an article about love-hate relationships; Grammar: phrasal verbs; Speaking: learning how to keep a conversation going; Reading an online article to determine causes and effects; Writing: describing travel plans in a personal letter; Pair work: role playing (problems and giving advice) | |
| Week 2 | Learning fashion vocabulary; Listening for general information and matching job tasks to job descriptions; Grammar: using subject and object relative clauses; Speaking: planning, organizing, and giving a survey presentation; Reading an article about cosmetic procedures; Writing a cause and effect essay. | |
| Week 3 | Vocabulary related to status symbols; Listening and matching questions with answers and listening for details; Grammar: practicing definite and indefinite articles; Speaking: describing pictures, and comparing and contrasting similarities and differences; Writing: identifying purpose, format, and tone when writing a formal letter to a newspaper; Group work: holding an imaginary online auction using personalized descriptions of the items | |
| Week 4 | Vocabulary: following one's dreams; Listening to a personal interview; Grammar: using reported speech; Speaking: making a presentation to a group using presentation phrases; Reading an online article about a personal experience; Guessing meaning from context clues. | |
| Week 5 | Vocabulary related to the future vocabulary; Listening to descriptions of inventions; Grammar: using the future tenses; Speaking: describing benefits and supporting points and giving support to the main point; Reading an article from environmental website, inferring meaning from context, and summarizing Writing activity: organizing and writing an academic essay. Group work: taking part in an organized debate regarding a controversial issue | |
| Week 6 | Review vocabulary and grammar. The Final Oral and Written Tests will be given this week | |

Standard Intensive English Program and Standard Semi-intensive English Program

Elective Courses

| Academic Vocabulary I (Advanced) | | 2 hours a day for 6 weeks, Monday through Thursday - For part time 4 hours a day for 6 weeks, Monday through Thursday + 2 hours per week of Communication Strategies/ Pronunciation Techniques - For full time |
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| Textbook | Schmitt, D. N. (2005). Focus On Vocabulary. 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 | <ul style="list-style-type: none"> • 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 | <i>Unit 1 Our Changing Society:</i> 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. | |
| Week 2 | Reading: Emotions in Global Perspective: Do We All Feel the Same? Chapter 3: The Changing Nature of the Family, Reading family Structure, Chapter 4: Strategy Practice | |
| Week 3 | <i>Unit 2 Consumer Behavior and Marketing:</i> 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 | |
| Week 4 | 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 5 | <i>Unit 3 Workplaces and Work Spaces:</i> 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 | |
| Week 6 | Reading Office Designs That Work: Chapter 11: Sitting Comfortably, Reading: the Ergonomics of Sitting, Chapter12: Strategy Practice Review.The Final Tests will be given this week. | |
| Academic Vocabulary II (Advanced) | | 2 hours a day for 6 weeks, Monday through Thursday - For part time 4 hours a day for 6 weeks, Monday through Thursday + 2 hours per week of Communication Strategies/ Pronunciation Techniques - For full time |
| Textbook | Schmitt, D. N. (2005). Focus On Vocabulary. 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 | <ul style="list-style-type: none"> • 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 | <i>Unit 4 Use and Abuse of Natural Resources:</i> 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 | |
| Week 2 | Chapter 15: International Conflict over natural Resources, Reading: Water Politics in the Middle East and North Africa, Chapter 16: Strategy Practice, <i>Unit 5 We Are What We Eat</i> :Chapter 17: food roots and Food ways, Reading: Food Habits and Beliefs | |
| Week 3 | Chapter 18: Getting Back to Nature, Reading: Organic farming Versus Traditional farming Methods, Reading: Genetically Modified Foods, <i>Unit 6 Encounters with Music and Sound</i> :Chapter 21: Music as Social Conscience, Reading: opposing war Through Music: Classical and Modern Examples | |
| Week 4 | Chapter 22: Noise Hurts, Reading: Noise Pollution, Reading: The Science of Sound, Chapter 23: Ultrasonics: Super Sound?, Reading: Ultrasonics Chapter 24: Strategy Practice. | |
| Week 5 | <i>Unit 7 Animal Nature:</i> Chapter 25: Endangered Elephants, Reading: Saving the African Elephant: Using International Law & Trade, Chapter 26 Animals: How Human?, Reading: Chimpanzees: Our Closest Relative, Reading: Kanzi: A Case Study of Ape Language Development | |
| Week 6 | Chapter 27: Living Together: advantage or Disadvantage? Reading: The Costs and Benefits of Social Behavior, Chapter 28: Strategy Practice Review The Final Tests will be given this week. | |

| Current Events (Advanced) | | 2 hours a day for 6 weeks, Monday through Thursday - For part time 4 hours a day for 6 weeks, Monday through Thursday + 2 hours per week of Communication Strategies/Pronunciation Techniques - For full time |
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| 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 | <ul style="list-style-type: none"> • 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 | <i>Section 1: News and Features:</i> Understanding News Articles and Features, Reading Focus: Comparing and Contrasting; Direct and Indirect Quotation, Recognizing Patterns, Comprehension and Vocabulary, Discussion. | |
| Week 2 | <i>Section 2: Opinion:</i> Editorials and Commentary, Opinion, Reading Focus: Developing and Argument and Reading for Details, Comprehension and Vocabulary Work, Discussion | |
| Week 3 | <i>Section 3: Business:</i> The Business Section and the Articles, Using the IHT website, Reading Focus: Statistics and Figures and Keeping Tracks of Events, Comprehension and Vocabulary, Discussion. | |
| Week 4 | <i>Section 4: Lifestyle:</i> Style and Travel, Reading Focus: Formal versus Informal and Reporting, Comprehension and Vocabulary, Discussion. | |
| Week 5 | <i>Section 5: Arts and Entertainment:</i> The Culture Section, Arts and Entertainment Around the World, Reading Focus: Reporting on a Celebrity; Reporting Sources; Finding Key Information, Comprehension and Vocabulary, Discussion. | |
| Week 6 | <i>Section 6: Technology, Science and Health:</i> Scientific Vocabulary, New Words in Technology, Reading Focus: Opposing Views; Writing about New Discoveries; Introducing topics, Comprehension and Vocabulary, Discussion. Review The Final Tests will be given this week | |

| Pronunciation (High Intermediate) | | 2 hours a day for 6 weeks, Monday through Thursday - For part time 4 hours a day for 6 weeks, Monday through Thursday + 2 hours per week of Communication Strategies/Pronunciation Techniques - For full time |
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| Textbook | Gilbert, J.: Clear Speech 4th ed. © (2012) Cambridge University Press | |
| 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 1-3: Word Stress and Vowel Clarity, Word Stress Pattern, Sentence Focus: Emphasizing Content Words, Reading Activities, Practice Exercises | |
| Week 2 | Units 4-6: Content Words and Function Words, Word Stress and Phrasing, Intonation, Reading Activities, Practice Exercises | |
| Week 3 | Units 7-9: Sentence Focus: De-emphasizing Structure Words, Choosing and Emphasizing Focus Words, Reading Activities, Practice Exercises | |
| Week 4 | Units 10-12: Continuants and Stops: /s/ and /t/, Continuants and Stops: /r/ and /d/, /l/ and /d/. Voicing. Reading Activities, Practice Exercises | |
| Week 5 | Units 13-15: Voicing and Syllable length, Sibilants, Thought Groups, Reading Activities, Practice Exercises | |
| Week 6 | Practice and Review Final Exams | |

| Pronunciation & Accent Reduction I (Advanced) | | 2 hours a day for 6 weeks, Monday through Thursday - For part time 4 hours a day for 6 weeks, Monday through Thursday + 2 hours per week 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 | <ul style="list-style-type: none"> 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 1-4: English Spelling & English Sounds, Speech Mechanism, Syllable Stress, Vowel & Consonant Length, Reading activities, Practice exercises | |
| Week 2 | Units 5-7: Content Words and Function Words, Word Stress and Phrasing, Intonation, Reading Activities, Practice Exercises | |
| Week 3 | Units 8-10: Using a Dictionary for Pronunciation, /ɪ/ as in see; /I/ as in sit, /eɪ/ as in pay; /ɪ/ as in met, Reading Activities, Practice Exercises | |
| Week 4 | Units 11-13: /ə/ as in cat, /ɑ/ as in not, /aɪ/ as in buy. Practice Exercises. | |
| Week 5 | Units 14-16: /aʊ/ as in now, /ʊ/ as in up, /ɪr / as in sir , Reading Exercises, Practice exercises | |
| Week 6 | Units 17-18: /y/ as in boy, / / as in all. Practice Final Exams | |

| Pronunciation & Accent Reduction II (Advanced) | | 2 hours a day for 6 weeks, Monday through Thursday - For part time 4 hours a day for 6 weeks, Monday through Thursday + 2 hours per week 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 | <ul style="list-style-type: none"> 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 19-21: /ow/ as in no, /uw/ as in do; /ɪ/ as in book, /I/ as in like, Reading Exercises, Practice Exercises | |
| Week 2 | Units 22-24: /r/ as in red, /p/ as in pen; /b/ as in boy, /t/ as in ten; /d/ as in day, Reading Exercises, Practice Exercises | |
| Week 3 | Units 25-27: /k/ as in cat; /g/ as in go, /f/ as in food; /v/ as in voice, /ɪ/ as in thin; /ɪ/ as in the, Reading Exercises, Practice Exercises | |
| Week 4 | Units 28-30: /s/ as in see; /z/ as in zoo, /f/ as in she; /ɪ/ as in pleasure, /f/ as in child; /d/ as in job. Reading Exercises. Practice Exercises. | |
| Week 5 | Units 31-33: /h/ as in house, /y/ as in yes, /w/ as in walk, Reading Exercise, Practice Exercise | |
| Week 6 | Units 34-36: /m/ as in me, /n/ as in no, /ɪ/ as in king, Course integration. Review | |

| American Culture and Film (Advanced) | | 2 hours a day for 6 weeks, Monday through Thursday - For part time 4 hours a day for 6 weeks, Monday through Thursday + 2 hours per week 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 provide 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 culture. It reinforces language skills through the use of idioms, vocabulary, phrasal verbs and other contemporary English expressions used in films. | |
| 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 | <ul style="list-style-type: none"> • Understand excerpts from scripts, original literary sources 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. 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 | Law and Justice , To Kill a Mockingbird, Twelve Angry Men The Sixties , Easy Rider, Help! | |
| Week 2 | Individualism/Success The Fountainhead, Sunset Boulevard Technology and the Future 2001: A Space Odyssey, Close Encounters of the Third Kind, Star Wars | |
| Week 3 | Men, Women and Gender A Street Car Named Desire, Who's Afraid of Virginia Woolf, Victor/Victoria, Philadelphia American Life Annie Hall, Midnight Cowboy, Saturday Night Fever | |
| Week 4 | Good and Evil The Night of the Hunter, Midnight in the Garden of Good and Evil | |
| Week 5 | Expatriots , Cabaret, The Sheltering Sky, Coming of Age , Splendor in the Grass, Rebel Without a Cause, Harold and Maude. | |
| Week 6 | The Presidency , Air Force 1 Final exams | |

| Academic Listening & Speaking I (Advanced) | | 2 hours a day for 6 weeks, Monday through Thursday - For part time 4 hours a day for 6 weeks, Monday through Thursday + 2 hours per week of Communication Strategies/Pronunciation Techniques - For full time |
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| Textbook | Hartmann P.; Blass L. (2000) Quest; Listening and Speaking in the academic world. NA: McGraw - Hill Companies, Inc. | |
| Course Description | This course is designed to prepare students for the demands of college-level course work. It presents a variety of academic topics such as Anthropology, Poetry, Economics, Ecology and other areas in Academic English for discussion and writing. It provides an integrated approach in enhancing academic listening and speaking ability: note taking, research, oral presentation and other language skills. | |
| 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 | <ul style="list-style-type: none"> • 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 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 | Introduction to the Course. Chapter I: Cultural Anthropology: Sham/Shamanism, Listening/Speaking Activities, Test/Quiz | |
| Week 2 | Chapter II: Physical Anthropology: Introduction, Chimps Like Us, Everyday Conversation/Listening/Speaking, Broadcast/Academic English, Tests/Quiz | |
| Week 3 | Chapter III: Poetry: Introduction, Surviving Poetry, Listening/Speaking Activity: Information Gaps | |
| Week 4 | Chapter III (continued): Interview w/ an American poet, Writing and sharing of short stories/poem | |
| Week 5 | Chapter IV: Heroes and Survivors: Introduction: American Tall Tales, Movie Heroes, Supplementary Activities: Group/Individual presentation, Heroes of student's home countries | |
| Week 6 | Integration of Part A (Academic Listening & Speaking), Speaking activities/free writing Review. Final Exam | |

| Academic Listening & Speaking II (Advanced) | | 2 hours a day for 6 weeks, Monday through Thursday - For part time 4 hours a day for 6 weeks, Monday through Thursday + 2 hours per week of Communication Strategies/Pronunciation Techniques - For full time |
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| Textbook | Hartmann P.; Blass L. (2000) Quest; Listening and Speaking in the academic world. NA: McGraw - Hill Companies, Inc. | |
| Course Description | This course is designed to prepare students for the demands of college-level course work. It presents a variety of academic topics such as Anthropology, Poetry, Economics, Ecology and other areas in Academic English for discussion and writing. It provides an integrated approach in enhancing academic listening and speaking ability: note taking, research, oral presentation and other language skills. | |
| 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 | <ul style="list-style-type: none"> • 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 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 | (Continuation of Chapter IV): Speaking/ Listening Activities: Information Gaps, Broadcast English: Anthology of African American literature, Academic English; American Folk Heroes | |
| Week 2 | Chapter V: Developing Nations: Introduction: Moving Out of Poverty, Interview: Solutions to Poverty, Broadcast English: Eradicating World Poverty, Academic English: Development Economics | |
| Week 3 | Chapter V: Developing Nations: Introduction: Moving Out of Poverty, Interview: Solutions to Poverty, Broadcast English: Eradicating World Poverty, Academic English: Development Economics | |
| Week 4 | Chapter VI: Endangered Species: Introduction: A Future for Tigers?, Everyday English: Counting Jaguars, Listening/Speaking Activities, Broadcast English: Gifts From The Rain Forest. | |
| Week 5 | Chapter VII: Environmental Health: Healthy Worlds, Healthy People, Interview: Environmental Health Hazards, Listening & speaking Activities: Information Gaps, Broadcast English: A Utopian Community | |
| Week 6 | (Continuation): Academic English: The Green Movement, Supplementary Activities: Discussion of articles on Environmental, Integration of part B. Review. Final Exam | |

| English for Specific Purposes (Advanced) | | 2 hours a day for 6 weeks, Monday through Thursday - For part time 4 hours a day for 6 weeks, Monday through Thursday + 2 hours per week of Communication Strategies/Pronunciation Techniques - For full time |
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| Textbook | Hartmann P.; Blass L. (2000) Quest: Listening and Speaking in the Academic world. NA: McGraw - Hill Companies, Inc. Caplan N.; Douglas, S.R. (2011) Q: Skills for Success, Reading and Writing 5 Oxford. Beatty, K. (2012) LEAP(Learning English for Academic Purposes) Smalley, R.; M. Ruetten; J Kozyrev (2012) Refining Composition Skills (Academic Writing & Grammar). | |
| Course Description | This is a one- on- one or group course designed for advanced proficient level students who would like to master all ESL skills such as Reading, Writing, Speaking and Listening including sub skills such as pronunciation, vocabulary and grammar. It is for graduate students and professionals who need a more intensive preparation for graduate studies as well as for career growth. It presents a variety of academic topics such as Anthropology, Poetry, Economics, Ecology, Business, Work place and other areas appropriate to their professional needs. It provides an integrated approach to language acquisition. | |
| Course Goal | Students will master the ESL integrated skills as well as their critical thinking in preparation for further studies in a variety of their chosen fields of studies, related to their professional careers. | |
| Course Objective | Students will develop their skills in Reading, Writing, Speaking, and Listening. They will develop their ability in using accurate grammar and academic vocabulary words in context as well as correct pronunciation in their speaking and speech delivery. | |
| Student Learning Outcome | <ul style="list-style-type: none"> • Participate in formal and informal conversations/discussion about topics such as medicine, law, science, finance and education. • Comprehend lectures and reading assignments through responses to pre-discussion and post discussion questions of readings and audio recordings. • Respond to thought provoking questions from the textbook, including questions raised by the teacher. • Write a simple research of a topic of their respective choice /field in their profession. | |
| Assessment | Final Exams: Written exams & Oral exams –Presentation of a research proposal and actual research findings (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 | Textbook: Quest Academic Listening & Speaking Introduction to the Course. Chapter I: Cultural Anthropology: Sham/Shamanism, Listening/Speaking Activities. Chapter II: Physical Anthropology: , Introduction, Chimps Like Us, Everyday Conversation/Listening/Speaking | |
| Week 2 | Textbook: Quest Academic Listening & Speaking. Broadcast/Academic English. Chapter III: Poetry: Introduction, Surviving Poetry, Listening/Speaking Activity: Information Gaps, Tests/Quiz | |
| Week 3 | Textbook: Q: Skills for Success Reading & Writing 5. Unit 2 What happens when a language disappears?. Reading 1. History of the Maori Language, Reading 2: History: When languages die?. Unit 3 What is the difference between work and fun? Reading 1: Laid-Back labor: the \$140 Homemade Scarf, Reading 2: Video Games | |
| Week 4 | Unit 4 How well does a picture illustrate the truth? Reading 1: How to lie with maps?, Reading 2 Photo truth or Photo fiction. Unit 9 what energizes people? Reading1: A Healthy Lifestyle Can Reduce Fatigue, Boost Energy, Reading 2: A Jolt of Caffeine by the Can | |
| Week 5 | Textbook: Refining Composition Skills. Chapter 6 – Introduction to the Essay. CNN Video Activity: “A Case of Plagiarism of Romance Novels” The Thesis Statement, The Introduction, The Developmental Paragraphs, The Conclusion, The Outline. Chapter 11 – The Cause-and-Effect Essay CNN Video Activity: “The Success of Xavier College Pre-Med Students” Reading: Academic Achievement, Writing: Multiple Causes -> Effects, A Problem in Reasoning, Cause -> Multiple Effects, Composition Skills: The Dramatic Entrance, The Relevant Quotation Grammar Review: Adverbial clauses of cause and result, unreal conditionals, and articles. | |
| Week 6 | Chapter 12 – The Argumentative Essay CNN Video Activity: “Campus Activism” Reading: Issues on Campus, Writing: The Argumentative Thesis, The Opposition, Supporting and Explaining Reasons, Refuting and Conceding the Opposition, Composition Skills: The Dramatic Entrance, Participial Phrases, Grammar Review: Subjunctive noun clauses. Review. Final Exam | |

| ESL For Business I (Advanced) | | 2 hours a day for 6 weeks, Monday through Thursday - For part time 4 hours a day for 6 weeks, Monday through Thursday + 2 hours per week of Communication Strategies/ Pronunciation Techniques - For full time |
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| Textbook | Dubicka, I, O'Keefe, M Market Leader: Advanced 3rd Edition. (©2011) Pearson Education Limited. Periodicals: New York Times, Financial Times. Practice File. Test | |
| Course Description | This course is designed to prepare students to succeed in business and enlarge their knowledge of the business world. It consists of interesting topics in international business and discussion of authentic materials from a variety of articles and books about business. It provides realistic business situations for speaking and writing practice. | |
| Course Goal | Students will enlarge their knowledge of the business world and master their English language proficiency in all the skills, through interesting topics in international business and discussion of authentic materials from a variety of articles and books about business. | |
| Course Objective | Students will enhance their communication skills needed in business and be more fluent and confident in using the language of business. Develop their reading skills and learn essential business vocabulary. | |
| Student Learning Outcome | <ul style="list-style-type: none"> • Write business plan using terminologies learned. • Conduct a business meeting in a very professional way, contextual vocabulary words through speaking and writing. • Analyze management cases and make presentations. | |
| Assessment | Final Exams; Written test: Writing task is part of the written test. Oral Exams: Group and individual presentations of business plans, using vocabulary words and concepts, taken from the textbook. 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 | <i>Unit 1 First Impressions:</i> Listening & Discussion: First Impressions in Presentations, Reading: It's not What You Know, Grammar Points: Adverbs, Business Skills: Networking, Writing: Formal and Informal Register, Practice File. | |
| Week 2 | <i>Unit 1 First Impression:</i> Case Study: Movers and Shakers, Writing: Formal Letter <i>Unit 2 Training:</i> Listening and Discussion: Apprenticeship, Reading: Training Leaders to Connect the Dots, Language: Emphasizing Your Point, Practice File | |
| Week 3 | <i>Building Relationships:</i> Discussion: Business relationships, Case Study: Getting to know you: Discuss ways to promote customer loyalty, Writing Task: Sales letter, Networking, Group discussion, Practice File, Field Trip | |
| Week 4 | <i>Success:</i> Defining success, Camden FC: Negotiate a sponsorship deal for a football team, press release or letter, news article, Practice file. | |
| Week 5 | <i>Jobs Satisfaction:</i> Motivation, Office Attraction: Devise a policy on close relationships at work, handling difficult situations, Writing: Guidelines, group discussion, Practice File | |
| Week 6 | Course Integration, Practice File Review. Final Exam. | |

| ESL For Business II (Advanced) | | 2 hours a day for 6 weeks, Monday through Thursday - For part time 4 hours a day for 6 weeks, Monday through Thursday + 2 hours per week of Communication Strategies/ Pronunciation Techniques - For full time |
|---------------------------------------|---|--|
| Textbook | Dubicka, I, O'Keefe, M Market Leader: Advanced 3rd Edition. (©2011) Pearson Education Limited. Periodicals: New York Times, Financial Times. Practice File Test. | |
| Course Description | This course is designed to prepare students to succeed in business and enlarge their knowledge of the business world. It consists of interesting topics in international business and discussion of authentic materials from a variety of articles and books about business. It provides realistic business situations for speaking and writing practice. | |
| Course Goal | Students will enlarge their knowledge of the business world and master their English language proficiency in all the skills, through interesting topics in international business and discussion of authentic materials from a variety of articles and books about business. | |
| Course Objective | Students will enhance their communication skills needed in business and be more fluent and confident in using the language of business. Develop their reading skills and learn essential business vocabulary. | |
| Student Learning Outcome | <ul style="list-style-type: none"> • Write business plan using terminologies learned. • Conduct a business meeting in a very professional way, contextual vocabulary words through speaking and writing. • Analyze management cases and make presentations. | |
| Assessment | Final Exams; Written test: Writing task is part of the written test. Oral Exams: Group and individual presentations of business plans, using vocabulary words and concepts, taken from the textbook. 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 | <i>Risk:</i> Everyday risk in business, A risky business: Consider options to improve a clothing company's profit, writing a report, reaching agreement | |
| Week 2 | <i>E-commerce:</i> Use of the internet, KGV Europe: Decide whether a music retailer should trade in the internet, presentations, writing: memo, internet research, Practice File | |
| Week 3 | <i>Team Building:</i> Thinking styles, The new boss: New ways of improving the performance of a sales team, Resolving conflict | |
| Week 4 | <i>Raising finance:</i> Ways of raising money, Negotiate a finance package, negotiating, writing email, Practice File, Field Trip. | |
| Week 5 | <i>Customer Service:</i> What people complain about?, Hermes Communication: prioritize & deal with complaints, new ideas in customer care, active listening | |
| Week 6 | Course Integration, Practice File. Review. Final Exam. | |

| ESL For Business III (Advanced) | | 2 hours a day for 6 weeks, Monday through Thursday - For part time 4 hours a day for 6 weeks, Monday through Thursday + 2 hours per week of Communication Strategies/Pronunciation Techniques - For full time |
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| Textbook | Dubicka, I, O'Keefe, M Market Leader: Advanced 3rd Edition. (©2011) Pearson Education Limited.Periodicals: New York Times, Financial Times.Practice File.Test | |
| Course Description | This course is designed to prepare students to succeed in business and enlarge their knowledge of the business world. It consists of interesting topics in international business and discussion of authentic materials from a variety of articles and books about business. It provides realistic business situations for speaking and writing practice. | |
| Course Goal | Students will enlarge their knowledge of the business world and master their English language proficiency in all the skills, through interesting topics in international business and discussion of authentic materials from a variety of articles and books about business. | |
| Course Objective | Students will enhance their communication skills needed in business and be more fluent and confident in using the language of business. Develop their reading skills and learn essential business vocabulary. | |
| Student Learning Outcome | <ul style="list-style-type: none"> • Write business plan using terminologies learned. • Conduct a business meeting in a very professional way, contextual vocabulary words through speaking and writing. • Analyze management cases and make presentations. | |
| Assessment | Final Exams; Written test: Writing task is part of the written test. Oral Exams: Group and individual presentations of business plans, using vocabulary words and concepts, taken from the textbook. 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 | <i>Crisis Management.</i> When is a problem crisis?, Game over: Manage a crisis, Interview with a crisis management expert, asking and answering difficult questions, Writing: Report, News articles about companies in crisis, Presentations | |
| Week 2 | <i>Management Styles:</i> Dos and don'ts for managers, Zenova: Assess feedback from employees to improve management styles, putting people at ease, Writing: Action minutes, who would you rather work for?, presentations | |
| Week 3 | <i>Takeovers and Mergers:</i> Pros and cons of takeovers and mergers, Discuss the risk of takeover and consider making new acquisitions, Why mergers fail??, summarizing in presentations, writing report | |
| Week 4 | <i>The Future of Business:</i> Personal predictions, Look at Trends and Increase Profitability of a Department Store, products and services of the future. | |
| Week 5 | <i>Continuation:</i> Pair/group discussions, describing the futures, getting the right information, Writing: Report, Yedo Department Stores: Trends & Increase profitability of Department Stores. | |
| Week 6 | Course Integration, Practice File Review. Final Exam | |

Standard Intensive English Program and Standard Semi-intensive English Program

Test Preparation Courses

| TOEFL iBT TEST PREPARATION A (Advanced) | | 2 hours a day for 6 weeks, Monday through Thursday - For part time 4 hours a day for 6 weeks, Monday through Thursday + 2 hours per week of Communication Strategies/Pronunciation Techniques - For full time |
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| Textbook | Phillips, D. Longman, Preparation Course for the TOEFL Test: iBT; Third Edition. Pearson Longman. 2014, NY. Rogers, B. The Complete Guide to the TOEFL Test, iBT Edition. Thomson Heinle. Boston Massachusetts. CD Rom- Complete TOEFL Practice Test | |
| Course Description | The Test of English as a Foreign Language (TOEFL) is a test to measure the level of English proficiency of non-native speakers of English. Colleges and universities, as part of their admissions process, require English language proficiency. Zoni's 18-week program focuses on effective techniques and strategies for taking the test, including an emphasis on listening, reading comprehension, speaking and writing with the integration of accurate grammar structures. In addition, throughout this course vocabulary building will be emphasized along with understanding and use of idioms and expressions. | |
| Course Goal | Students will master all the skills integrated skills and sub skills needed for the TOEFL iBT. | |
| Course Objective | Students will develop their academic skills in reading, writing speaking and listening, and, techniques and strategies needed for the TOEFL test. | |
| Student Learning Outcome | Get sufficiently high scores (70-120) in the TOEFL examination to meet the admission requirements of colleges and universities. | |
| Assessment | Final Exams; Practice tests of all skills using the TOEFL iBT format provided from text book and CD Test file. | |
| 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 Exams : Written - 50%, Oral -50% | |
| Week 1 | Individual Speaking Practice, Listening Comprehension, Reading Activities, Integrated Writing Essay, Vocabulary Building Activities | |
| Week 2 | Reading Skills exercises, Speaking Practice, Listening Comprehension, Writing Activity, Vocabulary | |
| Week 3 | Individual Writing Essays, Listening Comprehension, Speaking activity, Reading, Vocabulary, iBT Practice Test | |
| Week 4 | Listening Comprehension, Speaking exercises, Reading, Integrated Writing, Vocabulary, iBT Practice Test | |
| Week 5 | Reading Skills Test, Listening Comprehension, Individual Speaking Practice, Individual Writing Essay, Vocabulary | |
| Week 6 | Reading Review, Individual Writing Essays, Listening Review, Speaking Practice, iBT Complete Practice Test Review. Final Exam | |

| TOEFL iBT TEST PREPARATION B (Advanced) | | 2 hours a day for 6 weeks, Monday through Thursday - For part time 4 hours a day for 6 weeks, Monday through Thursday + 2 hours per week of Communication Strategies/Pronunciation Techniques - For full time |
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| Textbook | Phillips, D. Longman, Preparation Course for the TOEFL Test: iBT; Third Edition. Pearson Longman. 2014, NY. Rogers, B. The Complete Guide to the TOEFL Test, iBT Edition. Thomson Heinle. Boston Massachusetts. CD Rom- Complete TOEFL Practice Test | |
| Course Description | The Test of English as a Foreign Language (TOEFL) is a test to measure the level of English proficiency of non-native speakers of English. Colleges and universities, as part of their admissions process, require English language proficiency. Zoni's 18-week program focuses on effective techniques and strategies for taking the test, including an emphasis on listening, reading comprehension, speaking and writing with the integration of accurate grammar structures. In addition, throughout this course vocabulary building will be emphasized along with understanding and use of idioms and expressions. | |
| Course Goal | Students will master all the skills integrated skills and sub skills needed for the TOEFL iBT. | |
| Course Objective | Students will develop their academic skills in reading, writing speaking and listening, and, techniques and strategies needed for the TOEFL test. | |
| Student Learning Outcome | Get sufficiently high scores (70-120) in the TOEFL examination to meet the admission requirements of colleges and universities. | |
| Assessment | Final Exams; Practice tests of all skills using the TOEFL iBT format provided from text book and CD Test file. | |
| 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 | Individual Speaking Practice, Listening Comprehension, Reading Activities, Integrated Writing Essays, Vocabulary Building Activities | |
| Week 2 | Reading Skills exercises, Speaking Practice, Listening Comprehension, Writing Activity, Vocabulary, iBT Practice Test | |
| Week 3 | Individual Writing Essays, Listening Comprehension, Speaking activity, Reading, Vocabulary, iBT Practice Test | |
| Week 4 | Listening Comprehension, Speaking exercises, Reading, Integrated Writing, Vocabulary, iBT Practice Test. | |
| Week 5 | Reading Skills Test, Listening Comprehension, Individual Speaking Practice, Individual Writing Essays, Vocabulary | |
| Week 6 | Reading Review, Individual Writing Essays, Listening Review, Speaking Practice, iBT Complete Practice Test. Review. Final Exam | |

| TOEFL iBT TEST PREPARATION C (Advanced) | | 2 hours a day for 6 weeks, Monday through Thursday - For part time 4 hours a day for 6 weeks, Monday through Thursday + 2 hours per week of Communication Strategies/Pronunciation Techniques - For full time |
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| Textbook | Phillips, D. Longman, Preparation Course for the TOEFL Test: iBT; Third Edition. Pearson Longman. 2014, NY. Rogers, B. The Complete Guide to the TOEFL Test, iBT Edition. Thomson Heinle. Boston Massachusetts. CD Rom- Complete TOEFL Practice Test | |
| Course Description | The Test of English as a Foreign Language (TOEFL) is a test to measure the level of English proficiency of non-native speakers of English. Colleges and universities, as part of their admissions process, require English language proficiency. Zoni's 18-week program focuses on effective techniques and strategies for taking the test, including an emphasis on listening, reading comprehension, speaking and writing with the integration of accurate grammar structures. In addition, throughout this course vocabulary building will be emphasized along with understanding and use of idioms and expressions. | |
| Course Goal | Students will master all the skills integrated skills and sub skills needed for the TOEFL iBT. | |
| Course Objective | Students will develop their academic skills in reading, writing speaking and listening, and, techniques and strategies needed for the TOEFL test. | |
| Student Learning Outcome | Get sufficiently high scores (70-120) in the TOEFL examination to meet the admission requirements of colleges and universities. | |
| Assessment | Final Exams; Practice tests of all skills using the TOEFL iBT format provided from text book and CD Test file. | |
| 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 | Individual Speaking Practice, Listening Comprehension, Reading Activities, Integrated Writing Essays, Vocabulary Building Activities and Exercises | |
| Week 2 | Reading Skills exercises, Speaking Practice, Listening Comprehension, Writing Activity, Vocabulary Building Activities and Exercises, iBT Practice Test | |
| Week 3 | Individual Writing Essays, Listening Comprehension, Speaking activity, Reading, Vocabulary Building Activities and Exercises, iBT Practice Test | |
| Week 4 | Listening Comprehension, Speaking exercises, Reading, Integrated Writing, Vocabulary Building Activities and Exercises, iBT Practice Test. | |
| Week 5 | Reading Skills Test, Listening Comprehension, Individual Speaking Practice, Individual Writing Essays, Vocabulary Building Activities and Exercises | |
| Week 6 | Reading Review, Individual Writing Essays, Listening Review Speaking Practice, Vocabulary Building Activities and Exercises, Complete Practice Test. Review. Final Exam | |

| IELTS Preparation Course Part 1 (Advanced) | | 2 hours a day for 6 weeks, Monday through Thursday - For part time 4 hours a day for 6 weeks, Monday through Thursday + 2 hours per week of Communication Strategies/Pronunciation Techniques - For full time |
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| Textbook | Hallows, R, et. al. IELTS Express Course Book. 2006. Thomson ELT. Canada. Harrison, M. et. al. IELTS Practice Tests . 2006.Thomson ELT. Canada. Hashemi, L, Thomas, B. IELTS Trainer (2011) Cambridge University Press Cambridge, UK | |
| Course Description | <p>This course helps learners develop detailed knowledge of the English skills and strategies needed to successfully pass the IELTS exam as well as other English proficiency tests. It emphasizes improvement of academic English in addition to the linguistic aspects of the course.</p> <p>There are four parts to the IELTS exam: Listening, Reading, Writing and Speaking. All students take the same Listening and Speaking exams, while the Reading and Writing exams are available in both Academic and General formats.</p> <p>The Academic Reading and Writing exam assesses whether a candidate is ready to study in English. The General exam focuses on basic survival skills in a broad social and educational contexts and is taken by candidates who are going to English-speaking countries for work experience, non-degree level training or immigration.</p> <p>The course includes vocabulary and grammar tasks, skill-building and exam practice. It consists of four modules with corresponding exercises, tasks and practice tests. The students must have an advanced level of English in all four skills.</p> | |
| Course Goal | Students will develop detailed knowledge of English skills and strategies needed to successfully pass the IELTS exam, and improve their academic English as well as their linguistics skills. | |
| Course Objective | Students will have a fully operational command of the English language with accurate and complete understanding of reading and listening passages as well as academic writing and speaking. | |
| Student Learning Outcome | <ul style="list-style-type: none"> • Obtain a high IELTS score (General & Academic) at least Band 7 – Good User. | |
| Assessment | Final Exams; IELTS Practice Test as provided by the 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 exams. There will be oral and written exams. | |
| Grading | Final Exams : Written - 50%, Oral -50% | |
| Week 1 | Reading: Leisure Activities: Practice IELTS Test 1 Passages 1 & 2 Speaking: Part 1 – Introduction and Interview Part 2 – Individual Long Turn: Speaking Test 1 Module 1 & 2 | |
| Week 2 | Listening: Education- Section 1: Non-academic dialogue: Listening Practice 1 Modules 1 & 2, Writing: Task 1 (Academic): Writing test 1 Modules 1 & 2 | |
| Week 3 | Reading: Technology: Test 2 passages 1 & 2, Speaking: Part 2: Individual Long Turn, Part 3: Two-way discussion: Speaking Test 2, Module 1 & 2 | |
| Week 4 | Listening: The Workplace: Non-academic Monologue, Listening Test 2: Modules 1&2, Writing: Task 2 (Academic): Writing Test 3 Practice 1 & 2, | |
| Week 5 | Reading Practice Activities, Writing Essays, Listening for Comprehension exercises, Speaking/ Interviewing Activities | |
| Week 6 | Course Integration & Summary, Complete Practice Tests: Reading, Writing, Listening, Speaking. Review. Final Exam | |

| IELTS Preparation Course Part 2 (Advanced) | | 2 hours a day for 6 weeks, Monday through Thursday - For part time 4 hours a day for 6 weeks, Monday through Thursday + 2 hours per week of Communication Strategies/ Pronunciation Techniques - For full time |
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| Textbook | Hallows, R, et. al. IELTS Express Course Book. 2006. Thomson ELT. Canada. Harrison, M. et. al. IELTS Practice Tests . 2006.Thomson ELT. Canada. Hashemi, L, Thomas, B. IELTS Trainer (2011) Cambridge University Press Cambridge, UK | |
| Course Description | <p>This course helps learners develop detailed knowledge of the English skills and strategies needed to successfully pass the IELTS exam as well as other English proficiency tests. It emphasizes improvement of academic English in addition to the linguistic aspects of the course.</p> <p>There are four parts to the IELTS exam: Listening, Reading, Writing and Speaking. All students take the same Listening and Speaking exams, while the Reading and Writing exams are available in both Academic and General formats.</p> <p>The Academic Reading and Writing exam assesses whether a candidate is ready to study in English. The General exam focuses on basic survival skills in a broad social and educational contexts and is taken by candidates who are going to English-speaking countries for work experience, non-degree level training or immigration.</p> <p>The course includes vocabulary and grammar tasks, skill-building and exam practice. It consists of four modules with corresponding exercises, tasks and practice tests. The students must have an advanced level of English in all four skills.</p> | |
| Course Goal | Students will develop detailed knowledge of English skills and strategies needed to successfully pass the IELTS exam, and improve their academic English as well as their linguistics skills. | |
| Course Objective | Students will have a fully operational command of the English language with accurate and complete understanding of reading and listening passages as well as academic writing and speaking. | |
| Student Learning Outcome | <ul style="list-style-type: none"> • Obtain a high IELTS score (General & Academic) at least Band 7 – Good User. | |
| Assessment | Final Exams; IELTS Practice Test as provided by the 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 exams. There will be oral and written exams. | |
| Grading | Final Exams : Written - 50%, Oral -50% | |
| Week 1 | Reading: Climate and the Environment, Reading Practice3 Modules 1 & 2, Speaking: Part 2: Individual Long Turn, Part 3: Two-way discussion, Speaking Test 3 Modules 1 & 2 | |
| Week 2 | Listening: Globalization, Academic Dialogue, Listening Test 3 Modules 1 & 2, Writing: Task 1 (Academic), Writing Test 3 Modules 1 & 2 | |
| Week 3 | Reading: Communication, Reading test 4 Passages 1 & 2, Listening: Part 2: Individual Long Turn, Part 3: Two-way discussion, Listening Test 4 Modules 1 & 2 | |
| Week 4 | Listening: Growth and Development, Listening Test 4 Modules 1 & 2, Writing: Task 2 (Academic), Writing Test 4 modules 1 & 2. | |
| Week 5 | Review, Reading Exercises, Writing Essays, Listening Activities, Speaking Drills/ Interviewing | |
| Week 6 | Course integration, Complete Practice Tests: Reading, Writing, Listening, Speaking. Review. Final Exam | |

| Cambridge Esol Exam Preparation Course Cambridge First Certificate of English (FCE) (Advanced) | | 2 hours a day for 6 weeks, Monday through Thursday - For part time 4 hours a day for 6 weeks, Monday through Thursday + 2 hours per week of Communication Strategies/Pronunciation Techniques - For full time | | |
|---|---|---|--|--|
| Textbook | Guy Brook – Hart. Complete First Certificate. Cambridge University Press. Supplementary Materials: Louise Hashemi and Barbara Thomas. Grammar for First Certificate, Cambridge University Press. Barbara Thomas and Laura Matthews. Vocabulary for First Certificate. Cambridge University Press. | | | |
| Course Description | The course is designed to prepare students to achieve their goals towards successfully passing the Cambridge First Certificate Exam, to be internationally recognized for work, study and travel abroad. This course is for students with high-intermediate English proficiency. | | | |
| Course Goal | Students will be more prepared to successfully pass the Cambridge First Certificate Exam, to be internationally recognized for work, study and travel abroad. | | | |
| Course Objective | Students will improve their knowledge of the English language through increasing student's fluency, reading and listening comprehension and widening active vocabulary and | | | |
| Student Learning Outcome | <ul style="list-style-type: none"> • Get a score of 4.0 – 5.00 for the Speaking. • Obtain and overall score from 3.5 – 5.00 on the Cambridge examinations (Includes listening, writing, reading and use of English Grammar). | | | |
| Assessment | Final Exams Written test; Writing task is part of the practice test. Oral test: Speaking test similar to Cambridge format as indicated in the Practice Tests. Practice test of all skills following the FCE format. | | | |
| Requirements | <ul style="list-style-type: none"> • Active class participation • Attendance • Complete diagnostic pre-tests • Homework • Writing assignments | | | |
| Grading | Final Exam: | | | |
| | 25% Listening 25% Speaking 25% Writing 25% Reading | | | |
| | Unit # | Vocabulary | Grammar | Exam skills |
| Week 1 | Unit 1. A family affair. | <ul style="list-style-type: none"> - Adjectives describing character. - Housework collocations. - Collocations with "do" and "make". | <ul style="list-style-type: none"> - Present Simple vs Present Continuous - Present Perfect and Continuous - Asking Questions | <ul style="list-style-type: none"> - Speaking Part 1: giving personal information. - Writing part 1: replying to a letter of request - Listening Part 1: Young people talking about their family lives. |
| | Unit 2. Leisure and Pleasure | <ul style="list-style-type: none"> - Free-time activities. - Phrasal verbs. | <ul style="list-style-type: none"> - Adjectives with -ing and -ed - Comparison of adjectives and adverbs | <ul style="list-style-type: none"> - Speaking Part 2: Talking about free time and hobbies. - Listening Part 2: Video and computer games. |
| Week 2 | Unit 3. Happy Holidays | <ul style="list-style-type: none"> - Types of holiday, holiday locations and activities - Journey, trip, travel, way | <ul style="list-style-type: none"> - Past Simple, Past Continuous and used to - Past Perfect Simple, Continuous | <ul style="list-style-type: none"> - Speaking Part 3: Deciding on the end of the year trip. - Writing Part 2: Writing a story. |
| | Unit 4. Food, glorious food. | <ul style="list-style-type: none"> - Food, dish, meal. - Names of food and eating habits. - Recipe ingredients. - Healthy eating vocab. | <ul style="list-style-type: none"> - so and such - too and enough | <ul style="list-style-type: none"> - Writing Part 2: Review of a restaurant - Speaking Part 4: Supporting your opinion. - Listening Part 4: The Slow Food Movement |

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|--------|-------------------------------|--|---|---|
| Week 3 | Unit 5. Studying abroad. | <ul style="list-style-type: none"> - Words connected with studying and education. - find out, get to know, know, learn, teach, study, attend, join, take part in, assist | <ul style="list-style-type: none"> - Zero, First and Second Conditional. - Indirect questions. | <ul style="list-style-type: none"> - Speaking Part 1: Talking about studying. - Listening Part 1: Young people talking about studying abroad. - Writing Part One: Writing an invitation. |
| | Unit 6. The Planet in Danger. | <ul style="list-style-type: none"> - Words connected with the environment. - Look, see, watch, listen, hear. - Prevent, avoid, protect, reach, arrive, get (to) | <ul style="list-style-type: none"> - Ways of expressing the future. | <ul style="list-style-type: none"> - Speaking Part 2: Talking about environmental issues. - Useful phrases and vocabulary. |
| Week 4 | Unit 7. My First Job | <ul style="list-style-type: none"> - Suitable jobs for students - work or job; possibility, occasion, fun, funny | <ul style="list-style-type: none"> - Countable and uncountable nouns - Articles | <ul style="list-style-type: none"> - Speaking Part 3: Suggesting, agreeing and disagreeing, asking opinions. - Listening Part 3: Five people are talking |
| | Unit 8. High Adventure | <ul style="list-style-type: none"> - Types of adventure sport | <ul style="list-style-type: none"> - Infinitive and verb + -ing | <ul style="list-style-type: none"> - Listening Part 4: Learning to paraglide. - Speaking Part 4. |
| Week 5 | Unit 9. Star Performances | <ul style="list-style-type: none"> - Types of TV programme - play, performance, acting, audience, public, spectators, scene, stage | <ul style="list-style-type: none"> - Reported Speech 1 - Linking words for contrast | <ul style="list-style-type: none"> - Speaking Part 1: Talking about likes and dislikes. - Listening Part 2: Participating in a quiz show. |
| | Unit 10. Secrets of the Mind | <ul style="list-style-type: none"> - Make, cause, have, stay, spend, pass | <ul style="list-style-type: none"> - Modal verbs to express certainty and possibly | <ul style="list-style-type: none"> - Speaking Part 3: Speculating using vocabulary - Writing Part 2: Story |
| Week 6 | Unit 11. Spend, Spend, Spend! | <ul style="list-style-type: none"> - Types of shop - Phrasal verbs - Words connected with money | <ul style="list-style-type: none"> - Modals expressing ability - as vs like - look, seem, appear | <ul style="list-style-type: none"> - Writing part 2: Report on Improvements - Making suggestions and recommendations - Speaking Part 2: Speculating |
| | Unit 12. Staying Healthy. | <ul style="list-style-type: none"> - Words connected with health. - Parts of the body - Medical vocabulary | <ul style="list-style-type: none"> - Relative pronouns and relative clauses | <ul style="list-style-type: none"> - Speaking Part 4: Discussing Health Issues. - Listening Part 3: Five people talk about their visit to the doctors. |

| Cambridge ESOL Exam Preparation Course Cambridge Advanced Certificate Exam (CAE) | | 2 hours a day for 6 weeks, Monday through Thursday - For part time 4 hours a day for 6 weeks, Monday through Thursday + 2 hours per week of Communication Strategies/Pronunciation Techniques - For full time |
|---|--|---|
| Textbook | O'Dell & Broadhead, (© 2008). Objective CAE: Cambridge University Press. | |
| Course Description | The course is primarily designed to prepare students for successful passing the Cambridge Advanced Certificate Exam to be internationally recognized for work, study and travel abroad. The course can also serve as a way to rapidly improve one's vocabulary, grammar as well as to develop receptive and productive skills in order to start preparing for other English proficiency exams such as IELTS, TOEFL GRE etc. This course is for students with advanced English proficiency. | |
| Course Goal | Students will improve their vocabulary, grammar as well as develop receptive and productive integrated skills in order to enhance their academic skills and prepare for Cambridge ESOL proficiency exams. | |
| Course Objective | Students will develop their knowledge of the English language in all skills and acquire the appropriate skills, techniques, and strategies needed for the Cambridge exam. | |
| Student Learning Outcome | <ul style="list-style-type: none"> • Get a score of 4.0 – 5.00 for the Speaking • Obtain and overall score from 3.5 – 5.00 on the Cambridge examinations. (Includes listening, writing, reading and use of English (grammar). | |
| Assessment | Final Exams; Practice tests of all skills following the CAE format. | |
| 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 Exam: | |
| | 25% Listening 25% Speaking 25 % Writing 25% Reading | |
| Week 1 | Unit 1: Vocabulary to describe people/places, conditionals, multiple choice gap fill Unit 2: Words with multiple meanings, prepositions and adverbs, informal letters Unit 3: Idioms, wish/if only, rather/sooner, interview practice, open gap fill | |
| Week 2 | Unit 4: Suffixes/prefixes, modals, essay writing Unit 5: Positive/negative/neutral connotation, relative clauses, formal letters Unit 6: have/do/make/take, phrasal verbs, speaking practice | |
| Week 3 | Unit 7: Work related vocabulary, multiple meaning words, cause/effect, writing reports/formal letters Unit 8: Positive/negative adjectives, modals, gapped sentences Unit 9: Word formation, participle clauses, academic texts, reports/proposals | |
| Week 4 | Unit 10: Metaphors/idioms, future forms, making a speech Unit 11: Collocations, vocabulary of a fashion, direct/reported speech, key word transformations Unit 12: Adjective order, Past tense and Present Perfect, telling a story | |
| Week 5 | Unit 13: Verbs with the –ing form, gerunds, reading themed texts Unit 14: Word formation, the Passive, to have/get something done, listening to lectures Unit 15: Agreeing/disagreeing, the infinitive, expressing opinions | |
| Week 6 | Unit 16: Art vocabulary, articles/determiners, reading gapped text Unit 17: Multiple Meanings, language of persuasion, writing set texts Unit 19: Word formation, emphasizing, writing an article Review. (The Final Tests will be given this week). | |

| Pearson Test of English (PTE) Preparation Course Part I A | | 2 hours a day for 6 weeks, Monday through Thursday - For part time 4 hours a day for 6 weeks, Monday through Thursday + 2 hours per week of Communication Strategies/Pronunciation Techniques - For full time |
|--|---|--|
| Textbook | Test Developers, The Official Guide to PTE Academic, Pearson Education Limited. 2012, Test Developers, Practice Tests Plus PTE Academic, Pearson Education 2013, Articles from Time Magazine, Newsweek | |
| Course Description | The PET is an international computer-based English language test. It measures the English language skills ability of students, for admission to college or university studies as well as pursue their professional careers. It is a 12-week program focusing on effective test taking strategies in taking the test to accurately assess speaking, listening, reading, and writing ability of test takers. In addition, it provides an accurate measure of their English language proficiency to ensure success and active participation in whatever endeavor they are in, where English is the language of instruction and communication | |
| Course Objective | By the end of this course the students will: 1.Enhance the use of English language for oral and written communication 2.Improve their knowledge of the English language specifically its use in a variety of integrated skills needed in an academic environment and other forms of communication transaction 3.Acquire the appropriate strategies needed for the PET | |
| Student Learning Outcome | Obtain accurate scores and fulfill the admission requirements of colleges, universities, and entry requirements in an English language work environment | |
| Methodology | The course will be taught using varied methods and techniques such as: Lectures Discussions Practice tests and exercises Computer-based practice tests | |
| Requirements | <ul style="list-style-type: none"> • Good attendance • Active class participation • Accomplished complete practice tests | |
| Grading | Final Exam: | |
| | 25% Listening 25% Speaking 25 % Writing 25% Reading | |
| Week 1 | Diagnostic Tests- Integrated Skills Chapter 1 PTE Academic Introduction Key Features Structure Scoring | |
| Week 2 | PTE Academic Preparation Test Preparation Resources Practice – Examples of tests | |
| Week 3 | PTE Academic Listening Speaking Skills Reading Skills Vocabulary Activities Practice Tests Vocabulary Building Activities Practice CD | |
| Week 4 | PTE Academic Writing Writing Skills Summarizing Writing Essay Improving general writing skills Practice CD | |
| Week 5 | PTE Academic Reading Review Reading Skills Vocabulary Building Practice CD | |
| Week 6 | PTE Academic Listening Listening Skills Listening and Writing Skills Practice CD | |

| Pearson Test of English (PTE) Preparation Course Part II B | | 2 hours a day for 6 weeks, Monday through Thursday - For part time 4 hours a day for 6 weeks, Monday through Thursday + 2 hours per week of Communication Strategies/Pronunciation Techniques - For full time |
|--|---|--|
| Textbook | Test Developers, The Official Guide to PTE Academic, Pearson Education Limited. 2012, Test Developers, Practice Tests Plus PTE Academic, Pearson Education 2013, Articles from Time Magazine, Newsweek | |
| Course Description | The PET is an international computer-based English language test. It measures the English language skills ability of students, for admission to college or university studies as well as pursue their professional careers. It is a 12-week program focusing on effective test taking strategies in taking the test to accurately assess speaking, listening, reading, and writing ability of test takers. In addition, it provides an accurate measure of their English language proficiency to ensure success and active participation in whatever endeavor they are in, where English is the language of instruction and communication | |
| Course Objective | By the end of this course the students will: 1.Enhance the use of English language for oral and written communication 2.Improve their knowledge of the English language specifically its use in a variety of integrated skills needed in an academic environment and other forms of communication transaction 3.Acquire the appropriate strategies needed for the PET | |
| Student Learning Outcome | Obtain accurate scores and fulfill the admission requirements of colleges, universities, and entry requirements in an English language work environment | |
| Methodology | The course will be taught using varied methods and techniques such as: Lectures Discussions Practice tests and exercises Computer-based practice tests | |
| Requirements | <ul style="list-style-type: none"> • Good attendance • Active class participation • Accomplished complete practice tests | |
| Grading | Final Exam: | |
| | 25% Listening 25% Speaking 25 % Writing 25% Reading | |
| Week 1 | Reading Skills. Independent Speaking Practice. Vocabulary Building Exercises. Grammar Activities Practice CD. | |
| Week 2 | Listening Skills Integrated Speaking Grammar Exercises Vocabulary Activities | |
| Week 3 | Listening Skills Integrated Speaking Exercises Reading Skills | |
| Week 4 | Writing Skills Vocabulary Building Grammar Structures/Activities Practice tests | |
| Week 5 | Integrated Speaking / Reading Skills Review – Strategies in test taking PTE Vocabulary Building Reading Strategies Review Grammar structures Writing components | |
| Week 6 | Complete Practice Tests Speaking & Writing Writing Reading Listening | |

Weekday Classes

Communication Strategies/Pronunciation Techniques

| | | |
|--|---|---|
| Beginner Communication Strategies/ Pronunciation Techniques | | 1 hour a day, twice a week for six 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 each week. The following is a list of topics that may be discussed:

| | | |
|--|--|---|
| Intermediate Communication Strategies/ Pronunciation Techniques | | 1 hour a day, twice a week for six 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 courses. | |
| 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 each week. The following is a list of topics that may be discussed:

- | | | |
|---|--|---|
| <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 |
|---|--|---|

| High – Intermediate Communication Strategies/ Pronunciation Techniques | | 1 hour a day, twice a week for six weeks, Monday through Thursday |
|--|---|---|
| Textbook | Handouts and other reference materials of 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 | |
| This is an on-going class, with different topics covered each week. The following is a list of content that may be discussed: | | |
| <ul style="list-style-type: none"> • <u>Grammar</u> <ul style="list-style-type: none"> - Perfect Tenses - Modals - Passive Voice - Adjective and adverb clauses • <u>Vocabulary</u> <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) • <u>Reading authentic and interesting themes</u> • <u>Writing paragraphs & essays</u> • <u>Writing and speech delivery of the different types of speeches</u> | | |

| Advanced Communication Strategies/ Pronunciation Techniques | | 1 hour a day, twice a week for six 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 | |
| This is an on-going class, with different topics covered each week. 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 • Must have - Might have (negative) • Be supposed to - Had better • Wish Subjunctive / Present Perfect Progressive / Past Perfect Progressive • Noun Clauses / Adjective Clauses / Adverb Clauses • Conditional Sentences / Wishes | | |

Weekend Classes

Standard Intensive English Programs and Standard Semi-Intensive English Programs

| Survival English (Beginner) | | 4 hours a day for 10 weeks, Saturday and/or Sunday |
|-----------------------------|--|--|
| Textbook | Ossa, P.; Nieto, Z. (2018). Zoni English System 1: Survival English. Third Edition. New York: Zoni Language Centers. | |
| Course Description | This course will provide you with basic English communication skills so you can have a one-on-one conversation. | |
| Course Goals | Students will be introduced to the basics of the English language and build up their fluency. | |
| Course Objectives | Students will develop basic spoken English and be able to function in everyday activities. | |
| Student Learning Outcome | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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). • 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 | Introductions, the alphabet, the numbers | |
| Week 2 | Days of the week, months of the year | |
| Week 3 | Indefinite articles (a / an), subject pronouns, verb (to be), occupation | |
| Week 4 | Adjectives and the weather | |
| Week 5 | Demonstrative pronouns, nouns (rules for singular and plural) | |
| Week 6 | Time and possessive adjectives | |
| Week 7 | Action verbs, bad habits / good habits, simple present tense, long / short answers, simple present information questions. | |
| Week 8 | There is / there are, count / non-count nouns, how much / how many, difference between some and any, and a little / some / a lot of | |
| Week 9 | Difference between some and any, and a little / some / a lot of Prepositions (on / in / under / in front of / behind) Review and prepare for the oral test | |
| Week 10 | The Final Tests will be given this week | |

| 3-Way Conversation (Beginner) | | 4 hours a day for 10 weeks, Saturday and/or Sunday |
|-------------------------------|--|--|
| Textbook | Henao, F. ; Ossa, P.; Nieto, Z.. (2018) Zoni English System 2: 3 - Way Conversation . Fifth Edition, New York: Zoni Language Centers. | |
| Course Description | This course increases your fluency in English, builds up your writing skills and reading comprehension, and improves your spelling. The three-way conversation method used, to develop listening, speaking, reading, and writing. | |
| Course Goals | Students will develop their vocabulary knowledge and improve their oral fluency and listening comprehension. | |
| Course Objectives | 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 | <ul style="list-style-type: none"> • 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 | <ul style="list-style-type: none"> • 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. | |
| 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 | You will learn: modals (may/can/must/should), asking questions, and giving answer. Asking for permission using the modal May | |
| Week 2 | Body language and the modal Can. Giving advice using the modal Should. Expressing obligations using the modal Must | |
| Week 3 | Simple present, three-way conversations (I/you/he-she) | |
| Week 4 | Information questions: where/ what/ when/who/ how, object pronouns, and the verb go/ go to/ go to the | |
| Week 5 | Verb to have, how many.. time expressions, present progressive tense, spelling rules, using the negative form, and information questions | |
| Week 6 | Simple past tense, regular verbs, how to change from present tense spelling to past tense spelling, pronunciation, three-way conversations, information questions | |
| Week 7 | Simple past (irregular verbs, information words), pronunciation, and three-way conversations. | |
| Week 8 | Simple past (irregular verbs, information words), pronunciation, and three-way conversations | |
| Week 9 | Irregular verb, information questions. Routine: What things do you do everyday? Review | |
| Week 10 | You will learn: routine (what things do you do everyday?) The Final Tests will be given this week | |

| Paths to Everyday Conversation (Beginner) | | 4 hours a day for 10 weeks, Saturday and/or Sunday |
|--|---|--|
| Textbook | Henao, F.; 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 Goals | Students will gain written and conversational skills to a higher beginner level of proficiency in both written and oral communication. | |
| Course Objectives | 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 | <ul style="list-style-type: none"> 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. 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 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 | Further uses of the verb to be in the past and present tense plus adjectives, idioms, review of information questions, and writing a simple letter; prepositions of time, place | |
| Week 2 | Past progressive tense, questions (affirmative and negative statements), the -ing verb, additional idioms, progressive tense using when and while, and information questions | |
| Week 3 | Additional idioms, progressive tense using when and while | |
| Week 4 | Information questions the expression used to to express past habits, comparison between before and now | |
| Week 5 | More idioms, the expression would like to , contraction, affirmative and negative statements, and information questions | |
| Week 6 | Comparatives using adjectives: one syllable. Comparatives using adjectives: two or more syllables | |
| Week 7 | Comparatives using adjectives: Y-ending. Comparatives using which. Spelling rules | |
| Week 8 | Superlatives using adjectives: one syllable. Superlatives using adjectives: two or more syllables. Superlatives using adjectives: y-ending | |
| Week 9 | Superlatives using adjectives, comparison using irregular adjectives, and equalities using adjectives. Future tense with will and be going to , predictions and promises, contraction, questions, and negative statements, review of basic tenses | |
| Week 10 | The Final Tests will be given this week | |

| Intermediate Conversation (Intermediate) | | 4 hours a day for 10 weeks, Saturday and/or Sunday |
|---|--|--|
| Textbook | Agostino, M.; Guerrero, W. (2018) Zoni English System 4: Intermediate Conversation. Third Edition, New York: Zoni Language Center. | |
| 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 Goals | 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 | <ul style="list-style-type: none"> 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. | |
| 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 textbooks). 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) | |
| Week 2 | Equality (as many...as/as much...as) Expressions of frequency (every hour, once a day, twice a week...) | |
| Week 3 | Adverbs of frequency: always, usually, sometimes, seldom, never...Modals (would rather) | |
| Week 4 | Present perfect tense: (recently, lately, yes...already.. no ..yet, just) | |
| Week 5 | Present perfect with adverbs of frequency, frequency of occurrence and repetition of occurrence, Present perfect with for, since | |
| Week 6 | Present perfect progressive with for, since. Simple present and present perfect progressive | |
| Week 7 | Present perfect vs. simple past. Present perfect vs. present perfect progressive. | |
| Week 8 | Modals (can be, able to, could) / may, might / could you? could I? | |
| Week 9 | Let's... / Why don't...? / Must have to | |
| Week 10 | The Final Tests will be given this week | |

| Grammar and Conversation (Intermediate) | | 4 hours a day for 10 weeks, Saturday and/or Sunday |
|--|---|--|
| Textbook | Viera, M.; Ossa, P.; (2018) Zoni English System 5: Grammar And Conversation. Second 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 Goals | The students will expand their ability to use more complex language and discuss high interest topics. | |
| Course Objectives | 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 | <ul style="list-style-type: none"> • 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 Adverbs of Manner: slowly/fast, well/bad, carefully, etc. | |
| Week 2 | Adverbs of Intensity: very, too, extremely, so, etc. Adverbs (connectors of ideas): too, either Conjunctions: and, but | |
| Week 3 | Conditionals: If clause to express habitual activities or general truth Be supposed to: present and past Verbs followed by infinitives / object pronouns and infinitives / gerunds | |
| Week 4 | Verbs followed by object pronouns and infinitives / gerunds Verbs followed by infinitives or gerunds | |
| Week 5 | Verbs followed by infinitives or gerunds with a change in meaning Gerunds as subjects "Go" plus gerunds, with recreational activities | |
| Week 6 | Past Perfect Past Modals | |
| Week 7 | Passive Voice | |
| Week 8 | Participial Adjectives Reflexive Pronouns | |
| Week 9 | Indefinite Pronouns Do vs. Make | |
| Week 10 | The Final Tests will be given this week | |

| Speaking Practice (Intermediate) | | 4 hours a day for 10 weeks, Saturday and/or Sunday |
|---|--|--|
| Textbook | Kanibir, D.S.; Torres, J.B. (2018) Zoni English System 6: Advanced Conversation. Second 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 Goals | 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 Objectives | 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 | <ul style="list-style-type: none"> • 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, if conditionals using the simple present and future tenses, unreal (contrary-to-fact) conditionals in the present and future | |
| Week 2 | Present progressive tense in future reference, phrasal verbs | |
| Week 3 | Quoted and reported speech, reported speech with yes/no questions, reported speech with information questions, | |
| Week 4 | wish clauses about the present, wish clauses about the past, phrasal verbs | |
| Week 5 | Adjective clauses with who, which, that, whose, noun, where & when, | |
| Week 6 | Present progressive tense used in complaining, other, another, the other, idioms and phrasal verbs | |
| Week 7 | Past perfect, past perfect progressive tense | |
| Week 8 | Idioms and phrasal verbs | |
| Week 9 | Tag questions, intonation of tag questions, because vs. because of, connectors, idioms, and phrasal verbs. Review of all grammar points and vocabulary, review of all idioms and phrasal verbs | |
| Week 10 | The Final Tests will be given this week | |

| Real Situations (High-Intermediate) | | 4 hours a day for 10 weeks, Saturday and/or Sunday |
|--|--|--|
| Textbook | Villamater, Ma.A.; Torres, J.B. (2018) Zoni English System 7 :Real Situations. First 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 Goals | 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 Objectives | 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 | <ul style="list-style-type: none"> • 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. | |
| Week 2 | Communication Strategies: Rejoinders I & II. Idioms | |
| Week 3 | Grammar: Future Perfect Tense. Communication Strategies: Stating ideas/ Starting a statement | |
| Week 4 | Idioms Grammar: Adverb Clauses of Time. Communication Strategies: When you don't understand. Idioms | |
| Week 5 | Grammar: Adverb Clauses of Contrast | |
| Week 6 | Communication Strategies: Expressing, Accepting & Rejecting Ideas Idioms | |
| Week 7 | Grammar: Noun Clauses with Verbs and Adjectives Noun Clauses with Embedded Questions | |
| Week 8 | Communication Strategies: Conversation Killers and Keepers | |
| Week 9 | Idioms | |
| Week 10 | The Final Tests will be given this week | |

| Introduction to Idioms (High-Intermediate) | | 4 hours a day for 10 weeks, Saturday and/or Sunday |
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| Textbook | Liu,M.; Kanibir,D.S.(2018) Zoni English System 8: Express Yourself. First Edition, New York: Zoni Language Centers. | |
| Course Description | By now, you have good communication skills, and through this course, your use of phrasal verbs and idioms will further be enhanced through reading, writing, and speaking. Idioms are taught in the context of specific, up-to-date topics | |
| Course Goals | 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 Objectives | 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 | <ul style="list-style-type: none"> • 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 addition and technology. • 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 - 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 | <u>Idioms covered:</u> doze off, end up, for a change, move about, plot a course, stay in touch, stop over, take a seat, take off, too close for comfort | |
| Week 2 | <u>Idioms covered:</u> a night owl, an early bird, ask for, cost an arm and a leg, get going, not have all day, ride high, set sail, stick to | |
| Week 3 | <u>Idioms covered:</u> turn around gross out, heat up, in over one's head, let someone down, mess up, beef up, clean up, cut up, lend a hand, run out of, see (something) in a whole new light, take the heat, wash up, wipe off, wrap up | |
| Week 4 | <u>Idioms covered:</u> a sweet tooth, boil down to, carried away, pan out, propose a toast, a downer, at the crack of dawn, bet on, do without, fall apart, give up, hang out, happy as a clam, hit the bottle, over the top | |
| Week 5 | <u>Idioms covered:</u> no sweat, no time at all, slow as molasses, smooth sailing, up the creek, egg on one's face, get one's hands on (something), get together, go by the book, go to great lengths | |
| Week 6 | <u>Idioms covered:</u> Drift apart, follow in (someone's) footsteps, from the get go, get through, go cold turkey, live with, pass around, pass out, run in the family, set off,a taste of one's own medicine, a toss up, in the same boat, more harm than good, out of place | |
| Week 7 | <u>Idioms covered:</u> at a loss for words, come across, filter out, follow a link, garbage in, garbage out, get one's foot in the door, get the ball rolling, link to, search for, wired. | |
| Week 8 | <u>Idioms covered:</u> cough up, follow up, have an edge, put up with, right around the corner, search on, snail mail, text (someone), the time is ripe, upload, download | |
| Week 9 | <u>Idioms covered:</u> back up, go out on a limb, hack into, keep up with the times, off the top of one's head | |
| Week 10 | The Final Tests will be given this week | |

| Introduction to Reading (High-Intermediate) | | 4 hours a day for 10 weeks, Saturday and/or Sunday |
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| (High-Intermediate) | Stover,S.; Fiero,M.(2018) Zoni English System 9: Dynamic Reading. First 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 Goals | Students will advance their interest in reading and writing stories of real life situations and develop their reading and writing skills. | |
| Course Objectives | 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 | <ul style="list-style-type: none"> • 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 | |
| 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 | Reading: Describing Celebrations, Places, and Persons | |
| Week 2 | Identifying Main Ideas, Recognizing Details, Paraphrasing Main Ideas | |
| Week 3 | Scanning for Details. Skimming for details. Making Inferences | |
| Week 4 | Responding to the Reading, Understanding Vocabulary with the Synonyms, Using New Words in Sentences, Creating a Story, Writing a Journal | |
| Week 5 | Immigration, Being Healthy, Finding Out the Facts Interviewing an Expert | |
| Week 6 | What is Happiness? What Makes You Happy? Readings: Home is Where the Heart is, Don't Worry, Be Happy | |
| Week 7 | What Is Consumerism, Understanding/Analyzing Texts | |
| Week 8 | Understanding/Analyzing Texts, Reading Actively, Analyzing Surveys | |
| Week 9 | Discussions of Opinions, Vocabulary Building | |
| Week 10 | Understanding/Analyzing Texts, Reading Actively, Analyzing Surveys, Discussions of Opinions, Vocabulary Building, The Final Tests will be given this week | |

| Introduction to Writing (High-Intermediate) | | 4 hours a day for 10 weeks, Saturday and/or Sunday |
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| Textbook | Stover, S.; Brown,J.; Torres, E.B. (2018) Zoni English System 10: Interactive Writing. First 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 Goals | Students will increase their confidence and ability to write creative and academic forms of writing using appropriate techniques in paragraph and essay writing. | |
| Course Objectives | 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 | <ul style="list-style-type: none"> • 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 | The Writing Process, Getting Started, What is a Paragraph | |
| Week 2 | Writing Exercise (Memories; A Life-Changing Experience) | |
| Week 3 | The Narrative Paragraph | |
| Week 4 | The Descriptive Paragraph | |
| Week 5 | Introduction to The Essay: Expository Writing | |
| Week 6 | Expository Writing (Current Events, Success Stories, Student Dilemma) | |
| Week 7 | Persuasive Writing (Fashion, Editorials) | |
| Week 8 | Persuasive Writing (Ideas and Opinions) | |
| Week 9 | Compare and Contrast Essay | |
| Week 10 | The Final Tests will be given this week | |

| Introduction to Speech (High-Intermediate) | | 4 hours a day for 10 weeks, Saturday and/or Sunday |
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| Textbook | Stover, S.; Nunez, J.; Torres, E.B. (2018) Zoni English System 11: Speaking Confidently. First 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 Goals | Students will develop their confidence to write different types of speeches as well as to deliver them using proper techniques in speech presentation. | |
| Course Objectives | 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 | <ul style="list-style-type: none"> • Write a well organized speech such as informative, demonstrative and/or persuasive speeches • Deliver their speeches following speech presentation techniques • Create appropriate audio visual materials for PowerPoint presentation. • Recognize and correct some speech errors in the process of speaking (Self-correction). | |
| 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 | Self-introduction, phobias, vocabulary in context, commonly used words and phrases, tools for public speaking | |
| Week 2 | What is public speaking?, planning a speech presentation, vocabulary in context, information speech, the pros and cons of repeated plastic surgery, pronunciation drills | |
| Week 3 | Medical marijuana, four steps to create a persuasive speech presentation activities (pets in the city), 45 second speech, persuasive speech | |
| Week 4 | Medical marijuana, four steps to create a persuasive speech Presentation activities (Pets in the city), 45 second speech | |
| Week 5 | Preparing for a debate | |
| Week 6 | Impromptu speech | |
| Week 7 | Informative speech: What is love? | |
| Week 8 | Informative speech: what is love?, Debate: mixed martial arts, final presentation | |
| Week 9 | Final presentation: Gun Ban | |
| Week 10 | The Final Tests will be given this week | |

| Listening Practice I (High-Intermediate) | | 4 hours a day for 10 weeks, Saturday and/or Sunday |
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| Textbook | Tanka, J., Baker, L. R. (2019). Interactions 2: Listening/Speaking Skills Book. 6th Ed. USA: McGraw Hill Companies, Inc. | |
| 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 Goals | Students will acquire listening strategies and improve their listening comprehension skills as well as their speaking abilities. | |
| Course Objectives | 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 | <ul style="list-style-type: none"> • Understand dialogues and short lectures through participating in group discussions. • Deliver clear and well-reasoned responses to listening comprehension questions. • Express ideas with appropriate accent and correct intonation (comprehensible speech) | |
| 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 | Chapter 1: Education and Student Life: Asking for directions, clarification. Following map directions using in, on, at. Speaking Activities: Discussing University courses, role playing invitations, giving map directions, and using intonations to express feelings. | |
| Week 2 | Chapter 2: City Life. Listening Tasks: Understanding recorded phone information and guessing relationships between people. Speaking Activities: Discussing housing and crime, role playing, phone conversations and using context clues to identify a speaker. | |
| Week 3 | Chapter 3: Business and Money, Listening Tasks: Requests, asking for advice, giving advice, listening to a lecture on "Entrepreneurs", and balancing a checkbook. Speaking Activities: Role playing giving advice, interviewing about money, and clues to identify banking services. | |
| Week 4 | Chapter 4: Jobs and Professions. Listening Tasks: Sequencing events, focusing on tag questions, and taking notes on causes and effect. Speaking Activities: Role playing job interviews, problem solving: job difficulties, discussing jobs and careers, interviewing people about work and guessing people's jobs. | |
| Week 5 | Chapter 5: Lifestyles around the world. Listening Tasks: Listening to a lecture on the "Changing Family", listening to main ideas and details, recognizing stress in two- and three-word verbs. Speaking Activities: Taking surveys about lifestyles, asking classmates for favors, solving lifestyle problems, expressing an opinion and agreeing and disagreeing. | |
| Week 6 | Chapter 6: Global Connections. Listening Tasks: Listening to a lecture on "Cultural Differences", taking notes on similarities and differences. Speaking Activities: Discussing cultural differences, politely interrupting an action or a speaker, interviewing classmates and generalizing. | |
| Week 7 | Chapter 7: Language and Communication. Listening Tasks: Friendliness and friendship in the United States, polite contradictions/recognizing statements with rising intonation, listening to a lecture on "Differences between British and American English". Speaking Activities: Discussing ethnic diversity and stereotypes, guess about language and communication, and deciding where to live. | |
| Week 8 | Chapter 8: Tastes and Preferences. Listening Tasks: Listing positive and negative personality traits, listening to a lecture on "Baby Boom Generation", understanding comparisons of people, and recognizing paraphrases. Speaking Activities: Reading and writing personal ads/preferences, role playing making personal decisions and express likes and dislikes. | |
| Week 9 | Chapter 9: New Frontiers. Listening Tasks: Listening from main ideas, recognizing persuasive language, identifying stressed words, and distinguishing/pronouncing: "ed" endings. Speaking Activities: "Smart Homes", giving a persuasive speech, expressing interest or surprise, and talking about personal discoveries. | |
| Week 10 | Review for the Exams/ Oral and Final Exams | |

| Written Structure I (Advanced) | | 4 hours a day for 10 weeks, Saturday and/or Sunday |
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| Textbook | Azar, B.S. ; Hagen, S.A.(© 2018).Understanding and Using English Grammar. Fourth 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 Goals | 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 Affirmative, Negative and Question form, Non-progressive verbs Homework | |
| Week 2 | Regular and irregular verbs, Irregular verb list, Simple Past vs Past Progressive, Using progressive verbs with always Homework | |
| Week 3 | Using expressions of place with progressive verbs, Perfect and Perfect Progressive Tenses Homework | |
| Week 4 | Present perfect, Present perfect vs. Simple Past, have and Has in Spoken English Present perfect progressive. Homework | |
| Week 5 | Past Perfect, Had in spoken English, Past perfect Progressive; Homework | |
| Week 6 | Future Time: Simple future, Will vs. be going to; Expressing the future in time clauses, Homework | |
| Week 7 | Using the present progressive and simple present to express future time. Future progressive. Future perfect and future perfect progressive. Homework | |
| Week 8 | Review of Verb Tenses; Final – s/ - es: use, pronunciation, and spelling; Basic subject-verb agreement: using expressions of quantity. Homework | |
| Week 9 | Using there + be, some irregularities subject-Verb Agreement; Subject-verb agreement: using expressions of quantity; Subject – verb agreement: using there + be; Subject – verb agreement: some irregularities. Homework | |
| Week 10 | Review. Final Oral and Written Tests. | |

| Written Structure II (Advanced) | | 4 hours a day for 10 weeks, Saturday and/or Sunday |
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| Textbook | Azar, B.S. ; Hagen, S.A.(© 2018).Understanding and Using English Grammar. Fourth 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 Goals | Students will master 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. | |
| Couse 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. • 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 | |
| Week 2 | Use 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 | |
| Week 3 | 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 4 | Pronouns: Personal pronouns: agreement with generic nouns and indefinite pronouns; Pronoun agreement with collective nouns. | |
| Week 5 | Reflexive pronouns, Using you, one, and they as impersonal pronouns; forms of other | |
| Week 6 | Common expressions of other Modals: basic introduction, modals expressing necessity: Must, have to, had got to;, Lack of Necessity and Prohibition: Not have to, Must not; advisability: Should, Ought to; Had Better, Could | |
| Week 7 | Expectation: Be supposed to, Should; Ability: Can, Know how to: Be able to; Possibility: Can, May Might; Modals expressing request, polite request and making suggestions: Let's, Why don't, Shall I/we | |
| Week 8 | 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 and past | |
| Week 9 | Degrees of Certainty in the future, progressive forms of modals, combining modals with phrasal modals, expressing preference using would rather | |
| Week 10 | Review. Final Oral and Written Test | |

| Written Structure III (Advanced) | | 4 hours a day for 10 weeks, Saturday and/or Sunday |
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| Textbook | Azar, B.S.; Hagen, S.A.(© 2018).Understanding and Using English Grammar. Fourth 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 Goals | 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 | <ul style="list-style-type: none"> • 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 | Attendance and punctuality. Active participation in classroom activities and discussion. Completion of listening comprehension tasks, homework, quizzes, 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 | |
| Week 2 | 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 3 | Noun Clauses: Beginning with question words, Noun Clauses with Question Words; Beginning with whether and if; Question words followed by infinitives | |
| Week 4 | Noun clauses using that, Quoted speech, Reported speech using –ever words; subjunctive in noun clauses | |
| Week 5 | Adjective Clauses: Adjective clause pronouns used as the subject, used as object of the verb, object of the preposition | |
| Week 6 | Using whose, where, when in adjective clauses, Using adjective clauses to modify pronouns, Punctuating adjective clause | |
| Week 7 | Using nouns + of which, Using expressions of quality in adjective clauses, Using which to modify a whole sentence, reducing adjective clauses to adjective phrases; Introduction to gerunds and infinitives; common verbs followed by gerunds; common verbs followed by infinitives | |
| Week 8 | Infinitives with objects; common verbs followed by either infinitives or gerunds; using gerunds as object of the preposition | |
| Week 9 | go + gerund; special expressions followed. by –ing; reference list of verbs followed by infinitives or gerunds; reference list of preposition combinations followed by gerunds | |
| Week 10 | Review.Final Oral and Written Tests | |
| Written Structure IV (Advanced) | | 4 hours a day for 10 weeks, Saturday and/or Sunday |
| Textbook | Azar, B.S.; Hagen, S.A.(© 2018).Understanding and Using English Grammar. Fourth 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 Goals | 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 | <ul style="list-style-type: none"> • 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 | Attendance and punctuality. Active participation in classroom activities and discussion. Completion of listening comprehension tasks, homework, quizzes, 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 | |
| Week 2 | 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 3 | Paired conjunctions, Separating independent clauses connecting them with And and But with periods; Paired conjunctions: Booth ...and, Not only ... but also, Either ... or, neither ... nor; Using adverb | |
| Week 4 | Using Adverb Clauses to show cause and effect, Expressing contrast usingeven though, Showing direct contrast with While, Expressing conditions in adverb clauses, Shortened if –clauses, Adverb clauses of condition using whether or not, even if, in case, | |
| Week 5 | Adverb Clauses of condition using unless, and only if; Changing time clauses to modify adverbial phrases, Cause and effect, Using upon + -ing in modifying adverbial phases, | |
| Week 6 | 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 | |
| Week 7 | <u>Expressing purpose using so that, Showing contrast (unexpected result), Showing direct contrast, Expressing conditions: using otherwise and or (else)</u> | |
| Week 8 | Overview of verbs used in conditional sentences; real conditions in the present and future; unreal (contrary to fact) in present, future or past; | |
| Week 9 | Using progressive verb forms in conditional sentences; Omitting If: implied conditions, wish about the present and past or future; use of wish + would | |
| Week 10 | Review.Final Oral and Written Tests | |

| Cultural Awareness (Advanced) | | 4 hours a day for 10 weeks, Saturday and/or Sunday |
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| Textbook | Datesman, M.; Kearny, E. (© 2018). The American Ways: An Introduction to American Culture. USA: Longman | |
| 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 Goals | 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 | <ul style="list-style-type: none"> • 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 | Understanding the Culture of the United States; Life in the United States: Immigrants, Cultural Pluralism and Beliefs | |
| Week 2 | Discussion Questions. Interviewing Activity. Reporting of Interview Results; Personal Space, The Regions, Vocabulary: prefixes, Word Patterns and Academic Word List, Individual Freedom and Reliance | |
| Week 3 | Equal Opportunity and Competition, Material Wealth, American Value, Understanding min ideas and Details, Critical Thinking and Vocabulary Building | |
| Week 4 | Word Partners, Conduction a Poll, Reading a Chart, Organizing thoughts into a Writing; Freedom pf Religion in the United States; Material Success, Hard Work and Reliance; Volunteerism and Humanitarianism | |
| Week 5 | Polarization vs Pluralism; Religious Diversity; Compare and Contrast Information; Critical Thinking; Word Forms; Proverbs and Sayings; Interpreting Map Graphs | |
| Week 6 | The Frontier Heritage; The Impact; American Hero; Inventiveness; Equal Opportunity | |
| Week 7 | <u>Gun Control: Scanning, Academic Word List, Writing and Debate; Producers and Consumers; Technology; Commercial and Public Television</u> | |
| Week 8 | American Abundance; The Ever-expanding Pie: Pair/Group work activities on Consumerism, Discussion on TV Advertising; main Ideas and Details, Opposites, Conducting an Experiment, Polls, Small Group Projects | |
| Week 9 | The World of American Business: The American Dream; Dream of Getting Rich, Entrepreneur, The Middle Class, The Future | |
| Week 10 | Review for the Exams/ Oral and Final Exams | |

| Reading II (Advanced Academic) | | 4 hours a day for 10 weeks, Saturday and/or Sunday |
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| Textbook | Datesman, M.; Kearny, E. (© 2018). The American Ways: An Introduction to American Culture. USA: Longman | |
| 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 Goals | 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 | <ul style="list-style-type: none"> • 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 | Government and Politics in the United States: The Organization of American Government; Election; Ideas of Free Individuals; Development of Big Government Entitlements; political Landscape; Welfare State; Individual/Group reporting about "Role of Government," Students' Form of Government in their Country | |
| Week 2 | The Perfect Candidate: Notetaking, Critical Thinking, Group Projects, Writing; Ethnic and Racial Assimilation in the United States: Melting Pot or Salad Bowl; Dominant Culture; The African-American Experience: Video Showing for Listening and Speaking "Malcom X" | |
| Week 3 | The Civil Rights Movement; Diversity and Universal nation; Activities: Understanding details, Scanning, Academic word List and Debate | |
| Week 4 | Education in the United States: Public Schools in America; Education: the Individual; Increasing Responsibilities of Public Schools; Twenty-first Century Challenges to American Education | |
| Week 5 | Ideal School: Understanding Details, Critical Thinking , Types of Supporting Details, Vocabulary Building, Small Group Project; How Americans Spend Their Leisure Time: Sports and American Values | |
| Week 6 | Health and Fitness; Impact of Television, Video Games and Internet: Activities: Discussion, Critical Thinking, Vocabulary Building, Small Group Project | |
| Week 7 | <u>The American Family: Discussion on Family Structure and Values: role of Children; Describing Students' Typical Family; Four Stages of Marriage Relationship; Writing Activity: "The Concept of an Ideal Family"</u> | |
| Week 8 | Challenges of the American Family: a Discussion; Analyzing Polls and Expressing Your Own Opinion; highlighting and Summarizing Vocabulary; American Values at the Crossroads: The Roles of Values in the National Identity; Equal Opportunity and Competition | |
| Week 9 | American Values at the Crossroads: Material Work and Hard Work; The United States in the World; Activities: Scanning, Critical Thinking, Vocabulary and Writing | |
| Week 10 | Review for the Exams/ Oral and Final Exams | |

| Writing II (Part 1) (Advanced Academic) | | 4 hours a day for 10 weeks, Saturday and/or Sunday |
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| Textbook | Smalley, R., Ruetten, M, Kozyrev, J.R. (2018). 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 Goals | 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 | <ul style="list-style-type: none"> • 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 | <p>Final Exams Written exam- writing task is part of the written test.</p> <p>Oral Exams: Presentation – Topics assigned or thematic to previously discussed topics.</p> <p>Use oral rubrics for speaking test; writing rubrics for compositions/ essays.</p> | |
| Requirements | Attendance and punctuality. Active participation in classroom activities and discussion. Completion of listening comprehension tasks, homework, quizzes, written exams. | |
| Grading | Final Exams : Written - 50%, Oral -50% | |
| Week 1 | Chapter 1: The Writing Process. The process of writing and responding to an image. Writing a journal and prewriting (brainstorming, free-writing, Wh- Questions, clustering). Connecting to the Internet (Planning). | |
| Week 2 | Chapter 1. (continue) The Writing Process. <ol style="list-style-type: none"> 1. Drafting 2. Revising 3. Editing <ol style="list-style-type: none"> 4. Grammar: Adjectives/Adjective Phrases/Clauses 5. Writing Activity and Assignment | |
| Week 3 | Chapter 2. Introduction to the Paragraph. 1.What is a Paragraph? 2.Journal Writing. 3.The Paragraph. 4.Narrowing the Topic. 5.The Topic Sentence (Focusing, Placing & Formulating the Topic Sentence). | |
| Week 4 | Chapter 2: (continue). Introduction to the Paragraph. 1.Support (Outlining). 2.Unity. 3.Coherence. 4.Grammar: Clauses, Phrases, Fragments, Run-on Sentences & Comma Splices. 5.Writing Activity and Assignments. | |
| Week 5 | Chapter 3: The Narrative Paragraph. 1.Responding to an Image. 2.Journal Writing. 3.Readings-Personal Reflections. 4.Reading 1: "From My American Journey", Reading 2 "The Best Part". Reading 3 "The Struggle to be an All American Girl" & Building Vocabulary. | |
| Week 6 | Chapter 3: (continue). The Narrative Paragraph. Writing-present narration, past narration (connect to the Internet). Grammar: Adverbial sequence of time and sequence. Prepositions in time expressions and adverb clauses of time. The simple past, the past, progressive and perfect tenses. Editing and writing activity assignments. | |
| Week 7 | Chapter 4. The Descriptive Paragraph. Responding to an image and journal writing. Readings: Important People and Important Places. Reading 1: "Uncle Kwok", and Reading 2: "From Beyond the Sun". Building Vocabulary using similes and metaphors. Writing: Description of a place & describing a person. | |
| Week 8 | Chapter 4: (continue) The Descriptive Paragraph. Grammar adverbs of place, adjective clauses and modifying with specific details. Order of adjectives, participial adjectives and prepositional phrases of place. Present Tense vs. The Present Progressive. Writing Activity and Assignments. Chapter 5: The Expository Paragraph. Responding to an image and journal writing. Readings- Art and Entertainment. Reading 1: "Jackie Chan" & Reading 2: " No Funny Business at Newbury Comics". | |
| Week 9 | Chapter 5: The Expository Paragraph. Building Vocabulary: 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. Writing Activity/Assignment | |
| Week 10 | Review for the Exams/ Oral and Final Exams | |

| Writing II (Part 2) (Advanced Academic) | | 4 hours a day for 10 weeks, Saturday and/or Sunday |
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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 Goals | 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 | <ul style="list-style-type: none"> • 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 | Chapter 6: Introduction to the essay. Responding to an image and Journal Writing. The Thesis statement and introduction: The Funnel Approach. The Developmental Paragraphs and Breaking Down a Topic. Drafting the Body of an Essay and The Conclusion. | |
| Week 2 | Chapter 6: Introduction to the Essay. (continue). Composition Skills: Outlining, Writing Activity and Assignment. Chapter 7: The Example Essay: The Power of Cultures and Language. Responding to an Image and Journal Writing. Reading: “How Unwritten Rules Circumscribe Our Lives”. “Americanization is Tough on Macho”. Building Vocabulary: Understanding Connotation and Denotation. Number of Examples. | |
| Week 3 | Chapter 7. (continue). The Example Essay: The Power of Culture and Language. Choosing Fair Examples and Choice of Examples. Organization of Examples and Transition Between Paragraphs (Transition to introduce examples, repeating key words and phrases). Refining Grammar Skills: Noun Clauses, Gerunds and Infinitives. Writing Activity and Assignments. | |
| Week 4 | Chapter 8: The Comparison and Contrast Essay: Styles of Communication. Responding to an image and Journal Writing. Reading: Conversational Ball Games, Home Ground, School Yard: A Double Life. Points of Comparison and Emphasis on Comparison and Emphasis on Comparison Contrast. Patterns of Organization (Point-by-Point, All of the Order). Using the Two Patterns of Comparison and Contrast in Essays. Transitions for Comparison and Contrast. (Internet Research). Grammar: Adverb Clauses of Comparison, Contrast, and Concession: Comparative Forms. Writing Activity and Assignments. | |
| Week 5 | Chapter 9: The Classification Essay. Responding to an Image and writing a journal. Reading: The Marketing Mix, Motivation. Building Vocabulary: Recognizing negative prefixes. | |
| Week 6 | Chapter 9: (continue). The Classification Essay. The Principle of Classification and Making the Classification Complete. Organizing the Classification Essay and Introducing the Categories. Composition Skills (Introductory Paragraphs, Transition for Classification). Grammar: Adjective Clauses, Correlative Conjunctions (Editing). (Writing Activity and Assignments). Chapter 10: The Process Analysis Essay: Success. Responding to an Image and Journal Writing. Reading: Ways to Change a Habit: The Environmental Transformation of Chattanooga, Tennessee. Building Vocabulary: Differentiating Multiple Meanings of a Word. | |
| Week 7 | Chapter 10: The Process Analysis Essay: Success (continue). Process Analysis (Planning the Process Analysis Essay). Composition Skills (Introductory Paragraph and Coherence). Grammar: Adverb Clauses of Purpose, Adverb Clauses Reduced to Participial Phrases, Real Conditionals. Editing. Writing Activity and Assignments. Chapter 11: The Cause-and Effect Analysis Essay: Academic Achievement. Responding to an image and journal writing. Reading: Surfing’s up and Grades are Down, The Growth of Early Childhood Education. Building Vocabulary: Understanding Phrasal Verbs. Multiple Causes/Effect. Organizing the causal analysis essay. The thesis statement for the causal analysis essay, A problem in Reasoning. | |
| Week 8 | Chapter 11: The Cause-and Effect Analysis Essay: Academic Achievement. Cause/Multiple Effects. Organizing the effect analysis essay. The thesis statement for the effect analysis essay/The Causal Chain. CNN video activity. “The Success of Xavier College Pre-Med Students”/ Writing Activity. Chapter 12: The Argumentative Essay. The Argumentative Thesis-Taking a Stand. The Opposition- Knowing what you are up against. Supporting and explaining reasons and refuting and conceding to the opposition. | |
| Week 9 | Chapter 12: Organizing the Argumentative Essay. CNN video activity: “Campus Activism”, Writing Activity. The Argumentative Thesis/Taking a Stand. | |
| Week 10 | Review for the Exams/ Oral and Final Exams | |

| Listening II (Advanced Academic) | | 4 hours a day for 10 weeks, Saturday and/or Sunday |
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| Textbook | Espeseth, M. 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 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 Goals | The student will master their listening comprehension skills; widen their knowledge about academic readings and acquire academic study skills. | |
| Course Objectives | 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 | <ul style="list-style-type: none"> Summarize lectures and academic readings. Understand the themes of short and long listening passages and provide the main ideas and supporting details. Discuss the gist and main ideas of listening topics and passages from textbooks. | |
| 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 | Unit 1: Mind, Body, and Health. Chapter 1: The Influence of Mind over Body. Listening Activities: Interview1-The stress of teaching first graders. Interview 2: The stress of being a police officer. Lecture : Stress and the Immune System. Listening Skills: Following directions, listening for specific information, listening for tone of voice, and drawing inferences. Speaking Skills : Predicting content, personalizing topics, comparing information from different sources, asking for opinions, and sharing cultural perspectives. Vocabulary Building: Reading and thinking about the topic, examining vocabulary in context, breaking down words and guessing meaning, guessing meaning from context and learning words as they are used. Note Taking Skills : Summarizing data, using telegraphic language, and summarizing what you have heard. | |
| Week 2 | Unit 1: Chapter 2: Lifestyle and Health. Listening activities: Interview 1: Starting Smoking and Trying to Quit. Interview 2 : Quitting Smoking and How it Changes your Life. Vocabulary Skills: Reading and thinking about the topic and examining vocabulary in context. Speaking Skills: Recalling what you already know. Listening Skills: Following directions, anticipating answers and drawing inferences. Note Taking Skills: Paraphrasing what you have heard and using symbols and abbreviations. | |
| Week 3 | <p>Unit 1: Chapter 2. Lifestyle and Health. (continue). Listening Activities: Lecture-Risk Factors in Cardiovascular Disease. Vocabulary Skills: Guessing vocabulary from context. Speaking Skills: Sharing your cultural perspective. Note Taking Skills: Outlining practice. Review; Academic Vocabulary, word forms, and topic review. Oral Presentation: Prepare and deliver an oral presentation on health and healthy habits.</p> <p>Unit 2: Developmental Through Life: Chapter 3: The Teen Years: Interview 1: Being a teenager in a different culture. Interview 2: Starting a New Life in One's Teens. Lecturer: Erik Erickson's Fifth Stage of Psychological Development: Adolescence. Listening Skills: Recording numbers, listening for specific information, completing multiple choice items, uses of like in casual speech, correcting or expressing a negative politely. Speaking Skills: Examining Graphics, using background information to make predictions, reviewing predictions, summarizing what you have heard, combining information from different sources, and sharing your cultural perspective.</p> | |
| Week 4 | <p>Unit 2: Chapter 3: The Adulthood. Vocabulary Skills: Reading and thinking about the topic, examining vocabulary in context, building background knowledge on the topic, guessing vocabulary from context, and considering different perspectives. Note Taking Skills: using space to show organizational structure. Listening activities: Survey-The Best Age to Be. Vocabulary Skills: Reading and Thinking about the topic and examining vocabulary in context. Speaking Skills: Predicting the content, responding to true/false statements, identifying who said what, sharing your personal perspective, and eliciting a conclusion. Listening Skills: Recording numbers, summarizing what you have heard, uses of get. Note Taking Skills: Creating a chart.</p> <p>Unit 2: Chapter 3. Adulthood. Listening Activities: Lecture-Developmental Tasks of Early Childhood. Vocabulary: Building background knowledge on the topic and guessing vocabulary from context. Note Taking Skills: Paying attention to signal words. Listening Skills: Listening for specific information. Speaking Skills: Applying general concepts to specific data and sharing your personal and cultural perspective. Academic Vocabulary Review. Oral Presentation: Prepare and deliver an oral presentation on a particular period of life.</p> | |
| Week 5 | <p>Unit 3: Nonverbal Messages. Chapter 5 Body Language. Listening activities: Interview 1: Brazilian Body Language. Interview 2: Korean Body Language. Interview 3: Japanese Body Language. Lecture: Body Language Across Cultures. Listening Skills: Reading, non-verbal cues, responding to true/false statements, determining which way this or that is pointing, and using your body to communicate Speaking Skills: recalling what you already know, thinking critically about the topic, considering related information, looking beyond the facts, and sharing your personal and cultural perspective. Vocabulary Skills: Reading and thinking about the topic, examining vocabulary in context. Note Taking Skills: Restating what you have heard and mapping.</p> | |
| Week 6 | <p>Unit 3: Non-Verbal Messages. (continue). Chapter 6: Touch, Space, and Culture. Listening activities: Interview 1: Marcos: Touch and Space. Interview 2: Sun Rain: Touch and Space. Interview 3: Airi: Touch. Lecture-nonverbal Communication The Hidden Dimension of Communication. Listening Skills: Summarizing what you have heard, decoding the meaning of word stress, and listening for stress intonation. Speaking Skills: Recalling what you already know, personalizing the topic, sharing your cultural perspective, considering related information, using comparison/contrast, analyzing cultural content, and sharing your personal cultural perspective.</p> | |
| Week 7 | <p>Unit 3: Nonverbal Messages. Vocabulary Skills: Reading and thinking about the topic, examining vocabulary in context, and comparing information from different sources. Note Taking Skills: Recording information, reading nonverbal cues, recalling what you already know, and summarizing what you've heard. Oral Presentation: Prepare and deliver an oral presentation comparing body language in two cultures. Unit 4: Interpersonal Relationships. Chapter 7: Friendship. Listening activities: Interview/Friendships. Vocabulary Skills: Reading and thinking about the topic, examining vocabulary in context, describing a typical scene and activities, and reminiscing about the same. Speaking Skills: Personalizing the topic, drawing inferences and sharing your personal and cultural perspective. Listening Skills: Listening for specific information, retelling, and listening for verb tense and aspect. Note Taking Skills: Recalling what you already know and summarizing what you have heard.</p> | |
| Week 8 | <p>Unit 4: Interpersonal Relationships. Chapter 7: Friendship. Listening activities: Lecture-Looking at Friendship. Vocabulary Skills: Building background knowledge on the topic, and guessing vocabulary from context. Speaking Skills: Forming generalizations, sharing your personal perspective, and considering related information. Listening Skills: Listening for specific information.</p> | |
| Week 9 | <p>Unit 4: Interpersonal Relationships (continued). Chapter 8: Love. Interview-Courtship and making marriage work. Lecture- Love: What's It All About? Listening Skills: Listening for details, listening for specific information, listening for digressions, and showing interest. Speaking Skills: Personalizing the topic, sharing your cultural perspective, sharing your personal and cultural perspective, related information, conducting and interview, applying general concepts to specific data. Vocabulary Skills: Reading and thinking about the topic, examining vocabulary in context, building background knowledge and guessing vocabulary from context. Note Taking Skills: Conducting a survey using the Likert scale, taking advantage of rhetorical questions, and outlining practice.</p> | |
| Week 10 | Review for the Exams/ Oral and Final Exams/Review pgs. 162-163 & Presentation | |

| Critical Thinking (Advanced Academic) | | 4 hours a day for 10 weeks, Saturday and/or Sunday |
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| Textbook | Numrich, C. (© 2018) 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 Goals | 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 | <ul style="list-style-type: none"> 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. 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 1: Enforcing the Law. Reading/Discussing the main ideas and details. Vocabulary study and summarizing. Group discussion and debates. Listening/Text Completion and Speaking activities. Chapter 2: Better Dead than Coed? Reading/Discussing the main idea, details and vocabulary study. | |
| Week 2 | Chapter 2: Better Dead Than Coed? (continued). Vocabulary Study, Summarizing, Group discussion and debates Listening: Text Completion and speaking activities. | Chapter 3: The Global Child. Reading/Discussing the main idea and details, Vocabulary Study |
| Week 3 | Chapter 3: The Global Child. (continue). Listening: Text Completion. Group Discussion/Debates. Speaking activities. Chapter 4: Beyond Darwin: reading/discussing the main idea and details. Vocabulary Study. | |
| Week 4 | Chapter 4: Beyond Darwin. (continued). Listening: Text Completion. Group Discussion/Debates. Speaking Activities. Chapter 5: Sport for Sport's Sake. Reading/Discussing the main idea. Listening: Text Completion. | |
| Week 5 | Chapter 5: Sport for Sport's Sake. (continue). Vocabulary Study. Group Discussion Debates. | |
| Week 6 | Chapter 6: Drawing the Line on Immigration. Reading/Discussing the main idea. Vocabulary Study. Listening: Text Completion. Group discussion/debates. | |
| Week 7 | Chapter 7: The Right to Live vs. The Right to Die. Discussing the main idea. Vocabulary study. Listening to the article and completion of the transcript. Group Discussions. Research about Euthanasia in the U.S. and grammar review. Chapter 8: The Global Village. Reading/Discussing the main idea and details. Vocabulary study. | |
| Week 8 | Chapter 8: The Global Village. (continue). Listening: Text Completion. Group Discussion/Debates & Speaking. Chapter 9: For Every Winner There is a Loser. Reading/Discussing the main idea and details. Vocabulary study. Listening: Text Completion. | |
| Week 9 | Chapter 9: For Every Winner There is a Loser. Group Discussion/Debates and Speaking. Chapter 10: Alternative Energy. Reading/Discussing the main idea and details. Vocabulary Study. Listening:Text Completion. Group discussion/Debates and Speaking. | |
| Week 10 | Review for the Exams/ Oral and Final Exams. Oral Test/Presentation | |

| Writing III (Advanced Academic) | | 4 hours a day for 10 weeks, Saturday and/or Sunday |
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| Textbook | Boardman, C. A. (©2018). 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 master advanced academic writing skills for extensive academic writing as well as technical report writing. | |
| 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 | <ul style="list-style-type: none"> 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). | |
| 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 1. The Arts Process of Writing. Writing Focus: paragraph organization and essay organization. Sentence Focus: Avoiding choppy sentences. Language Focus: Using participles and adjectives. Writing to Communicate: Writing steps and organization, working with a peer help worksheet, and writing a journal or an in-class timed essay. Readings: Examples of authentic academic readings and paraphrasing, summarizing/critiquing. | |
| Week 2 | Chapter 2. Language and Communication: The Cause and Effect Essay. Writing Focus: Cause and effect and introductory paragraphs. Sentence Focus: Avoiding stringy sentences. Language Focus: Collocations. Writing to communicate: Write a Cause and/or Effect Essay. Write a journal or in-class timed essay using organizational techniques, sentence patterns or language points used in this chapter. Peer Worksheet. Readings: Examples of authentic academic readings, paraphrasing, summarizing and critiquing. | |
| Week 3 | Chapter 3: Campus Life: The Problem and Solution Essay. Writing Focus: Problem solution and paragraph unity. Sentence Focus: Avoiding Run-on sentences and comma splices. Language Focus: Commonly confused words, verbs and nouns. Writing to Communicate: Write a problem and solution essay, discuss objections and counter-objections to proposed solutions, and peer worksheet. Reading: Examples of authentic readings, paraphrasing summarizing and critiquing. | |
| Week 4 | Chapter 4: Gender Differences: Summarizing and Responding. Writing Focus: Summarizing an article and responding to an article. Sentence Focus: Reduced Adverbial Clauses and reduced adjective clauses. Language Focus: Reporting words. Writing to Communicate: Write a one paragraph response to the article: "Girls Really Do Prefer Pink". Check Peer Summary. Write a response or summary of an article or magazine from a newspaper or magazine must be attached to the writing assignment. Readings: Examples of authentic academic readings and paraphrasing, summarizing and critiquing. | |
| Week 5 | Chapter 5: The Kindness of Strangers: Responding to a Travel Story: Using Quotations. Writing Focus: Writing a Narrative, using quotations from outside resources, incorporating outside information into your writing sentence focus. Avoid dangling modifiers. Language Focus: Phrases for agreement and disagreement. | |

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| Week 6 | Chapter 5: The Kindness of Strangers (Continuation). Responding to a Travel Story: Using Quotations. Writing Focus: Write a summary and response paragraph on "The Matter of Kindness". Proofread peer's summary and response paragraph. Write a journal or in-class timed essay. Reading: Examples of authentic academic readings, paraphrasing, summarizing and critiquing. Chapter 6: Generation Y: Hardworking or Spoiled. : Two sides of an Issue. Responding with Paraphrasing. Writing Focus: Identifying Arguments, paraphrasing, and guidelines for paraphrasing. Sentence Focus: Avoiding fragments. Language Focus: Parts of Speech and changing suffixes. Writing to Communicate: Paraphrase at least one sentence on each paragraph on the article "I'm Just Sayin". Proofread peer summary and write a journal or in-class timed essay on topics given, and paraphrase. Readings: Examples of authentic academic readings, paraphrasing, summarizing and critiquing. |
| Week 7 | Chapter 7: Sleep: The First Draft. Writing Focus: Short research paper and choosing a topic. Brainstorming and writing a working Thesis. Organizing your paper and writing the first draft. Sentence Focus: Avoiding bias in your writing. Language Focus: Commonly confused words, and adjectives and adverbs. Writing to Communicate: Work on a thesis; brainstorm topic by drawing a diagram. Peer worksheet by giving feedback to your peer's first draft. Write a journal or on in-class timed essay following the organizational patterns discussed in this chapter. Readings: Examples of authentic academic readings, paraphrasing, summarizing and critiquing. Oral and Written Tests |
| Week 8 | Chapter 8: Sleeping Pills. Doing Research. Writing Focus: Concrete support. Sentence Focus: Avoid faulty parallelism. Language Focus: Verbs of urgency and adjectives of urgency. Writing to Communicate: Write a first draft of a research paper by following research procedure. Peer worksheet feedback of your peer's second draft. Write a journal or an in-class timed essay by using organizational techniques, sentence patterns or language points. Readings: Examples of authentic academic readings, paraphrasing, summarizing and critiquing. |
| Week 9 | Chapter 9: The Dangers of Sleeping Pills. Revising and Editing. Writing Focus: Revising, editing, and guidelines for research paper format. Sentence Focus: Avoiding unclear comparisons. Language Focus: Commonly confused words; prepositions and pronouns. Writing to Communicate: Write a research paper, make a revision and edit it. Read your peer's research paper and discuss the questions on pg. 158. Write a journal or an in-class timed essay about the Research Process. |
| Week 10 | Review for the Exams/ Oral and Final Exams/Review pgs. 162-163 & Presentation |

Standard Intensive English Programs and Standard Semi-Intensive English Programs

Specific Skills Practice

| Specific Skills Practice (SPP) / Vocabulary & Listening (Beginner) | | 30 weeks, 4 hrs/day – Saturday and/or Sunday |
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| Textbook | Bryson, E., & Pathare, G. (2023). Voices (1st ed., Vol. 1). Andrew Robinson. National Geographic Learning | |
| 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 Objectives | By the end of the course, you will be able to: (1) Acquire and widen vocabulary knowledge and use them in context of real life situations, (2) produce sentences and formulate dialogues through role plays, story telling, problem solving and other appropriate activities, (3) develop presentation skills and improve self confidence, (4) improve listening comprehension skills through the use of conversation monitors and reporting and summarizing | |
| Student Learning Outcome | (1) Rite and produce simple sentences and dialogues for conversation using all vocabulary words learned, (2) Tell a simple story about their life or memorable events, (3) Identify meaning of basic words and phrases, (4) Deliver 2-3 minute presentation, (5) Recognize words and understand the difference between present, past and future time, (6) 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 | <ul style="list-style-type: none"> • To successfully complete and pass this course, you must be punctual and attend your class, actively participate in classroom activities, do your homework, pass the quizzes, and final exams. There will be oral and written exams. • Homework • Oral and written exams | |
| Grading | <ul style="list-style-type: none"> • 50% of your written score + 50% of your oral score = your final grade | |
| Week 1 | <ul style="list-style-type: none"> • Chapter 1: countries and cities, names and places, pronunciation and speaking, understand people talking about nationalities, use be with singular pronouns | |
| Week 2 | <ul style="list-style-type: none"> • Chapter 1: vocabulary and grammar, ask Yes/No questions with be, introduce yourself, speaking and listening, different greetings, expansion activity | |
| Week 3 | <ul style="list-style-type: none"> • Chapter 2: Learn about rooms, reading and comprehension, vocabulary and speaking, understand new words, expansion activity | |
| Week 4 | <ul style="list-style-type: none"> • Chapter 2: listening and grammar, pronunciation and speaking, use be with plural pronouns, describe where things are, learn about places in a town, ask questions about people, things and places, understand intonation in questions | |
| Week 5 | <ul style="list-style-type: none"> • Chapter 2: Pronunciation and speaking, learn how to write an email, learn common email expressions, write an email to a friend | |

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| Week 6 | <ul style="list-style-type: none"> Chapter 3: Learn about things and places, understand text about travel, understand commas and the word and, talk about things near and far, talk about things people own, say your and their, learn, understand, and pronounce colors, quiz |
| Week 7 | <ul style="list-style-type: none"> Chapter 3: Pronunciation and speaking, understand people who talk fast, ask for the meaning of difficult words, Reading and Writing, learn how to check you writing, write a social media post |
| Week 8 | <ul style="list-style-type: none"> Chapter 4: Vocabulary and pronunciation, learn numbers 11-100, reading comprehension, detect useful information, listening and grammar, understand interview about sleep |
| Week 9 | Chapter 4: discuss sleeping habits (continuation), vocabulary and listening, learn the days of the week, understand people discussing their workdays, talk about how often things happen, practice words with the /ju/ sound, make plans with others, talk about weekend plans |
| Week 10 | Chapter 4: making plans, speaking, reading, and writing, discuss how people make plans, learn how to write work email Review and written and oral Exams |
| Week 11 | <ul style="list-style-type: none"> Chapter 5: reading and vocabulary, read and understand article about indoor activities, learn activity collocations, discuss activities, understand people talking about outdoor activities, use like, love, don't like with the -ing form of verbs |
| Week 12 | <ul style="list-style-type: none"> Chapter 5: pronunciation and speaking (Continued), vocabulary and listening, learn about the months and seasons, Speaking, talk about when things happen, invite people to do things, understand connected speech, pronunciation |
| Week 13 | <ul style="list-style-type: none"> Chapter 5 and 6: Speaking, Reading, Writing, learn how to write and order lists, talk about things you want to do, write a bucket list, Learn about different foods |
| Week 14 | <ul style="list-style-type: none"> Chapter 6: Understand an article about spicy dishes, Reading and Grammar, talk about uncountable nouns, Practice understanding the word of, understand people talking about grocery shopping, use how much or how many to ask questions |
| Week 15 | <ul style="list-style-type: none"> Chapter 6: Speaking, learn how to order food at a restaurant, learn expressions to use with a waiter, reading and writing, learn how to begin paragraphs, use positive and negative adjectives, write a simple restaurant review |
| Week 16 | Chapter 7: Vocabulary, Reading, Speaking, talk about people in your family, understand writer's purpose, understand article about families, listening and grammar, understand interview about families, ask different types of questions, practice long and short vowel sounds, quiz |
| Week 17 | <ul style="list-style-type: none"> Chapter 7: Talk about appearance and personality, understand people describing their best friends, use adjectives to describe people and things, learn how to show appreciation, say words with the gr sound, speaking and pronunciation, practice showing appreciation, use reasons to explain things |
| Week 18 | <ul style="list-style-type: none"> Chapter 7 and 8: Learn new ways to describe people, write a message asking a friend for help, things we can do, vocabulary, talk about activities and abilities, understand an article, understand pronouns |

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| Week 19 | Chapter 8: Learn new ways to describe people, write a message asking a friend for help, things we can do, vocabulary, talk about activities and abilities, understand an article, understand pronouns |
| Week 20 | Chapter 8: Learn what to say in a job application, understand what skills are important for a job, write a simple job application Review and written and oral Exams |
| Week 21 | <ul style="list-style-type: none"> Chapter 9: Talk about different ways to travel, understand words in parentheses, reading comprehension, Speaking, Listening, and Grammar, understand someone talking about vacation spots, talk about things you can find in a place |
| Week 22 | <ul style="list-style-type: none"> Chapter 9: Talk about famous tourist attractions, vocabulary and listening, learn weather words, understand travel advertisements, use object pronouns, speaking and pronunciation, learn how to speak on the phone, make a phone booking, say /O/ in ordinal numbers and dates |
| Week 23 | <ul style="list-style-type: none"> Chapter 9 and 10: Learn how to use exclamation points, learn expressions for writing about travel, write a postcard, name different body parts, understand headings in an article |
| Week 24 | <ul style="list-style-type: none"> Chapter 10: Understand article about having a healthy mind, listening and grammar, understand conversation about sports equipment, describe things that are currently happening, group words together when speaking, talk about exercise and training, understand people talking about how they exercise, use simple present and present continuous together |
| Week 25 | <ul style="list-style-type: none"> Chapter 10: Ask for and give directions, use intonation when giving directions, practice giving directions with a map, learn about parts of a report, learn words to describe change, write a simple report |
| Week 26 | Chapter 11: Talk about important life events, understand an article and its time order, understand people talking about artists they like, use the simple past form of be, practice the strong and weak forms of was and were, quiz |
| Week 27 | <ul style="list-style-type: none"> Chapter 11: Learn past time expressions, understand people talking about the past, understand small and large numbers, learn how to show interest, respond to good and bad news, tell an interesting story, Speaking, Reading and Writing, learn how to write someone's profile, explain why someone is special |
| Week 28 | Chapter 11 and 12: Write a profile of someone from history, my story, talk about important life stages, read about an interesting life, understand voices and audience in an article |
| Week 29 | Chapter 12: Understand an article about how a soccer player helped people, learn to use the simple past form of verbs, talk about things you did in the past, understand a funny story, ask questions about what people did, practice word stress in questions, learn about different feelings, understand how to use English in the real world, learn phrases to explain a word or idea |
| Week 30 | Chapter 12: Talk about a difficult topic, learn how to include interesting information, learn expressions for talking about the past, write your life story Review and written and oral Exams |

| Specific Skills Practice (SSP) / Reading & Writing (Intermediate) | | 30 weeks, 4 hrs/day – Saturday and/or Sunday |
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| Textbook | Chong, C. S., & Lansford, L. (2023). Voices (D. Mackrell, Ed.; 1st ed., Vol. 2) [Review of Voices]. Andrew Robinson. | |
| 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 Goals | <ul style="list-style-type: none"> Student will develop their reading and writing skills and acquire vocabulary knowledge | |
| Course Objective | <ul style="list-style-type: none"> By the end of the course, you will be able to: (1) Acquire and widen vocabulary knowledge and use them in context of real life situations, (2) produce sentences and formulate dialogues through role plays, story telling, problem solving and other appropriate activities, (3) develop presentation skills and improve self confidence, (4) improve listening comprehension skills through the use of conversation monitors and reporting and summarizing | |
| Student Learning Outcome | <ul style="list-style-type: none"> (1) Write and produce simple sentences and dialogues for conversation using all vocabulary words learned, (2) Tell a simple story about their life or memorable events, (3) Identify meaning of basic words and phrases, (4) Deliver 2-3 minute presentation, (5) Recognize words and understand the difference between present, past and future time, (6) Interpret and understand short and simple dialogues and paragraphs on familiar topics. | |
| Assessment | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> To successfully complete and pass this course, you must be punctual and attend your class, actively participate in classroom activities, do your homework, pass the quizzes, and final exams. There will be oral and written exams. <ul style="list-style-type: none"> Homework Oral and written exams | |
| Grading | <ul style="list-style-type: none"> 50% of your written score + 50% of your oral score = your final grade | |
| Week 1 | <ul style="list-style-type: none"> Chapter 1: Think about the topic before reading, understand infographic, notice facts and opinion, pronunciation and speaking, understand people making introductions, introduce yourself and other people | |
| Week 2 | <ul style="list-style-type: none"> Chapter 1: Talk about countries and nationalities, vocabulary and pronunciation, listen for specific information, ask and answer questions using be, understand how people use English in different ways, think about how you make English your own, discuss your English-learning needs and goals, complete personal details on an online form, check writing | |
| Week 3 | <ul style="list-style-type: none"> Chapter 1 and 2: Learn to say your email, check your writing, understand online posts about friends and social media, identify reasons, find meaning by using word parts, reading and grammar | |
| Week 4 | <ul style="list-style-type: none"> Chapter 2: Understand thank-you messages, practice object pronouns and simple present, practice the sounds /nt/ and /znt/, describe what people wear, understand how people feel in conversation, speaking and listening, learn how to be an active listener | |
| Week 5 | <ul style="list-style-type: none"> Chapter 2: Pronunciation and speaking, practice active listening, practice the sounds /r/ and /l/, use variety of adjectives, write and comment on a social media post | |
| Week 6 | <ul style="list-style-type: none"> Chapter 3: Reading: understand article about activities, understand reference words, understand someone talk about interests and activities, use simple present adverbs of frequency, vocabulary and listening, practice predicting the content before listening | |
| Week 7 | <ul style="list-style-type: none"> Chapter 3: Grammar, Pronunciation and Speaking, talk about how often you do things, learn about different writing styles, discuss, think, and react some to messaging, learn to structure short emails, learn different ways to ask information | <ul style="list-style-type: none"> Writing: The Concluding Sentence Developing an outline Internet Activity |
| Week 8 | <ul style="list-style-type: none"> Chapter 4: Reading, understand article about animal homes, recognize the main idea of a paragraph, think about why information in a text is important, listening and grammar, understand a conversation about homes | |

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| Week 9 | <ul style="list-style-type: none"> Chapter 4: Pronunciation and speaking, practice stressing be in the present continuous, activate vocabulary before listening, describe your home, learn to use there is/are with some/any, practice the sounds /h/ and /r/, learn ways to avoid misunderstandings |
| Week 10 | Chapter 4: Speaking, read an advertisement for a vacation home reading and writing, practice giving useful information, write and advertisement for a vacation home, review Written and Oral Exams |
| Week 11 | <ul style="list-style-type: none"> Chapter 5: Practice noticing stressed syllables, ask and answer questions about your past, practice noticing sentence stress, talk about the past using there was and there were, use adjectives to describe a place, think about other people's cultures and views, learn language to talk about reasons |
| Week 12 | <ul style="list-style-type: none"> Chapter 5: Practice noticing stressed syllables, ask and answer questions about your past, practice noticing sentence stress, talk about the past using there was and there were, use adjectives to describe a place, think about other people's cultures and views, learn language to talk about reasons |
| Week 13 | <ul style="list-style-type: none"> Chapter 5: Reading and Writing: Learn how to end an email with a request for action, learn language to invite someone to event, write an email invitation, reading: scan for key information, understand an article about people and places, practice inferring meaning |
| Week 14 | <ul style="list-style-type: none"> Chapter 6: Understand people talking about things they like and don't like, talk about likes, dislikes, and preferences, understand people talking about vacations, learn vacation collocations, use can and can't for possibility |
| Week 15 | <ul style="list-style-type: none"> Chapter 6: Learn about different influencing styles, practice influencing people, connect ideas using and, but, and because, understand an article about people and places, practice inferring meaning |
| Week 16 | <ul style="list-style-type: none"> Chapter 7: Reading: Understand article about phone use, scan for numbers, draw conclusions practice saying consonants together, understand story about important possession, grammar, understand who different things belong to, practice /s/ and /z/ |
| Week 17 | <ul style="list-style-type: none"> Chapter 7: Learn words for everyday things, understand people talking about things they carry with them, talk about things you can and can't count, describe something using vocabulary you know and signs to clarify, understand different gestures |
| Week 18 | <ul style="list-style-type: none"> Chapter 7: Reading and writing, write a short product description, skim for the topic of a paragraph, understand an article about stories, understand diagrams that support ideas |
| Week 19 | <ul style="list-style-type: none"> Chapter 8: Reading and grammar, understand a story about a photo, talk about a photo using the simple past, practice saying simple past regular verb endings, listening: understand a story about a painting, learn to use simple past negative and question forms, practice understanding connected speech, learn to use different past time expressions, speaking: use signposting to show the start, middle, and end of story |
| Week 20 | Chapter 8: Speaking: Talk about books and movies you liked and didn't like, learn to organize an online review, write a movie or book review, review chapters Written and Oral Exams |
| Week 21 | <ul style="list-style-type: none"> Chapter 9: Reading: Understand an article about traveling, use context to understand meaning, analyze problems and solutions, reading and grammar: understand a text about how someone gets to work |
| Week 22 | <ul style="list-style-type: none"> Chapter 9: Pronunciation and speaking, practice the sounds /p/ and /b/, learn vocabulary for taking a train, make polite offers and requests, learn ways of dealing with impolite behavior, speaking: discuss different views on what is polite or impolite |
| Week 23 | <ul style="list-style-type: none"> Chapter 9 and 10: Speaking, practice using the imperative when giving directions, writing task, reading: understand a text about important experiences, bring together information from two places, understand cause and effect |
| Week 24 | <ul style="list-style-type: none"> Chapter 10: Listening and grammar, understand a conversation between friends, use the present perfect to talk about life experiences, pronunciation and speaking, talk about life skills, understand sequence while listening, learn when to use the present perfect and the simple past |
| Week 25 | Chapter 10: Speaking: learn to start and continue small talk, practice describing work experience and skills, reading and writing, writing task: write an email applying for a job |
| Week 26 | Chapter 11: Reading: understand a quiz about world records, find meaning using a dictionary, speaking, reading and grammar, understand an article about a challenge at work, learn to use superlative adjectives, practice the sound /st/ |
| Week 27 | <ul style="list-style-type: none"> Chapter 11: Vocabulary: Describe the weather, listening: Prepare for listening to weather reports, talk about what's necessary or not necessary, speaking and pronunciation, talk about using English internationally, speaking, reading, and writing, describe a restaurant experience, write a restaurant review |
| Week 28 | <ul style="list-style-type: none"> Chapter 12: Reading: Understand an infographic about future cities, summarize information in short notes, think about how likely a prediction is |
| Week 29 | <ul style="list-style-type: none"> Chapter 12: Reading and grammar, understand people's future plans, learn to use 'going to' to talk about future plans, practice understanding contractions, pronunciation and speaking, learn expressions to talk about the future, talk about expressions, learn about the different ways we see time, speaking |
| Week 30 | Chapter 12: Practice having difficult conversation, reading and writing, learn how to get readers attention, describe your hopes and plans, write a blog post about your English journal, review chapters Written and Oral Exams |

| Specific Skills Practice (SSP) / Listening & Pronunciation (High Intermediate I) | | 30 weeks, 4 hrs/day – Saturday and/or Sunday |
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| Textbook | Blass, L., Baker, L. 21st Century Communication 1 2nd edition (©2023) Cengage Learning Inc./ngl | |
| 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 Goals | <ul style="list-style-type: none"> Students will master their speaking and listening skills to be able to communicate fluently. | |
| Course Objective | <ul style="list-style-type: none"> By the end of the course, Students will be able to 1. Improve their listening for comprehension skills 2. Take down more accurate notes (note-taking) 3. Share their own ideas and insights at any given topic thematic to the book 4. Use accurate vocabulary in conversations 5. Develop thinking skills through discussion questions 6. Enhance their accent and pronunciation | |
| Student Learning Outcome | <ul style="list-style-type: none"> 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 | |
| Assessment | Final Exams: <ul style="list-style-type: none"> 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. | |
| Methodology | This course is taught using various methods/techniques and learning strategies including: <ul style="list-style-type: none"> Cooperative Learning Pair Work /Group Discussion Presentation Internet Research | |
| Requirements | <ul style="list-style-type: none"> Attendance and punctuality Active classroom participation Homework Oral and written exams | |
| Grading | Final Exam Calculation: <ul style="list-style-type: none"> 50% Written Exam 50% Oral Exam | |
| Part I | | |
| Week 1 | Unit 1 – Team Success <ul style="list-style-type: none"> Speaking: What makes a good team? Reading: Communication in Successful Teams Vocabulary: Collocations with opinions and projects Writing: Writing key words and short sentences Video: Disagreement, identify main ideas, details and reasons Speaking: giving ideas and reasons for an event or situation using because, so, the reason why | |
| Week 2 | Unit 1 – Team Success <ul style="list-style-type: none"> Writing and Speaking: Write a situation and give reason and share with a group Listening: Communications of issues in a school club Vocabulary: words related to forming teams; collocations with project | |
| Week 3 | Unit 1 – Team Success <ul style="list-style-type: none"> Video: What Makes a Good Team? Grammar: Use of contractions of the verb BE Critical Thinking: Synthesize and evaluate ideas about forming good teams Speaking: Preparation and presentation about teamwork | |
| Week 4 | Unit 1 – Team Success <ul style="list-style-type: none"> Speaking: Presentation about team work Unit 2 The Power of One Reading and Discussion: The Effects of Food Production Vocabulary: words related to food and the environment Listening: Listening for numbers and statistics | |
| Week 5 | Unit 2 – The Power of One <ul style="list-style-type: none"> Video: Food Waste Speaking/Listening: give suggestions using maybe, I think, why don't Listening: Give suggestions Speaking: Use appropriate words to give suggestions | |
| Week 6 | Unit 2 – The Power of One <ul style="list-style-type: none"> Vocabulary: use suffixes –ful, - less; words related to consumer choice Video/Discussion: The Power of Consumer Listening: Note-taking main ideas and details about consumerism Pronunciation: syllable stress | |

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| Week 7 | <p>Unit 2 – The Power of One</p> <ul style="list-style-type: none"> • Critical Thinking: Which Bag is Best • Discussion: discuss about the environmental impact of different types of bags • Speaking: Synthesize and evaluate Ideals, individual presentation on making a difference in the environment <p>Unit 3 Big Decisions</p> <ul style="list-style-type: none"> • Speaking: Discussion on the question "How can we choose the right career?" |
| Week 8 | <p>Unit 3 – Big Decisions</p> <ul style="list-style-type: none"> • Reading: Choosing College Majors • Vocabulary: Use noun and word forms; words related to pursuing interest • Writing: Using a T-chart to compare two things • Video: Talk about Career Paths • Speaking: Language for expressing opinions using I (don't) think that, I (don't) believe that, In my opinion |
| Week 9 | <p>Unit 3 – Big Decisions</p> <ul style="list-style-type: none"> • Speaking: Give advice about career choices • Listening: Listen for main ideas and details on career choices • Reading and Vocabulary: Use words related to pursuing interest |
| Week 10 | Review - Final Exams |
| Part II | |
| Week 11 | <p>Unit 3 – Big Decisions</p> <ul style="list-style-type: none"> • Video: Combining Your Passion • Listening: note-taking ideas and details on combining passions • Speaking: Share notes about the video • Grammar: Though group and pausing • Critical Thinking: Is a Degree Useful • Speaking: Preparing a presentation on suitable career options |
| Week 12 | <p>Unit 3 – Big Decisions</p> <ul style="list-style-type: none"> • Speaking: Individual presentation on career options • Unit 4 – Changed By Technology • Brainstorming: Discuss the question: How is technology changing our lives? • Reading and Discussion: What would people be interested to do in virtual reality? • Vocabulary: Use collocation with virtual • Video: Podcast about virtual reality travel • Writing: Indenting details • Listening: News Report on Overtourism; Note-taking main ideas and details; listening for signposts |
| Week 13 | <p>Unit 4 – Changed by Technology</p> <ul style="list-style-type: none"> • Listening: Using listing signals • Speaking: Discussing the disadvantages of VR sports • Reading and Comprehension: Do Video Games Make Me Anti-Social? • Vocabulary: use words related to video games • Grammar: Use collocations with likely and unlikely |
| Week 14 | <p>Unit 4 – Changed by Technology</p> <ul style="list-style-type: none"> • Listening: note-taking ideas and details on video games • Video and Discussion: How a Video Game Might Help Us Build Better Cities • Pronunciation: Statement intonation • Critical Thinking: Making Video Games for Everyone, synthesize and evaluate ideas |
| Week 15 | <p>Unit 4 – Changed by Technology</p> <ul style="list-style-type: none"> • Speaking: Presentation on the impact of video games and VR technology on our lives • Unit 5 – Give Thanks • Brainstorming Discussion: Why do we appreciate? • Reading and Discussion: Being Thanked at Work • Vocabulary: Use words related to giving thanks |
| Week 16 | <p>Unit 5 – Give Thanks</p> <ul style="list-style-type: none"> • Video: A lecture about gratitude • Listening: Listening for key words and phrases • Speaking: Supporting ideas with examples; sharing expression of being happy; use appropriate language to support ideas with examples; discuss the effects of expressing gratitude |

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| Week 17 | <ul style="list-style-type: none"> • Unit 5 – Give Thanks • Reading: Heroes in Our School Cafeterias • Video and Discussion: Why Lunch Ladies are Heroes • Pronunciation: Use of sentence stress • Listening: Listen for details |
| Week 18 | <ul style="list-style-type: none"> • Unit 5 – Give Thanks • Critical Thinking: Interpret infographic about the most and least respected jobs • Presentation: Plan and present the topic on Showing gratitude • Unit 6 – Learning Better • Discussion: How can we get better at what we do? • Reading: The Psychology of Success • Vocabulary: Use words related to learning |
| Week 19 | <p>Unit 6 – Learning Better</p> <p>Video: Learning Skills</p> <p>Listening: Using abbreviation in note-taking</p> <p>Speaking: Language for showing interest</p> |
| Week 20 | Review Final Exams |
| Part III | |
| Week 21 | <p>Unit 6 – Learning Better</p> <ul style="list-style-type: none"> • Listening: Use appropriate language to show interest • Speaking: Collaborate to give tips on learning strategies; use words related to curiosity • Reading and Discussion: What is Curiosity? |
| Week 22 | <p>Unit 6 – Learning Better</p> <ul style="list-style-type: none"> • Video: Rules to Spark Learning • Speaking: Discuss details on the video, intonation in questions • Critical Thinking: Interpret an infographic about important questions in life • Speaking: Research, plan and present on the topic of learning |
| Week 23 | <ul style="list-style-type: none"> • Unit 7 – The Livable City • Brainstorming: What makes a city livable? • Reading: Creating a More Livable City • Vocabulary: Use words related to livable cities, Use collocation with indoor • Video: Lecture about Public Spaces in the City; discussion on the video |
| Week 24 | <ul style="list-style-type: none"> • Unit 7 – The Livable City • Listening: Talk about solutions • Speaking: Use appropriate language to talk about solutions; suggest and evaluate solutions for problems in cities • Vocabulary: Use words related to designing buildings • Reading: Habitat 67 |
| Week 25 | <ul style="list-style-type: none"> • Unit 7 – The Livable City • Video: Reinventing the Apartment Building • Discussion: Talk about examples of linking • Critical Thinking: Interpret an infographic about livable cities, evaluate ideas about solutions for livable cities |
| Week 26 | <ul style="list-style-type: none"> • Unit 7 – The Livable City • Speaking: Research, plan and present on the topic livable cities • Unit 8 – Every Voice Matters • Brainstorming: How can we make sure everyone is heard? • Vocabulary: Use words related to sharing opinions • Reading: Feeling Heard in the Workplace • Discussion on the reading |
| Week 27 | <ul style="list-style-type: none"> • Unit 8 – Every Voice Matters • Video: Introverts and Extroverts • Writing: Record and take note while listening • Listening: Listing words and phrases • Speaking: Using language for rephrasing key ideas; Collaborate to suggest ideas for getting opinions heard |
| Week 28 | <ul style="list-style-type: none"> • Unit 8 – Every Voice Matters • Reading: Unpaid Surveys; reading comprehension discussion • Vocabulary: use word related to surveys • Video: Conducting face-to-face surveys; gathering ideas and details |
| Week 29 | <ul style="list-style-type: none"> • Unit 8 – Every Voice Matters • Pronunciation: Vowels in unstressed syllables • Critical Thinking: Discussing crowdsourcing • Speaking: Synthesize and evaluate ideas about getting opinions • Presentation: Research, plan and present on conducting research for a project |
| Week 30 | Review Final Exams |

| Specific Skills Practice (SSP) / Integrated Skills (High Intermediate II) | | 30 weeks, 4 hrs/day – Saturday and/or Sunday | |
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| SSP: Integrated Skills | Rost,M; Kisslinger E. (2018) World View 4. White Plains, NY, USA: Pearson Longman | | |
| 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 Goals | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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. | | |
| Assessment | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> Attendance and punctuality Active classroom participation Homework Oral and written exams | | |
| Grading | Final Exam Calculation: | | |
| | <ul style="list-style-type: none"> 50% Written Exam 50% Oral Exam | | |
| Week 1 | <u>Unit 1 – Changes</u> <ul style="list-style-type: none"> Listening Comprehension Activities Vocabulary Building Exercises Reading Comprehension Questions and Discussion | <ul style="list-style-type: none"> Pronunciation and Grammar Structures Drills Speaking Practice Writing Expansion Activity | |
| Week 2 | <u>Unit 2 - Australia</u> <ul style="list-style-type: none"> Listening Comprehension Activities Vocabulary Building Exercises Reading Comprehension Questions and Discussion | <ul style="list-style-type: none"> Pronunciation and Grammar Structures Drills Speaking Practice Writing Expansion Activity | |
| Week 3 | <u>Unit 3 –What's Cooking</u> <ul style="list-style-type: none"> Listening Comprehension Activities Vocabulary Building Exercises Reading Comprehension Questions and Discussion | <ul style="list-style-type: none"> Pronunciation and Grammar Structures Drills Speaking Practice Writing Expansion Activity | |
| Week 4 | <u>Unit 4 – Toys of the future</u> <ul style="list-style-type: none"> Listening Comprehension Activities Vocabulary Building Exercises Reading Comprehension Questions and Discussion | <ul style="list-style-type: none"> Pronunciation and Grammar Structures Drills Speaking Practice Writing Expansion Activity Unit Review | |
| Week 5 | <u>Unit 5- How Rude!</u> <ul style="list-style-type: none"> Listening Comprehension Activities Vocabulary Building Exercises Reading Comprehension Questions and Discussion | <ul style="list-style-type: none"> Pronunciation and Grammar Structures Drills Speaking Practice Writing Expansion Activity | |
| Week 6 | <u>Unit 6 - Achievement</u> <ul style="list-style-type: none"> Listening Comprehension Activities Vocabulary Building Exercises Reading Comprehension Questions and Discussion Pronunciation and Grammar Structures Drills Speaking Practice Writing Expansion Activity | | |
| Week 7 | <u>Unit 7 – Corporate Spying</u> <ul style="list-style-type: none"> Listening Comprehension Activities Vocabulary Building Exercises Reading Comprehension Questions and Discussion | <ul style="list-style-type: none"> Pronunciation and Grammar Structures Drills Speaking Practice Writing Expansion Activity | |
| Week 8 | <u>Unit 8 – Up in the Air</u> <ul style="list-style-type: none"> Listening Comprehension Activities Vocabulary Building Exercises Reading Comprehension Questions and Discussion | <ul style="list-style-type: none"> Pronunciation and Grammar Structures Drills Speaking Practice Writing Expansion Activity Unit Review | |
| Week 9 | <u>Unit 9 – Sunshine and Showers</u> <ul style="list-style-type: none"> Listening Comprehension Activities Vocabulary Building Exercises Reading Comprehension Questions and Discussion | <ul style="list-style-type: none"> Pronunciation and Grammar Structures Drills Speaking Practice Writing Expansion Activity Review | |
| Week 10 | Written / Oral Tests | | |

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| Week 11 | <u>Unit 10 – Tomorrow's World</u> <ul style="list-style-type: none"> Listening Comprehension Activities Vocabulary Building Exercises Reading Comprehension Questions and Discussion | <ul style="list-style-type: none"> Pronunciation and Grammar Structures Drills Speaking Practice Writing Expansion Activity |
| Week 12 | <u>Unit 11 – How did it go?</u> <ul style="list-style-type: none"> Listening Comprehension Activities Vocabulary Building Exercises Reading Comprehension Questions and Discussion | <ul style="list-style-type: none"> Pronunciation and Grammar Structures Drills Speaking Practice Writing Expansion Activity |
| Week 13 | <u>Unit 12 – Coincidences</u> <ul style="list-style-type: none"> Listening Comprehension Activities Vocabulary Building Exercises Reading Comprehension Questions and Discussion | <ul style="list-style-type: none"> Pronunciation and Grammar Structures Drills Speaking Practice Writing Expansion Activity Unit Review |
| Week 14 | <u>Unit 13 –Going it Alone</u> <ul style="list-style-type: none"> Listening Comprehension Activities Vocabulary Building Exercises Reading Comprehension Questions and Discussion | <ul style="list-style-type: none"> Pronunciation and Grammar Structures Drills Speaking Practice Writing Expansion Activity |
| Week 16 | <u>Unit 15 – Small Talk</u> <ul style="list-style-type: none"> Listening Comprehension Activities Vocabulary Building Exercises Reading Comprehension Questions and Discussion Pronunciation and Grammar Structures Drills Speaking Practice Writing Expansion Activity | |
| Week 17 | <u>Housing</u> <ul style="list-style-type: none"> Moving Answering the Door | <ul style="list-style-type: none"> Neighborhood Problems Neighborhood Improvements |
| Week 18 | <u>Transportation and Travel</u> <ul style="list-style-type: none"> Commuting Learning to Drive | <ul style="list-style-type: none"> Driving Problems |
| Week 19 | <u>Transportation and Travel</u> <ul style="list-style-type: none"> Buying a Car On Vacation Review | |
| Week 20 | Oral/ Written Tests | |
| Week 21 | <u>Transportation and Travel</u> <ul style="list-style-type: none"> Traveling by Car Bus and Train Travel Air Travel | |
| Week 22 | <u>Finding a Job</u> <ul style="list-style-type: none"> Job in Your Community Your Occupation The Right Job for You | |
| Week 23 | <u>Finding a Job</u> <ul style="list-style-type: none"> Looking for a Job Applying for a Job Wages and Benefits | |
| Week 24 | <u>Life at Work</u> <ul style="list-style-type: none"> Starting a new Job Instructions at Work Doing a Good Job Injuries at Work | |
| Week 25 | <u>Life at Work</u> <ul style="list-style-type: none"> Deductions from Pay Spending Money Paying Taxes | |
| Week 26 | <u>Life at Work</u> <ul style="list-style-type: none"> Leaving a Job <u>In the News</u> <ul style="list-style-type: none"> Class News | |
| Week 27 | <u>In the News</u> <ul style="list-style-type: none"> News Media Weather and Natural Disasters Sports News | |
| Week 28 | <u>In the News</u> <ul style="list-style-type: none"> Crime in the News Heroes in the News Local News | |
| Week 29 | <u>In the News</u> <ul style="list-style-type: none"> World News Politics and Government in the News Review | |
| Week 30 | Oral/ Written Tests | |

| Reading, Speaking & Pronunciation (Advanced I) | | 30 weeks, 4 hrs/day – Saturday and/or Sunday |
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| Textbook | Soars L & M.; Sayer M. (2010) American Headway 5. NY, USA. Oxford University Press | |
| Course Description | This course is designed to enhance the reading and speaking skills students with the integration of pronunciation. The reading materials motivate and create student's interest in discussing relevant topics for discussion and presentation. It provides listening activities to improve student's listening skills as well as pronunciation of vocabulary words, phrases, expressions, sentences and dialogues in terms of pattern of sounds and rhythms in speech. | |
| Course Goals | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> Attendance and punctuality Active classroom participation Homework Oral and written exams | |
| Grading | Final Exam Calculation: | |
| | <ul style="list-style-type: none"> 50% Written Exam 50% Oral Exam | |
| Week 1 | Introduction to course Objectives, methodology, requirements, textbook and grading. <u>Unit 1: This land is your land 1</u> Reading: " The American Dream" <ul style="list-style-type: none"> Vocabulary building: describing nationalities Speaking: Discussion immigrants & emigration, Nationality A Stereotypes | |
| Week 2 | <u>Unit 1: This land is your land 1</u> <ul style="list-style-type: none"> Listening: The American Dream Everyday English – American & British English Language focus; Synonyms Formal and informal letters | |
| Week 3 | <u>Unit 2: Never at a loss for words!</u> <ul style="list-style-type: none"> Vocabulary building: numbers Vocabulary building: words and phrases to describe hotel facilities: fitness center, lobby, sauna, video arcade, ballrooms, conference rooms, etc. Speaking: Information gap – finding out about Irish Murdoc Listening for comprehension: a conversation about making hotel reservations | |
| Week 4 | <u>Unit 2: Never at a loss for words!</u> <ul style="list-style-type: none"> Grammar focus: using simple present statement and questions Pronunciation: stress in numbers in –teen and -ty Writing Activity: Storytelling | |
| Week 5 | <u>Unit 3: Big business</u> <ul style="list-style-type: none"> Vocabulary: Describing Trends/Comparing Statistics Reading "Eat, sleep, buy, die Listening: An Interview with Anita | |
| Week 6 | <u>Unit 3: Big business</u> <ol style="list-style-type: none"> Speaking; Simulation- planning an advertising campaign Discussion – role of advertising | |
| Week 7 | <u>Unit 3: Big business</u> <ul style="list-style-type: none"> Pronunciation: Word linking and intrusive sounds Writing : A business Report <u>Unit 4 Celebrity</u> <ul style="list-style-type: none"> Reading: the cult celebrity – why are we obsessed with the rich and famous Vocabulary: Synonyms and Antonyms Language Focus: Discourse Makers | |
| Week 8 | <u>Unit 4 Celebrity</u> <ul style="list-style-type: none"> Listening: An Interview with Drew Barrymore Speaking: Maze- how to become a celebrity | |
| Week 9 | <u>Unit 4 Celebrity</u> <ul style="list-style-type: none"> Tags and Replies Writing: Expressing a personal opinion Review | |
| Week 10 | Written Exam Oral Exam | |
| Week 11 | <u>Unit 5: Love Is ...?</u> <ul style="list-style-type: none"> Reading: fateful attraction Language Focus: Ways of Adding Emphasis Vocabulary: Proverbs and poetry | |

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| Week 12 | <u>Unit 5: Love Is ...?</u> <ol style="list-style-type: none"> Listening: A Romantic meeting When love lasts forever Speaking Discussion – Do you believe in fate? Pronunciation : getting emotional Sounding anxious, grateful, etc Writing: Expressing a Personal Opinion and Discussing Pros and Cons |
| Week 13 | <u>Unit 6: Newspeak</u> <ul style="list-style-type: none"> Vocabulary: Nouns formed from phrasal verbs Reading: Tabloid and broadsheet newspaper – a similar news story in two different newspapers Listening: An interview with foreign correspondent Simon Winchester |
| Week 14 | <u>Unit 6: Newspeak</u> <ol style="list-style-type: none"> Speaking: Discussion how television reports the news Responding to news/ Sounding sarcastic Writing: A letter to a newspaper |
| Week 15 | <u>Unit 7: Words of Wisdom</u> <ul style="list-style-type: none"> Reading: Letter to a Newborn Son Speaking: Prediction Game: Dilemma |
| Week 16 | <u>Unit 7: Words of Wisdom</u> <ul style="list-style-type: none"> Listening and Speaking: Words of Wisdom Vocabulary : rhyme and reason – Choosing the right words for a poem, “ You are old, Father William |
| Week 17 | <u>Unit 7: Words of Wisdom</u> <ul style="list-style-type: none"> Everyday English: Breaking the Rules of English Writing: Describing a Personal Experience <u>Unit 8 Altered Images</u> <ul style="list-style-type: none"> Listening and Speaking: At Home with an Artist |
| Week 18 | <u>Unit 8 Altered Images</u> <ul style="list-style-type: none"> Vocabulary: Metaphors and Idioms Reading: The Man Behind the Mouse Language Focus: Real and Unreal Tense Usage |
| Week 19 | <u>Unit 8 Altered Images</u> <ul style="list-style-type: none"> Everyday English: Softening the Message Writing: Reviewing a Movie or Book Review Units 5 – 8 |
| Week 20 | Oral Exam/ Written Exam |
| Week 21 | <u>Unit 9 History Lessons</u> <ul style="list-style-type: none"> Reading: I was There Listening and Speaking: Justin Baines’ eyewitness account Vocabulary and Pronunciation: Homonyms, Homophones, and Homographs Listening and Speaking: Peace and Goodwill |

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| Week 22 | <u>Unit 9 History Lessons</u> <ul style="list-style-type: none"> Language Focus: Verb Patterns Everyday English: Telling Jokes Writing: Personal Profile |
| Week 23 | <u>Unit 10 The Body Beautiful</u> <ul style="list-style-type: none"> Reading and Speaking: The Age of Sports Language Focus: Intensifying Adverbs Vocabulary and Speaking: Word to Do with the Body |
| Week 24 | <u>Unit 10 The Body Beautiful</u> <ul style="list-style-type: none"> Listening and Speaking: Sports Heroes and Heroines Speaking: How Healthy and Fit are You |
| Week 25 | <u>Unit 10 The Body Beautiful</u> <ul style="list-style-type: none"> Everyday English: Clichés Writing: Entering a Competition <u>Unit 11 The Ends of the Earth</u> <ul style="list-style-type: none"> Reading and Speaking: Three Island Stories |
| Week 26 | <u>Unit 11 The Ends of the Earth</u> <ul style="list-style-type: none"> Vocabulary and Listening: Compound Nouns and Adjectives Listening and Speaking: A Meeting in the Desert |
| Week 27 | <u>Unit 11 The Ends of the Earth</u> <ul style="list-style-type: none"> Language Focus: Relatives and Participles Everyday English: What on Earth! Writing: Describing a Trip |
| Week 28 | <u>Unit 12 Life goes on.</u> <ul style="list-style-type: none"> Reading and Speaking: A Sideway Look at Time Language Focus: Linking Devices Listening and Speaking: Do You Believe in Miracles? |
| Week 29 | <u>Unit 12 Life goes on.</u> <ul style="list-style-type: none"> Vocabulary: Synonyms and Antonyms 2 Everyday English: Euphemisms Writing: Bringing a Biography to Life Review |
| Week 30 | Oral/ Written Tests |

| SSP: Listening & Speaking (Advanced II) | | 30 weeks, 4 hrs/day – Saturday and/or Sunday |
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| Textbook | S.E. Carlin (2018) Q: Skills for Success Listening & Speaking . NY, USA. Oxford University Press | |
| Course Description | This course is designed to enhance the listening and speaking skills of students to attain advanced language proficiency. The listening text prompts students to discuss their views and opinions on topics of high interests. It includes a research-based vocabulary words to prepare students academically and professionally. The topics for discussion are thought provoking that engage students to develop their critical thinking skills. | |
| Course Goals | <ul style="list-style-type: none"> Students will reinforce their listening and speaking skills to attain advanced language proficiency and master their critical thinking skills. | |
| Course Objective | <ul style="list-style-type: none"> Students will develop their academic listening comprehension skills and speaking abilities as well as enhance their skills in academic reading. | |
| Student learning Outcome | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> Attendance and punctuality Active classroom participation Homework Oral and written exams | |
| Grading | Final Exam Calculation: <ul style="list-style-type: none"> 50% Written Exam 50% Oral Exam | |
| Week 1 | <u>Unit 1: Q: How do people get the news today?</u> Listening 1: Citizen Journalism | |
| Week 2 | Vocabulary in Context Listening for Main Ideas/Details Discussion: Pair/ Group Work Expansion activities/reinforcement exercise | |
| Week 3 | Listening 2 Pod-Ready: Podcasting for the Developing World Discussion Questions / Intro to Topic Vocabulary Building Preview Listening 2 Listening for Main Ideas/Details Group Discussion: Pair/ Group Work | |
| Week 4 | Grammar Review Speaking Activities Pronunciation Exercises Presentations & Projects | |
| Week 5 | <u>Unit 2: Q: How does language affect who we are?</u> Discussion Questions: Picture Preview the Unit Vocabulary Building Expansion Activities Listening 1: My Stroke of Insight: A Brain Scientist's Personal Journey Vocabulary in Context Listening for the Main Ideas/Listen for Details | |
| Week 6 | Discussion: Pair/Group Work Making Inferences Expansion Activities/Reinforcement Exercises | |
| Week 7 | Listening 2: The Story of My Life Discussion Questions/Intro to Topic Vocabulary Building Preview listening 2 Listening to Main Ideas/Details Group Discussion: pair / Group Work | |
| Week 8 | Grammar Review Speaking Activities Pronunciation Exercises Presentations and Projects | |
| Week 9 | <u>Unit 3: Q: where can work, education and fun overlap?</u> Discussion Questions: Picture Preview the Unit Vocabulary Building Expansion Activities Listening 1: Voluntarism Vocabulary in Context Listening for the Main Ideas/Listen for Details Discussion: Pair/Group Work Making Inferences Expansion Activities/Reinforcement Exercises Review | |
| Week 10 | Oral Exam/ Written Exam | |

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| Week 11 | Listening 2: Science Fairs and Nature Reserves Discussion Questions/Intro to Topic Vocabulary Building Preview listening 2 Listening to Main Ideas/Details Group Discussion: pair / Group Work Vocabulary: Prefixes Grammar Review Speaking Activities Pronunciation Exercises Presentations and Projects |
| Week 12 | <u>Unit 4: Q: How can the eyes deceive the mind?</u> Discussion Questions: Picture Preview the Unit Vocabulary Building Listening 1: Wild Survivors Vocabulary in Context Listening for the Main Ideas/Listen for Details Discussion: Pair/Group Work |
| Week 13 | Expansion Activities/Reinforcement Exercises Listening 2: Magic and the Mind Discussion Questions/Intro to Topic Vocabulary Building |
| Week 14 | (Continuation of Listening 2) Preview Listening 2 Listening to Main Ideas/Details Group Discussion: pair / Group Work Grammar Review Speaking Activities and Pronunciation Exercises |
| Week 15 | <u>Unit 5: Q: What does it mean to be a global citizen?</u> Discussion Questions: Picture Preview the Unit Vocabulary Building Expansion Activities Listening 1: The Campaign to Humanize the Coffee Trade Vocabulary in Context Listening for the Main Ideas/Listen for Details Discussion: Pair/Group Work Making Inferences Expansion Activities/Reinforcement Exercise |
| Week 16 | Listening 2: The UN Global Compact Discussion Questions/Intro to Topic Vocabulary Building Preview Listening 2 Listening to Main Ideas/Details Group Discussion: pair / Group Work Grammar Review Speaking Activities Pronunciation Exercises |
| Week 17 | <u>Unit 6: Q: How do you make a space of your own?</u> Discussion Questions: Picture Preview the Unit Vocabulary Building Expansion Activities Listening 1: Environmental Psychology Vocabulary in Context Listening for the Main Ideas/Listen for Details Discussion: Pair/Group Work Making Inferences Expansion Activities/Reinforcement Exercises |
| Week 18 | Listening 2: What Your Stuff Say About You Discussion Questions/Intro to Topic Vocabulary Building Preview Listening 2 Listening to Main Ideas/Details Group Discussion: pair / Group Work Grammar Review Speaking Activities Pronunciation Exercises |
| Week 19 | <u>Unit 7: Q: Where do new ideas come from?</u> Discussion Questions: Picture Preview the Unit Vocabulary Building Expansion Activities Listening 1: Alternative Ideas for Medicine Vocabulary in Context Listening for the Main Ideas/Listen for Details Discussion: Pair/Group Work Making Inferences Expansion Activities/Reinforcement Exercises |

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| Week 20 | Oral Exam Written Exam |
| Week 21 | Listening 2: Boulder Bike-to-School Program Goes International Discussion Questions/Intro to Topic Vocabulary Building Preview Listening 2 Listening to Main Ideas/Details Group Discussion: pair / Group Work Grammar Review Speaking Activities Pronunciation Exercises |
| Week 22 | <u>Unit 8: Q: How do people react to change?</u> Discussion Questions: Picture Preview the Unit Vocabulary Building Expansion Activities Listening 1: The Reindeer People Vocabulary in Context Listening for the Main Ideas/Listen for Details Discussion: Pair/Group Work Making Inferences Expansion Activities/Reinforcement Exercises |
| Week 23 | Listening 2: High-Tech Nomads Discussion Questions/Intro to Topic Vocabulary Building Preview Listening 2 Listening to Main Ideas/Details (Continuation of Listening 2) Group Discussion: pair / Group Work Vocabulary: Prefixes Grammar Review Speaking Activities Pronunciation Exercises |
| Week 24 | <u>Unit 9: Q: Where should the world's energy come from?</u> Discussion Questions: Picture Preview the Unit Vocabulary Building Expansion Activities Listening 1: Nuclear Energy: Is it the Solution |
| Week 25 | Listening 1: Nuclear Energy: Is it the Solution Vocabulary in Context Listening for the Main Ideas/Listen for Details Discussion: Pair/Group Work Making Inferences Expansion Activities/Reinforcement Exercises |
| Week 26 | Listening 2: Tapping the Energy of the Tides Discussion Questions/Intro to Topic Vocabulary Building Preview Listening 2 Listening to Main Ideas/Details Group Discussion: pair / Group Work |
| Week 27 | Grammar Review Speaking Activities Pronunciation Exercises <u>Unit 10: Q: Where should the world's energy come from?</u> Discussion Questions: Picture Preview the Unit Vocabulary Building Expansion Activities |
| Week 28 | Listening 1: Small in the Big New Vocabulary in Context Listening for the Main Ideas/Listen for Details Discussion: Pair/Group Work Making Inferences Expansion Activities/Reinforcement Exercises |
| Week 29 | Listening 2: Sizing Up College: One Size Does Not Fit All Discussion Questions/Intro to Topic Vocabulary Building Preview Listening 2 Listening to Main I |
| Week 30 | Oral/ Written Tests |

| SSP: Integrated Skills & Fluency (Advanced Academics) | | 30 weeks, 4 hrs/day – Saturday and/or Sunday |
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| Textbook | S. Stempleski, N. Douglan, J. M. R. Morgan; K.L. Johannsen (2018) World Pass . Boston MA. USA. Heinle | |
| Course Description | This course is designed to increase second language learner's fluency in English. It provides dynamic vocabulary building activities, essential grammar, listening, speaking and writing activities that are for real world communication. Students develop their ability to confidently communicate their ideas in many ways with ease and clarity. | |
| Course Goals | <ul style="list-style-type: none"> The students will master their second language learner's fluency in English, and develop their ability to confidently communicate their ideas. | |
| Course Objective | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> Attendance and punctuality Active classroom participation Homework Oral and written exams | |
| Grading | Final Exam Calculation: <ul style="list-style-type: none"> 50% Written Exam 50% Oral Exam | |
| Introduction to course Objectives, methodology, requirements, textbook and grading | | |
| Week 1 | <u>Unit 1: Big Screen, Small Screen, Lesson A</u> <ul style="list-style-type: none"> Vocabulary building: informal words used to describe movies (pair work: mainstream, chick flick, tearjerker, blockbusters, B-movies, etc.) Listening for comprehension: listening for gist and using abbreviations and symbols in note taking Grammar focus: using such and so Reading for Comprehension: The Castro Theater in San Francisco | |
| Week 2 | <ul style="list-style-type: none"> Grammar focus: -ed and -ing endings Speaking activity: managing a discussion (requesting clarification, taking your turn, and keeping the discussion moving) Expansion activities: pages 12-13 | |
| Week 3 | <u>Unit 1: Big Screen, Small Screen, Lesson B</u> <ul style="list-style-type: none"> Vocabulary building: using adjectives to describe TV shows (pair work: addictive, dramatic, cutthroat, inspiring, etc.) Reading for comprehension: reading an editorial and inferring an author's opinion or attitude | |
| Week 4 | <u>Unit 1: Big Screen, Small Screen, Lesson B</u> <ul style="list-style-type: none"> Writing activity: writing a review of a movie to television program using topic sentences Speaking activity: pair work; a questionnaire about television Speaking activity: group work; creating a reality TV show Expansion activities: pages 12-13 | |
| Week 5 | <u>Unit 2: The World Awaits You, Lesson A</u> <ul style="list-style-type: none"> Vocabulary building: words that end in -less Listening for comprehension: listening to interviews and inferring point of view; matching speakers with topics Grammar focus: using past modals | |
| Week 6 | <u>Unit 2: The World Awaits You, Lesson A</u> <ul style="list-style-type: none"> Grammar focus: using the past form of wish Pronunciation: stress on important words Speaking activity: role playing a phone conversation to make a polite request using would you mind | |
| Week 7 | <u>Unit 2: The World Awaits You, Lesson B</u> <ul style="list-style-type: none"> Reading for comprehension: reading a personal interview Vocabulary focus: guessing meaning from context and pronoun reference Writing activity: writing and editing an article using correction symbols to edit it | |
| Week 8 | <u>Unit 2: The World Awaits You, Lesson B</u> <ul style="list-style-type: none"> Speaking activity: reading and story, retelling it, and predicting the ending Expansion activities <u>Unit 3: School and Beyond</u> <ul style="list-style-type: none"> Vocabulary focus: first year in college (apprehensive, sign up, expectations, etc) Listening for comprehension: listening for details and attitudes in conversations about school lunches | |
| Week 9 | <u>Unit 3: School and Beyond</u> <ul style="list-style-type: none"> Grammar focus: using hope and wish Speaking activity: practicing interviewing phrases and skills Reading for comprehension: reading and online discussion about improving the quality of education and inferring the point of view Writing activity: writing an opinion essay using a thesis statement Review | |

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| Week 10 | Oral Exam Written Exam |
| Week 11 | <u>Unit 4: Contemporary Issues</u> <ul style="list-style-type: none"> Vocabulary focus: vocabulary in an article about illegal downloading of music (compensated, unauthorized, unethical, etc.) Listening activity: listening to an interview about urban growth for main ideas and key words Grammar focus: using past and present unreal conditionals Speaking activity: expressing an opinion on an important current issue in one minute or less |
| Week 12 | <u>Unit 4: Contemporary Issues</u> <ul style="list-style-type: none"> Reading for comprehension: reading a newspaper article about bullying and scanning it for specific information Writing activity: writing a message to post on an online message board <u>Unit 5: In Other Words, Lesson A</u> <ul style="list-style-type: none"> Vocabulary focus: vocabulary related to learning a language (proficient, immersed, master, etc.) Listening comprehension: listening to a TV show about language and listening for topic and specific information |
| Week 13 | <u>Unit 5: In Other Words, Lesson A</u> <ul style="list-style-type: none"> Grammar focus: using reduced adverb clauses Speaking activity: talking about charts and data Expansion activities on pages 62-63 |
| Week 14 | <u>Unit 5: In Other Words, Lesson B</u> <ul style="list-style-type: none"> Reading comprehension: reading an article comparing conversation styles Reading skill: understanding text organization using contrasts Writing activity: writing and organizing a report Communication activity: taking part as a class in an organized debate regarding a controversial topic Expansion activity: pages 62-63 |
| Week 15 | <u>Unit 6: Ordinary People, Extraordinary Lives</u> <ul style="list-style-type: none"> Vocabulary focus: vocabulary related to following one's dreams (aspirations, sidetracked, and channeling) Listening comprehension: listening to a personal interview for gist, details, and key words Grammar focus: using reported speech |
| Week 16 | <u>Unit 6: Ordinary People, Extraordinary Lives</u> <ul style="list-style-type: none"> Speaking activity: making a presentation to a group using presentation phrases (I'd like to tell you about, to conclude, Today, I'm going to talk about, etc) Reading for comprehension: reading an online article about a personal experience and guessing meaning from context clues |
| Week 17 | <ul style="list-style-type: none"> Writing activity: using general information got write a biography Speaking activity: group work: deciding who receives an award and discusses the choices in a group <u>Unit 7: Who Are You?</u> <ul style="list-style-type: none"> Vocabulary focus: vocabulary related to memory and the mind (inundated, associations, lapses, etc) Listening comprehension: listening to a news report for gist and detail |
| Week 18 | <ul style="list-style-type: none"> Grammar focus: review using the passive form Speaking activity: explaining what you mean by expanding on a topic Reading for comprehension: reading an informal article about birth order and personality while learning the skill of skimming |
| Week 19 | <ul style="list-style-type: none"> Writing activity: a short essay comparing and contrasting a specific point Pair Work: completing a logic test with a partner Expansion activities on pages 62-63 Review of Units 4-6 on pages 76-77 Review vocabulary Review grammar skills |
| Week 20 | <ul style="list-style-type: none"> Final Oral Exam Final Written Exam |
| Week 21 | <u>Unit 8: Happy Days</u> <ul style="list-style-type: none"> Vocabulary focus: vocabulary from an article about love-hate relationships (simultaneously, win over, think on your feet, etc) Listening comprehension: listening to a radio interview for main points and supporting ideas Grammar focus: learning and using phrasal verbs |
| Week 22 | <u>Unit 8: Happy Days</u> <ul style="list-style-type: none"> Speaking activity: learning how to keep a conversation going by asking questions Reading for comprehension: reading an online article to determine causes and effects Writing activity: describing travel plans in a personal letter Pair work: explaining problems and giving advice in a role play |
| Week 23 | <u>Unit 9: Looking Good!</u> <ul style="list-style-type: none"> Vocabulary focus: learning vocabulary related to fashion (go together, distinctive, coordinate, etc) Listening comprehension: listening for general information and matching job tasks to job descriptions Grammar focus: using subject and object relative clauses Speaking activity: planning, organizing, and giving a survey presentation |
| Week 24 | <u>Unit 9: Looking Good!</u> <ul style="list-style-type: none"> Reading for comprehension: reading an article about cosmetic procedures and scanning it for information Writing activity: writing an essay explaining cause and effect Review: Units 7-9 on pages 114-115 Expansion activities on pages 88, 100, and 112 |
| Week 25 | <u>Unit 10: To Buy or Not to Buy...</u> <ul style="list-style-type: none"> Vocabulary focus: vocabulary related to status symbols (flashy, class, extravagant, etc) Listening comprehension: listening and matching questions with answers and listening for details Grammar focus: practicing definite and indefinite articles Speaking activity: describing pictures and comparing and contrasting similarities and differences |

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| Week 26 | <p>Unit 10: To Buy or Not to Buy...</p> <ul style="list-style-type: none"> • Reading for comprehension: identifying relationships between items or places and then summarizing a story • Writing activity: identifying purpose, format, and tone when writing a formal letter to a newspaper • Group work: holding an imaginary online auction using personalized descriptions of the items |
| Week 27 | <p>Unit 11: The Impact of Art.</p> <ul style="list-style-type: none"> • Vocabulary focus: learning and using vocabulary related to the art world (oval-shaped, collaborative, dismantle, etc) • Listening comprehension: listening to conversations for speaker opinions and key words • Grammar focus: using fronted structures for emphasis • Speaking activity: forming arguments and counter arguments • Reading for comprehension: skimming and scanning and article from an art magazine for general information and pronoun references • Writing activity: completing a job application and cover letter • Group work: creating a school audio tour and acting as tour guides |
| Week 28 | <p>Unit 12: Our Changing World</p> <ul style="list-style-type: none"> • Vocabulary focus: using vocabulary related to the future (coexist, facilitate, breakthroughs, etc) • Listening comprehension: listening to descriptions of inventions for specific details and general information • Grammar focus: using the future tenses • Speaking activity: describing benefits and supporting points and giving support to the main point |
| Week 29 | <p>Unit 12: Our Changing World</p> <ul style="list-style-type: none"> • Reading for comprehension: reading and article from environmental website and inferring meaning from context and summarizing information • Writing activity: organizing and writing an academic essay • Group work: taking part in an organized debate regarding a controversial issue • Review Units 10-12, pages 152-153 • Review vocabulary • Review grammar points |
| Week 30 | Oral/ Written Tests |

**Standard Intensive English Programs
and Standard Semi-Intensive English Programs
Elective Courses**

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|---|---|--|
| Academic Vocabulary I (Advanced) | | 4 hours a day, once a week for ten weeks, Saturday and/or Sunday |
| Textbook | Schmitt, D., Schmitt, N. Focus on Vocabulary 2: Mastering the Academic Word List (©2011) New York: Pearson Education, Inc. | |
| Course Description | This course will enrich knowledge and usage of academic vocabulary through reading, exercises, pair work, discussion, presentations and writing. | |
| Course Goals | 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) | |
| 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 Exam Calculation: 50% Written Exam 50% Oral Exam | |
| Week 1 | Unit 1 Our Changing Society: Chapters 1 and 2 | |
| Week 2 | Unit 1: Chapters 2, 3, and 4 | |
| Week 3 | Unit 2: Consumer Behavior and Marketing Chapters 5 and 6 | |
| Week 4 | Unit 2 (continued) Chapters 6 and 7 | |
| Week 5 | Week 5 Unit 2 (continued) Chapter 8 Unit 3 Workplaces and Work Spaces Chapter 9 | |
| Week 6 | Unit 3 (continued) Chapters 10 and 11 | |
| Week 7 | | |
| Week 8 | Unit 3 (continued) Chapter 12 Unit 4 Use and Abuse of Natural Resources Chapter 13 | |
| Week 9 | Unit 4 (continued) Chapter 14 | |
| Week 10 | Final Exam | |

| Academic Vocabulary II (Advanced) | | 4 hours a day, once a week for ten weeks, Saturday and/or Sunday |
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| Textbook | Schmitt, D., Schmitt, N. Focus on Vocabulary 2: Mastering the Academic Word List (©2018) New York: Pearson Education, Inc | |
| Course Description | This course will enrich knowledge and usage of academic vocabulary through reading, exercises, pair work, discussion, presentations and writing. | |
| Course Goals | 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) | |
| 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 4 Use and Abuse of Natural Resources Chapters 15 and 16 | |
| Week 2 | Unit 5 We Are What We Eat Chapters 17 and 18 | |
| Week 3 | Unit 5 (continued) Chapters 19 and 20 | |
| Week 4 | Unit 6 Encounters with Music and Sound Chapters 21 and 22 | |
| Week 5 | Unit 6 (continued) Chapters 22 and 23 | |
| Week 6 | Unit 6 (continued) Chapter 24 Unit 7 Animal Nature Chapter 25 | |
| Week 7 | | |
| Week 8 | Unit 7 (continued) Chapters 26 and 27 | |
| Week 9 | Unit 7 (continued) Chapter 28 Review for Final Exam | |
| Week 10 | Final Exam | |

| Current Events (Advanced) | | 4 hours a day, once a week for ten weeks, Saturday and/or Sunday |
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| Textbook | Thompson ELT Boston, MA, USA newspapers (broad sheets and tabloids). Electronic news, Newsweek, Time magazine | |
| 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 section 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 Goals | 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 students' 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 | Headlines & News Analyzing headlines, its meaning and structure, understanding news articles, comprehension and vocabulary, discussion, writing news articles | |
| Week 2 | Features Comprehension and vocabulary, discussion, writing feature articles | |
| Week 3 | Opinion Editorials and commentary, opinion, reading focus: developing and argument, reading for details, comprehension and vocabulary building | |
| Week 4 | Continuation (Opinion) Discussion, writing editorial, research: developing opinion for writing, classified ads (structure) | |
| Week 5 | Business The business section and the articles, using the IHT website, reading focus: statistics and figures and keeping tracks of events | |
| Week 6 | Continuation (business) Comprehension and vocabulary, discussion, analysis of business trends, internet research activity | |
| Week 7 | Section 4: Lifestyle Style and travel, reading focus: formal versus informal reporting, comprehension and vocabulary, discussion | |
| Week 8 | 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 | |
| Week 9 | Technology, Science and Health Scientific vocabulary, new words in technology, reading focus: opposing views; writing about new discoveries; introducing topics, comprehension and vocabulary, discussion | |
| Week 10 | Final Exam Project: designing, producing a newspaper | |

| Pronunciation (High Intermediate) | | 4 hours a day, once a week for ten weeks, Saturday and/or Sunday |
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| Textbook | Gilbert, J.: Clear Speech 4th ed. © (2012) Cambridge University Press | |
| 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 Goals | 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 1-2 Syllables: Counting syllables; Syllable numbers in the past and present Tense; Vowels: Alphabet vowels sounds; Reading activities; practice exercises | |
| Week 2 | Units 2-3 Vowel rules; Two vowel rules; One vowel rule; Word stress and vowel length; stressed syllables, vowel length, multi-syllable words; Reading activities; Practice exercises | |
| Week 3 | Units 4-5 Word stress and vowel clarity: Clear vowels, schwa, stress rules; Word stress patterns; stress patterns; Reading activities, Practice exercises | |
| Week 4 | Units 5-6 Word stress patterns: Stress rules; Sentence Focus: Emphasizing content words; Contrast; Focus and Content words; Emphasizing focus words; Reading activities; Practice exercises | |
| Week 5 | Units 7 Sentence focus: De-emphasizing structure words; focus and structure words; Contradictions and reductions; Reading activities; Practice exercises; Practice 2; word stress; sentence focus | |
| Week 6 | Units 8-9 Choosing and Emphasizing Focus Words: Focus on Conversations, Disagreeing and correcting; Emphasizing structure words; Review of focus rules; Reading activities, Practice exercises | |
| Week 7 | Unit 10-11 Continuants and stops: /s/ and /t/; Singular and plural words; Continuants and stops: /r/ and /d/, /l/ and /d/; Sound combination /rd/; Past and Present Tense Verbs; contractions of /l/ and /d/; Reading activities; Practice exercises | |
| Week 8 | Unit 12-13 Voicing: Saying /s/ and /z/; /t/ and /d/ Voicing and syllable length aspiration: Voice and syllable length; Final voice and voiceless continuants; Final voiced and voiceless stops; Aspiration; Reading exercises, Practice exercises | |
| Week 9 | Unit 14-15 Sibilants: Contrasting Sibilants; Thought Groups: Signal the end of a thought group with a pause, Signaling the end of a thought group with a falling pitch | |
| Week 10 | Practice 1 More Consonant Work; Practice 2 Thought Group; Review Final Exams | |

| Pronunciation & Accent Reduction I (Advanced) | | 4 hours a day, once a week for ten weeks, Saturday and/or Sunday |
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| Textbook | Orion, G.: Pronouncing American English (Sounds, Stress, and Intonation) 3rd ed. © (2018) 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 Goals | 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 1-2 English spelling and English sounds; Speech mechanism; Reading activities, practice exercise | |
| Week 2 | Units 3-4 Syllable stress; Vowel and consonant length; Reading activities; Practice exercises | |
| Week 3 | Units 5-6: Using a Dictionary for Pronunciation, /iy/ as in see; /i/ as in sit, /ey/ as in pay; /ε/ as in met, Reading Activities, Practice Exercises | |
| Week 4 | Units 7-8 Intonation; Using a dictionary for pronunciation; Reading activities; Practice exercises | |
| Week 5 | Units 9 /iy/ as in see; /i/ as in sit; Reading exercises, Practice exercises | |
| Week 6 | Unit 10-11 /ey/ as in pay; /ε/ as in met; /æ/ as in cat; Reading exercises, Practice exercises | |
| Week 7 | Unit 12-13 /a/ as in not; /ay/ as in buy; Reading exercises and Practice exercises | |
| Week 8 | Unit 14-15 /aw/ as in now; /ə/ as in up; Reading exercises, Practice exercises | |
| Week 9 | Unit 16-17 /ər/ as in sir; /y/ as in boy; Reading exercises, Practice exercises | |
| Week 10 | Units 18: / y/ as in boy, /ɔ/ as in all, Practice. Final Exams | |

| Pronunciation & Accent Reduction II (Advanced) | | 4 hours a day, once a week for ten weeks, Saturday and/or Sunday |
|---|---|--|
| Textbook | Orion, G.: Pronouncing American English (Sounds, Stress, and Intonation) 3rd ed. © (2018) 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 Goals | 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 | <ul style="list-style-type: none"> 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 19-20: /ow/ as in no, /uw/ as in do; /u/ as in book, Reading Exercises, Practice Exercises | |
| Week 2 | Units 21-22: /l/ as in like; /r/ as in red, Reading Exercises, Practice Exercises | |
| Week 3 | Units 23-24: /p/ as in pen; /b/ as in boy, /t/ as in ten; /d/ as in day, Reading Exercises, Practice Exercises | |
| Week 4 | Units 25-26: /s/ as in see; /z/ as in zoo, /f/ as in she; /ʒ/ as in pleasure, /tʃ/ as in child; /dʒ/ as in job, Reading Exercises, Practice Exercises. | |
| Week 5 | Units 27: /θ/ as in thin; /ð/ as in the, Reading Exercises, Practice Exercises | |
| Week 6 | Units 28-29: /s/ as in see; /z/ as in zoo, /f/ as in she; /ʒ/ as in pleasure; Reading exercises; Practice exercises | |
| Week 7 | Unit 30-31 /h/ as in house, /tʃ/ as in child; /dʒ/ as in job, Reading Exercises, Practice Exercises. | |
| Week 8 | Unit 32-33 /y/ as in yes, /w/ as in walk, Reading Exercise, Practice Exercise | |
| Week 9 | Unit 34-35 /m/ as in me, /n/ as in no; Reading exercises, Practice exercises | |
| Week 10 | Unit 36: /ŋ/ as in king, Course integration. Review Final Exams | |

| American Culture and Film (Advanced) | | 4 hours a day, once a week for ten weeks, Saturday and/or Sunday |
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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. | |
| 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 culture. It reinforces language skills through the use of idioms, vocabulary, phrasal verbs and other contemporary English expressions used in films. | |
| Course Goals | 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 | <ul style="list-style-type: none"> • Understand excerpts from scripts, original literary sources 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. 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 | Law and Justice To Kill a Mockingbird, Twelve Angry Men | |
| Week 2 | The Sixties Easy Rider, Help! | |
| Week 3 | Individualism/Success The Fountainhead, Sunset Boulevard | |
| Week 4 | Technology and the Future 2001: A Space Odyssey, Close Encounters of the Third Kind, Star Wars | |
| Week 5 | Men, Women and Gender A Street Car Named Desire, Who's Afraid of Virginia Woolf, Victor/Victoria, Philadelphia | |
| Week 6 | American Life Annie Hall, Midnight Cowboy, Saturday Night Fever | |
| Week 7 | Good and Evil The Night of the Hunter, Midnight in the Garden of Good and Evil Expatriots Cabaret, The Sheltering Sky | |
| Week 8 | Coming of Age Splendor in the Grass, Rebel Without a Cause, Harold and Maude The Presidency Air Force 1 | |
| Week 9 | Miscellaneous Sons of the Desert, One Flew Over the Cuckoo's Nest, The Exorcist, Silence of the Lambs, Rosemary's Baby | |
| Week 10 | Other Suggested Films Final Exam | |

| Academic Listening & Speaking I (Advanced) | | 4 hours a day, once a week for ten weeks, Saturday and/or Sunday |
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| Textbook | Hartmann, P.; Blass, L. (20018) Quest: Listening and Speaking in the Academic World. NA: McGraw-Hill Companies, Inc. | |
| 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 section 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. | |
| Couse Goals | 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 | <ul style="list-style-type: none"> • 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) | |
| 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. | |
| Week 2 | Chapter 1 (continued): Listening: Boundaries in a Crowded World, Academic English: Edward Hall and the Concept of Space, Listening to a Lecture and Having Questions in Mind | |
| Week 3 | Chapter 2: Physical Anthropology: Reading: Apes and Sign Language, Listening: Chimps Like Us, Mechanics of Listening and Speaking | |
| Week 4 | Chapter 2 (continued): Broadcast English: What Happened to the Netherlands?, Listening: Topic in an Introduction, Internet Research: Neanderthal and Nonhuman Primate Behavior, Understanding Stems and Affixes, Meaning from Content, Taking Notes, Speaking Strategy: Making Eye Contact and Asking Questions After Presentation | |
| Week 5 | Unit I Vocabulary Workshop | |
| Week 6 | Unit II: Economics, Chapter 3: Developing Nations: Reading: International Year of Microcredit 2005, Listening: Solutions of Poverty | |
| Week 7 | Chapter 3 (continued): Listening: Bangladesh Primer, Academic English: Amartya Sen and Development Economics | |
| Week 8 | Chapter 4: The Global Economy: Reading: Solar Ovens, Wireless in South Africa, and Fab Labs, Listening: Summer Jobs, | |
| Week 9 | Chapter 4(continued): Broadcast Listening: Mista Donatsu, Academic English: Emerging Nations | |
| Week 10 | Unit 2 Vocabulary Workshop Final Exam | |

| Academic Listening & Speaking II (Advanced) | | 4 hours a day, once a week for ten weeks, Saturday and/or Sunday |
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| Textbook | Hartmann, P.; Blass, L. (2018) Quest: Listening and Speaking in the Academic World. NA: McGraw-Hill Companies, Inc. | |
| Course Description | This course is designed to prepare students for the demands of college-level course work. It presents a variety of academic topics such as Anthropology, Poetry, Economics, Ecology and other areas in Academic English for discussion and writing. It provides an integrated approach in enhancing academic listening and speaking ability: note taking, research, oral presentation and other language skills. | |
| Course Goals | 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) | |
| 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 3: Literature; Chapter 5: Poetry Part 1: Introduction, Reading Gypsies, Totally like whatever, you know?, Thinking Twice in the Laundromat, Part 2 Social Language: Surviving Poetry, Part 3: The Mechanics of Listening and Speaking | |
| Week 2 | Chapter 5 (continued): Part 4 Broadcast English: Poet Maya Angelou, Part 5 Academic English: American Poets | |
| Week 3 | Chapter 6 Heroes in Literature; Part 1 Introduction: A Thai Folktales, Part 2 Social Language: Movie Heroes, Part 3 The Mechanics of Listening and Speaking | |
| Week 4 | Chapter 6 (continued): Part 4 Broadcast English: Star Wars and the Mythological Hero, Part 5 Academic English: Folk Heroes | |
| Week 5 | Unit III Vocabulary Workshop | |
| Week 6 | Unit IV Ecology; Chapter 7 Endangered Species; Part 1 Introduction: Zoos Unite to Keep Animals in the Wild, Part 2 Social Language: Counting Jaguars, Part 3 The Mechanics of Listening and Speaking | |
| Week 7 | Chapter 7 (continued): Part 4 Broadcasting English: gifts from the Rain Forest, Part 5 Academic English: Gerald Durrell: Designer of the Modern Zoo | |
| Week 8 | Chapter 8 Environmental Health; Part 1 Introduction: Success Storey: Dealing with Waste, Part 2 Social Language: Environmental Health Hazards, Part 3: The Mechanics of Listening and Speaking | |
| Week 9 | Chapter 8 (continued): Part 4 Broadcast English: A Utopian Community, Part 5 Academic English: The Green Movement | |
| Week 10 | Unit IV Vocabulary Workshop - Final Exam | |

| English for Specific Purposes (Advanced) | | 4 hours a day, once a week for ten weeks, Saturday and/or Sunday |
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| Textbook | Earle-Carlin, S. (©2018) Q: Skills for Success 5: Listening and Speaking, Oxford New York, NY, USA. Caplan, N.; Douglas, S.R. (©2018) Q: Skills for Success 5: Reading and Writing. Oxford New York, NY, USA Beatty, K. (©2018) LEAP (Learning English for Academic Purposes) Listening and Speaking 2nd Ed. Pearson, Montreal, Canada William, J. (©2018) LEAP (Learning English for Academic Purposes) Reading and Writing. Pearson Montreal, Canada Smalley, R.; Ruetten, M.; Kozyrev, J. (©2018) Refining Composition Skill: Academic Writing and Grammar 6th Ed. Heinle Cengage Learning, Boston, MA, USA | |
| Course Description | This is a one-on-one or group course designed for advanced proficient level students who would like to master all ESL skills such as reading, writing, speaking and listening including sub skills such as pronunciation, vocabulary and grammar. It is for graduate students and professionals who need a more intensive preparation for graduate studies as well as for career growth. It presents a variety of academic topics such as Anthropology, Poetry, Economics, Ecology, Business, Work place and other areas appropriate to their professional needs. It provides an integrated approach to language acquisition. | |
| Course Goals | 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) | |
| 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 | Textbook: LEAP (Learning English for Academic Purposed) Listening & Speaking Chapter 6 | |
| Week 2 | Textbook: Q: Skills for Success Reading and Writing Chapter 9 | |
| Week 3 | Textbook: Refining Composition Skills (Academic Writing and Grammar) Chapter 11 | |
| Week 4 | Textbook: Refining Compositions Skills (Academic Writing and Grammar) Chapter 12 | |
| Week 5 | Textbook: Q: Skills for Success 5 Listening and Speaking | |
| Week 6 | Textbook: Raise the Issues: An Integral Approach to Critical Thinking Chapter 1 | |
| Week 7 | Textbook: Raise the Issues: An Integral Approach to Critical Thinking Chapter 6 | |
| Week 8 | Textbook: LEAP (Learning English for Academic Purposes) Reading and Writing Chapter 3 | |
| Week 9 | Textbook: Q: Skills for Success Listening and Speaking Chapter 9 | |
| Week 10 | Review Final Exam | |

| IELTS Test Preparation Part 1 (Advanced) | | 4 hours a day, once a week for ten weeks, Saturday and/or Sunday |
|---|--|--|
| Textbook | Hasemi, L., Thomas, B. Cambridge English IELTS Trainer (©2018) Cambridge University Press, UK | |
| Course Description | This course helps learners develop detailed knowledge of the English skills and strategies needed to successfully pass the IELTS exam as well as other English proficiency tests. It emphasizes improvement of academic English in addition to the linguistic aspects of the course. There are four parts to the IELTS exam: Listening, Reading, Writing and Speaking. The students must have an advanced level of English in all four skills. | |
| Course Goals | Students will develop detailed knowledge of English skills and strategies needed to successfully pass the IELTS exam, and improve their academic English as well as their linguistic skills. | |
| Course Objective | Students will have a fully operational command of the English language with accurate and complete understanding of reading and listening passages as well as academic writing and speaking. | |
| Student Learning Outcome | • Obtain a high IELTS score (General & Academic) at least Band 7 – Good User | |
| Assessment | Final Exams IELTS Practice Test as provided by the 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 exams. There will be oral and written exams. | |
| Grading | 25% Speaking, 25% Listening, 25% Reading 25% Writing | |
| Week 1 | Test 1: Listening, Reading, Writing | |
| Week 2 | Test 1: Speaking Test 2: Listening, Reading | |
| Week 3 | Test 2: Writing, Speaking Test 3: Listening | |
| Week 4 | Test 3: Reading, Writing, Speaking | |
| Week 5 | Test 4: Listening, Reading, Writing | |
| Week 6 | Test 4: Speaking Test 5: Listening, Reading | |
| Week 7 | | |
| Week 8 | Test 5: Writing, Speaking Test 6: Listening | |
| Week 9 | Test 6: Reading, Writing, Speaking | |
| Week 10 | Practice Test Final Exam | |

| IELTS Test Preparation Part 2 (Advanced) | | 4 hours a day, once a week for ten weeks, Saturday and/or Sunday |
|---|---|--|
| Textbook | Brook-Hart, G., Jakeman, V. Cambridge English Complete IELTS (©2011) Cambridge University Press, UK | |
| Course Description | This course helps learners develop detailed knowledge of the English skills and strategies needed to successfully pass the IELTS exam as well as other English proficiency tests. It emphasizes improvement of academic English in addition to the linguistic aspects of the course. There are four parts to the IELTS exam: Listening, Reading, Writing and Speaking. All students take the same Listening and Speaking exams, while the Reading and Writing exams are available in both Academic and General forms. The Academic Reading and Writing exam assesses whether a candidate is ready to study in English. The General exam focuses on basic survival skills in a broad social and educational contexts and is taken by candidates who are going to English-speaking countries for work experience, non-degree level training or immigration. The course includes vocabulary and grammar tasks, skill-building and exam practice. It consists of four modules with corresponding exercises, tasks and practice tests. The students must have an advanced level of English in all four skills. | |
| Course Goals | Students will develop detailed knowledge of English skills and strategies needed to successfully pass the IELTS exam, and improve their academic English as well as their linguistic skills. | |
| Course Objective | Students will have a fully operational command of the English language with accurate and complete understanding of reading and listening passages as well as academic writing and speaking. | |
| Student Learning Outcome | • Obtain a high IELTS score (General & Academic) at least Band 7 – Good User | |
| Assessment | Final Exams IELTS Practice Test as provided by the 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 exams. There will be oral and written exams. | |
| Grading | 25% Speaking, 25% Listening, 25% Reading 25% Writing | |
| Week 1 | Unit 1: Getting Higher Qualifications | |
| Week 2 | Unit 2: Colour My World | |
| Week 3 | Unit 3: A Healthy Life | |
| Week 4 | Unit 4: Art and the Artist | |
| Week 5 | Unit 5: Stepping Back in Time | |
| Week 6 | Unit 6: IT Society | |
| Week 7 | Vocabulary and Grammar Review for Units 1-4 | |
| Week 8 | Unit 7: Our Relationship with Nature | |
| Week 9 | Unit 8: Across the Universe | |
| Week 10 | Vocabulary and Grammar review for Units 5-8 Final Exam | |

| ESL for Business part 1/3 (Advanced) | | 4 hours a day, once a week for ten weeks, Saturday and/or Sunday |
|---|---|--|
| Textbook | Dubicka, I, O'Keefe, M Market Leader: Advanced 3rd Edition. (©2011) Pearson Education Limited. Cotton, D.; Falvey, D.; Kent, S. (©2001, 2006) Market Leader. Pearson Education Limited. Periodicals: New York Times, Financial Times | |
| Course Description | This course is designed to prepare students to succeed in business and enlarge their knowledge of the business world. It consists of interesting topics in international business and discussion of authentic materials from a variety of articles and books about business. It provides realistic business situations for speaking and writing practice. | |
| Course Goals | Students will enlarge their knowledge of the business world and master their English language proficiency in all the skills, through interesting topics in international business and discussion of authentic materials from a variety of articles and books about business. | |
| Course Objective | Students will enhance their communication skills needed in business and be more fluent and confident in using the language of business. Develop their reading skills and learn essential business vocabulary; | |
| Student Learning Outcome | <ul style="list-style-type: none"> • Write business plan using terminologies learned, • Conduct a business meeting in a very professional way , Contextual vocabulary words through speaking and writing' • Analyze management cases and make presentations | |
| Assessment | Final Exams Written test: Writing task is part of the written test/ Oral Exams: Group and individual presentations of business plans, using vocabulary words and concepts, taken from the textbook 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: Communication What makes a good communicator? An interview with an expert on communication, a quiet word beats sending e-mails, idioms | |
| Week 2 | Unit 1 (continued) Dealing with Communication Breakdowns, The Price of Success | |
| Week 3 | Unit 2: International Marketing International Brands, Diego Della Valle Report, an interview of a CEO on international marketing, marketing word partnership | |
| Week 4 | Unit 2 (continued) Compound nouns and phrases, brainstorming, Henri Claude Cosmetics, marketing | |
| Week 5 | Unit 3: Building Relationships An interview with a head of a major company, How East is Meeting West, describing relations and multi words verbs | |
| Week 6 | Unit 3 (continued) Networking, Al-Munir Hotel and Spa Group, business relationships, | |
| Week 7 | Presentation of research paper | |
| Week 8 | Unit 4: Success What makes people/companies successful, an MD's success, Carlos Slim, prefixes and present and past tenses | |
| Week 9 | Unit 4 (continued) Negotiating, business negotiations | |
| Week 10 | Final Exam | |

| ESL for Business part 2/3 (Advanced) | | 4 hours a day, once a week for ten weeks, Saturday and/or Sunday |
|---|---|--|
| Textbook | Dubicka, I, O'Keefe, M Market Leader: Advanced 3rd Edition. (©2011) Pearson Education Limited. Cotton, D.; Falvey, D.; Kent, S. (©2001, 2018) Market Leader. Pearson Education Limited. Periodicals: New York Times, Financial Times | |
| Course Description | This course is designed to prepare students to succeed in business and enlarge their knowledge of the business world. It consists of interesting topics in international business and discussion of authentic materials from a variety of articles and books about business. It provides realistic business situations for speaking and writing practice. | |
| Course Goals | Students will enlarge their knowledge of the business world and master their English language proficiency in all the skills, through interesting topics in international business and discussion of authentic materials from a variety of articles and books about business. | |
| Course Objective | Students will enhance their communication skills needed in business and be more fluent and confident in using the language of business; Develop their reading skills and learn essential business vocabulary. | |
| Student Learning Outcome | <ul style="list-style-type: none"> • Write business plan using terminologies learned, • Conduct a business meeting in a very professional way , Contextual vocabulary words through speaking and writing' • Analyze management cases and make presentations. | |
| Assessment | Final Exams Written test: Writing task is part of the written test Oral Exams: Group and individual presentations of business plans , using vocabulary words and concepts , taken from the textbook 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: Job Satisfaction Motivational factors, interview with a director of HR, Marriott Hotels International, synonyms and word-building passives | |
| Week 2 | Unit 5 (continued) Cold-calling, case study, dealing with cold-calls | |
| Week 3 | Unit 6: Risk Different aspects of risks, interview of an MD of the Institute of Risk Management, Internationalization- Risk or Opportunity?, describing risk and adverbs of degree | |
| Week 4 | Unit 6 (continued) Reaching agreement, case study, making risky business decisions | |
| Week 5 | Unit 7: Management Styles Different aspects of management styles, interview with an author on management, Anna Wintour/Jim Buckmaster, manage qualities and text references | |
| Week 6 | Unit 7 (continued) Presentations, case study, managing a small business institution | |
| Week 7 | Presentation of research paper | |
| Week 8 | Unit 8: Team Building Working in teams, interview with a founder of a team-building company, recipes for team building, prefixes and modal perfect, resolving conflict, motivating the sales team, being a team-player. | |
| Week 9 | Unit 9: Raising Finance How and where can finance be raised? An interview of an MD of a private equity firm, No More Easy Money, financial terms and dependent prepositions | |
| Week 10 | Presentation of research paper Final Exam | |

| ESL for Business - part 3/3 (Advanced) | | 4 hours a day, once a week for ten weeks, Saturday and/or Sunday |
|---|---|--|
| Textbook | Dubicka, I, O'Keefe, M Market Leader: Advanced 3rd Edition. (©2011) Pearson Education Limited. Cotton, D.; Falvey, D.; Kent, S. (©2001, 2006) Market Leader. Pearson Education Limited. Periodicals: New York Times, Financial Times | |
| Course Description | This course is designed to prepare students to succeed in business and enlarge their knowledge of the business world. It consists of interesting topics in international business and discussion of authentic materials from a variety of articles and books about business. It provides realistic business situations for speaking and writing practice. | |
| Course Goals | Students will enlarge their knowledge of the business world and master their English language proficiency in all the skills, through interesting topics in international business and discussion of authentic materials from a variety of articles and books about business. | |
| Course Objective | Students will enhance their communication skills needed in business and be more fluent and confident in using the language of business; Develop their reading skills and learn essential business vocabulary. | |
| Student Learning Outcome | • Write business plan using terminologies learned, • Conduct a business meeting in a very professional way, Contextual vocabulary words through speaking and writing. • Analyze management cases and make presentations | |
| Assessment | Final Exams Written test: Writing task is part of the written test Oral Exams: Group and individual presentations of business plans, using vocabulary words and concepts, taken from the textbook 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 Exams : Written - 50%, Oral -50% | |
| Week 1 | Unit 9: Raising Finance (continued) Negotiating, Case Study, dealing with negotiators | |
| Week 2 | Unit 10: Customer Service Factor and importance of customer service, interview of a manager of a top restaurant, Customer Service is Changing in the World, complaints and gerunds | |
| Week 3 | Unit 10 (continued) Active listening, case study, handling complaints | |
| Week 4 | Unit 11: Crisis Management Ways of handling crises, interview with an ethics and social responsibility professor, How not to take care of a brand, handling crises and conditionals | |
| Week 5 | Unit 11 (continued) Asking and answering difficult questions, case study, details of having a press conference | |
| Week 6 | Unit 12: Mergers and Acquisitions Acquisitions, mergers and ventures, interview with a director of an M&A research center, green targets, describing mergers and acquisitions, predictions and probability | |
| Week 7 | Presentation of research paper | |
| Week 8 | Unit 12 (continued) Making a business presentation, case study, samples of merger and acquisition presentation | |
| Week 9 | Course integration, practice file, presentation of research paper, review | |
| Week 10 | Presentation of research paper, Final Exam | |

| TOEFL iBT Test Preparation A (Advanced) | | 4 hours a day, once a week for ten weeks, Saturday and/or Sunday |
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| Textbook | Phillips, D. Longman, Preparation for the TOEFL Test: iBT; Second Edition. Pearson Longman. 2018, NY Rogers, B. The Complete Guide to the TOEFL Test, iBT Edition. Thomson Heinle. Boston, Massachusetts CD Rom- Complete TOEFL Practice Test | |
| Course Description | The Test of English as a Foreign Language (TOEFL) is a test to measure the level of English proficiency of non-native speakers of English. Colleges and universities, as part of their admissions process, require English Language Proficiency. Zoni's 30-week program focuses on effective techniques and strategies for taking the test, including an emphasis on listening, reading comprehension, speaking and writing with the integration of accurate grammar structure. In addition, throughout this course vocabulary building will be emphasized along with understanding and use of idioms and expressions. | |
| Course Goals | Students will master all the skills integrated skills and sub skills needed for the TOEFLiBT. | |
| Course Objectives | Students will develop their academic skills in reading, writing, speaking, listening techniques and strategies needed for the TOEFL test. | |
| Student Learning Outcome | Get sufficiently high scores (70 -120) in the TOEFL examination to meet the admission requirements of colleges and universities. | |
| Assessment | Final Exams Practice tests of all skills using the TOEFLiBT format provided from text book and CD Test file. | |
| 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 | 25% Speaking,25 % Listening, 25% Reading 25% Writing | |
| Week 1 | Individual speaking practice, listening comprehension, reading activities, vocabulary building activities | |
| Week 2 | Integrated writing essay, reading skills exercises, speaking practice, listening comprehension | |
| Week 3 | Writing activity, vocabulary, individual writing essays, iBT practice test | |
| Week 4 | Listening comprehension, speaking activity, ready, vocabulary, iBT practice test | |
| Week 5 | Listening comprehension, speaking exercises, reading, integrated writing, iBT practice test | |
| Week 6 | Reading skills test, listening comprehension, vocabulary, individual writing essay, iBT practice test | |
| Week 7 | Review -Complete Practice Test | |
| Week 8 | Individual speaking practice, vocabulary, reading review, individual writing essays | |
| Week 9 | Listening review, speaking review, iBT practice test | |
| Week 10 | Final Exam | |

| TOEFL iBT Test Preparation B (Advanced) | | 4 hours a day, once a week for ten weeks, Saturday and/or Sunday |
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| Textbook | Phillips, D. Longman, Preparation for the TOEFL Test: iBT; Second Edition. Pearson Longman. 2018, NY Rogers, B. The Complete Guide to the TOEFL Test, iBT Edition. Thomson Heinle. Boston, Massachusetts CD Rom- Complete TOEFL Practice Test | |
| Course Description | The Test of English as a Foreign Language (TOEFL) is a test to measure the level of English proficiency of non-native speakers of English. Colleges and universities, as part of their admissions process, require English Language Proficiency. Zoni's 30-week program focuses on effective techniques and strategies for taking the test, including an emphasis on listening, reading comprehension, speaking and writing with the integration of accurate grammar structure. In addition, throughout this course vocabulary building will be emphasized along with understanding and use of idioms and expressions. | |
| Course Goals | Students will master all the skills integrated skills and sub skills needed for the TOEFLiBT. | |
| Course Objective | Students will develop their academic skills in reading, writing speaking and listening , and, techniques and strategies needed for the TOEFL test. | |
| Student Learning Outcome | Get sufficiently high scores (70 -120) in the TOEFL examination to meet the admission requirements of colleges and universities | |
| Assessment | Final Exams Practice tests of all skills using the TOEFLiBT format provided from text book and CD Test file. | |
| 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 | 25% Speaking,25 % Listening, 25% Reading 25% Writing | |
| Week 1 | Individual speaking practice, listening comprehension, reading activities, integrated writing essays, vocabulary building activities | |
| Week 2 | Reading skills exercises, speaking practice, writing activity, vocabulary, iBT practice test | |
| Week 3 | Writing activity, vocabulary, speaking activity, listening comprehension, practice test | |
| Week 4 | Individual essay writing, reading, vocabulary, iBT practice test | |
| Week 5 | Reading skills test, listening comprehension, individual speaking practice, individual writing essay | |
| Week 6 | Listening comprehension, individual speaking practice, vocabulary, iBT practice test | |
| Week 7 | Review -Complete Practice Test | |
| Week 8 | Reading, integrated writing, vocabulary, speaking exercise, listening review | |
| Week 9 | Reading review, individual essay writing, iBT complete practice test | |
| Week 10 | Listening and speaking review Final Exam | |

| TOEFL iBT Test Preparation C (Advanced) | | 4 hours a day, once a week for ten weeks, Saturday and/or Sunday |
|---|--|--|
| 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 CD Rom- Complete TOEFL Practice Test | |
| Course Description | The Test of English as a Foreign Language (TOEFL) is a test to measure the level of English proficiency of non-native speakers of English. Colleges and universities, as part of their admissions process, require English Language Proficiency. Zoni's 30-week program focuses on effective techniques and strategies for taking the test, including an emphasis on listening, reading comprehension, speaking and writing with the integration of accurate grammar structure. In addition, throughout this course vocabulary building will be emphasized along with understanding and use of idioms and expressions. | |
| Course Goals | Students will master all the skills integrated skills and sub skills needed for the TOEFLiBT. | |
| Course Objective | Students will develop their academic skills in reading, writing speaking and listening , and, techniques and strategies needed for the TOEFL test. | |
| Student Learning Outcome | Get sufficiently high scores (70 -120) in the TOEFL examination to meet the admission requirements of colleges and universities | |
| Assessment | Final Exams Practice tests of all skills using the TOEFLiBT format provided from text book and CD Test file. | |
| 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 | 25% Speaking,25 % Listening, 25% Reading 25% Writing | |
| Week 1 | Individual speaking practice, listening comprehension, reading activities, integrated writing essays, vocabulary building activities and exercises | |
| Week 2 | Reading skills exercises, writing activity, vocabulary building activities and exercises, iBT practice test | |
| Week 3 | Individual writing essay, vocabulary building activities and exercises, listening comprehension, speaking exercises, iBT practice test | |
| Week 4 | Listening comprehension, speaking exercises, reading, vocabulary building activities and exercises, writing essay | |
| Week 5 | Speaking exercises, reading, integrated writing, vocabulary building activities and exercises, iBT practice test | |
| Week 6 | Reading test skills, listening comprehension, individual speaking practice, iBT practice test | |
| Week 7 | Review -Complete Practice Test | |
| Week 8 | Individual writing essay, reading review, individual writing essay, vocabulary building activities and exercises | |
| Week 9 | Listening review, speaking practice, complete practice test | |
| Week 10 | Review Final Exam | |

| CAMBRIDGE ESOL EXAM PREPARATION COURSE (FCE) (Advanced) | | 4 hours a day, once a week for ten weeks, Saturday and/or Sunday |
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| Textbook | Guy Brook-Hart. Complete First Certificate. Cambridge University Press. Supplementary materials: Louise Hasemi and Barbara Thomas Grammar for First Certificate, Cambridge University Press. Barbara Thomas and Laura Matthews. Vocabulary for First Certificate, Cambridge University Press. | |
| Course Description | This course will prepare students to pass the Cambridge First Certificate Exam. | |
| Course Goals | Students will be more prepared to successfully pass the Cambridge First Certificate Exam, to be internationally recognized for work, study and travel abroad. | |
| Course Objective | Students will improve their knowledge of the English language through increasing student's fluency, reading and listening comprehension and widening active vocabulary and grammar knowledge in writing and speaking ; Acquire the appropriate skills, techniques, and strategies needed for the Cambridge exam. | |
| Student Learning Outcome | • Get a score of 4.0 – 5.00 for the Speaking • Obtain and overall score from 3.5 – 5.00 on the Cambridge examinations (Includes listening, writing, reading and use of English (grammar) | |
| Assessment | Final Exams Written test: Writing task is part of the practice test Oral test : Speaking test similar to Cambridge format as indicated in the Practice Tests Practice test of all skills following the FCE format | |
| 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 | 25% Speaking,25 % Listening, 25% Reading 25% Writing | |
| Week 1 | Unit 1: adjectives, do/make, housework collocations, Present Simple/Present Continuous, Present Perfect & Continuous, Questions, speaking, listening, and writing practice Unit 2: free time activities, phrasal verbs | |
| Week 2 | Unit 2: Adjectives with –ing & –ed, comparison of adjectives/adverbs, talking about free time/ hobbies, listen about video and computer games Unit 3: holiday vocabulary, Past Simple, Past continuous and used to, Past Perfect (Simple, Continuous), Speaking about year end trip, writing a story | |
| Week 3 | Unit 4: Vocabulary about food and eating habits, learning differences between so/such, too/enough, writing a review, how to support your opinion Unit 5: studying themed vocabulary | |
| Week 4 | Unit 5: Zero, First, Second conditionals, Indirect Questions, writing an invitation, speaking about studying Unit 6: environment vocabulary, expressing future, speaking | |
| Week 5 | Unit 7: vocabulary about work/jobs, countable vs uncountable nouns, articles | |
| Week 6 | Unit 7: Speaking and listening practice Unit 8: types of adventure sport, infinitive and verb + -ing, Speaking and listening practice | |
| Week 7 | Unit 9: Vocabulary about TV programs, Reported Speech, linking words for contrast, speaking and listening practice Unit 10: make/cause/have/stay/spend/pass, modal verbs for certainty/possibility, speaking/writing practice | |
| Week 8 | Unit 10: review Unit 11: Vocabulary about shopping/money, modals expressing ability, as/like, look/seem/appear | |
| Week 9 | Unit 11: Writing/speaking practice Unit 12: Vocabulary about health and body, relative pronouns/clauses, speaking/listening practice | |
| Week 10 | Review Final Exam | |
| CAMBRIDGE ESOL EXAM PREPARATION COURSE (CAE) (Advanced) | | 4 hours a day, once a week for ten weeks, Saturday and/or Sunday |
| Textbook | O'Dell Broadhead, (© 2018). Objective CAE: Cambridge University Press. | |
| Course Description | This course will prepare students to pass the Cambridge Advanced Certificate Exam. | |
| Course Goals | Students will improve their vocabulary, grammar as well as develop receptive and productive integrated skills in order to enhance their academic skills and prepare for Cambridge ESOL proficiency exams. | |
| Course Objective | Students will develop their knowledge of the English language in all skills and acquire the appropriate skills, techniques, and strategies needed for the Cambridge exam. | |
| Student Learning Outcome | • Get a score of 4.0 – 5.00 for the Speaking • Obtain and overall score from 3.5 – 5.00 on the Cambridge examinations (Includes listening, writing, reading and use of English (grammar) . | |
| Assessment | Final Exams Practice tests of all skills following the CAE format. | |
| 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 | 25% Speaking,25 % Listening, 25% Reading 25% Writing | |
| Week 1 | Unit 1: Vocabulary to describe people/places, conditionals, multiple choice gap fill Unit 2: Words with multiple meanings, prepositions and adverbs, informal letters | |
| Week 2 | Unit 3: Idioms, wish/if only, rather/sooner, interview practice, open gap fill Unit 4: Suffixes/prefixes, modals, essay writing | |
| Week 3 | Unit 5: Positive/negative/neutral connotation, relative clauses, formal letters Unit 6: have/do/make/take, phrasal verbs, speaking practice | |
| Week 4 | Unit 7: Work related vocabulary, multiple meaning words, cause/effect, writing reports/formal letters Unit 8: Positive/negative adjectives, modals, gapped sentences | |
| Week 5 | Unit 9: Word formation, participle clauses, academic texts, reports/proposals. | |
| Week 6 | Unit 10: Metaphors/idioms, future forms, making a speech Unit 11: Collocations, vocabulary of a fashion, direct/reported speech, key word transformations | |
| Week 7 | Unit 12: Adjective order, Past tense and Present Perfect, telling a story Unit 13: Verbs with the –ing form, gerunds, reading themed texts | |
| Week 8 | Unit 14: Word formation, the Passive, to have/get something done, listening to lectures Unit 15: Agreeing/disagreeing, the infinitive, expressing opinions | |
| Week 9 | Unit 16: Art vocabulary, articles/determiners, reading gapped text Unit 17: Multiple Meanings, language of persuasion, writing set texts | |
| Week 10 | Unit 19: Word formation, emphasizing, writing an article Review, Final Exam | |

Weekend Classes

Communication Strategies/Pronunciation Techniques

| Beginner: Communication Strategies/ Pronunciation Techniques 3000 | | 2 hour a day, once a week for ten weeks, Saturday or Sunday |
|--|--|---|
| Textbook | Handouts and other reference material 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 Goals | Students will master their Beginner speaking skills and acquire vocabulary knowledge. | |
| Course Objective | 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 each week. The following is a list of topics that may be discussed:

| Intermediate: Communication Strategies/Pronunciation Techniques 3010 | | 2 hour a day, once a week for ten weeks, Saturday or Sunday |
|---|--|---|
| 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 Goals | Students will advance their Speaking skills appropriate to an Intermediate proficiency level. | |
| Course Objective | 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 courses. | |
| 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. 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 each week. The following is a list of topics that may be discussed:

- | | | |
|---|--|---|
| <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 |
|---|--|---|

| High – Intermediate Communication Strategies & Pronunciation Techniques 3020 | | 2 hour a day, once a week for ten weeks, Saturday or Sunday |
|---|--|---|
| Textbook | Handouts and other reference materials of 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 Goals | Students master a high-intermediate level of fluency. | |
| Course Objective | 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 from 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 | |

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

| Advanced: Communication Strategies & Pronunciation Techniques 3040 | |
|---|--|
| 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 Goals | Students will master their speaking skills and acquire an advanced level of English proficiency. |
| Course Objective | 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 |

This is an on-going class, with different topics covered each week. The following is a list of grammar targets that may be practiced in the class:

- 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
- Must have - Might have (negative)
- Be supposed to - Had better
- Wish Subjunctive / Present Perfect Progressive / Past Perfect Progressive
- Noun Clauses / Adjective Clauses / Adverb Clauses
- Conditional Sentences / Wishes



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