



## Level 1 Curriculum: (50 Hours)

### Assessment of Learning Outcomes and IACET CEUs:

At the conclusion of each lesson the Instructor must assess if the Client can meet the requirements of the Assessment of Learning Outcomes that apply to the material introduced during that lesson. The Instructor must inform the Client when the final evaluation for each lesson will begin. The Client either **Passes** or **Fails** the Assessment of Learning Outcomes. The Instructor is the judge when making the **Pass** or **Fail** decision. The Client must not receive any oral or written aid when being evaluated using the Assessment of Learning Outcomes criteria, unless noted otherwise in a Unit Plan.

If the Client **Passes** the Assessment of Learning Outcomes, then that lesson can be credited towards the accumulation of IACET CEUs.

If the Client **Fails** the Assessment of Learning Outcomes, then that lesson cannot be credited towards the accumulation of IACET CEUs.

The Instructor must inform the Client whether he or she **Passes** or **Fails** the final evaluation at the end of each lesson.

### **Number of Clients Per Class Group:**

The Unit Plans provide instructions related to teaching one-on-one lessons, which are comprised of one Instructor and one Client. If more than one Client is attending a lesson, some adjustments will need to be made to the instructions found in the Unit Plans. Any adjustments made, however, need not and must not; interfere with the achievement of the Learning Outcomes stated for each Unit. As well, each Client must be individually awarded a **Pass** or **Fail**, with regard to the Assessment of Learning Outcomes and therefore credit towards the accumulation of IACET CEUs.



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## **Unit 1 (7 hours)**

Part 1: Basic Expressions

Part 2: Hello and Good-bye Practice. Introduction of the alphabet.

Part 3: Numbers and Dates

Part 4: Months and Days of the Week

### **Topics and Skills:**

- Introductions
- Days of the Week
- Months of the Year
- A Calendar

### **Grammar:**

- Hello
- Good-bye
- Cardinal Numbers
- Ordinal Numbers
- Letters of the Alphabet

### **Communication Goals:**

- Uttering Basic Expressions
- Leaving a Conversation
- Comprehending the Days of the Week and the Months of the Year When Heard
- Applying the use of Cardinal Numbers and Ordinal Numbers Appropriately

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## **Unit 2 (5 hours)**

Part 1: Occupations

Part 2: Family Designations

Part 3: What is your name?

Part 4: Introduction of Personal Name and Presentation of Another Person

### **Topics and Skills:**

- Meeting People
- Relating Your Name
- Occupations
- Your Names

### **Grammar:**

- Occupations
- Family Members
- Present Tense of **be**
- Subject Pronouns (I, he, she, it, we, you, they)
- Simple Questions (what, who, how)

### **Communication Goals:**

- Greeting People
- Introducing Yourself
- Introducing Other People
- Asking People about Their Names
- Telling Others about Your Names
- Identifying Family Members and Their Relationship to You
- Explaining What Family Members' Occupations Are

## **Review: Unit 1 and Unit 2 (1 hour)**

- This is a review of all the material introduced in Unit 1 and Unit 2.

## Unit 3 (10 hours)

Part 1: Colors and Nouns

Part 2: This/That

Part 3: What is this/that?

Part 4: Is this/that...?

Part 5: These/Those

Part 6: What are these/those?

Part 7: Are these/those...?

Part 8: Body Parts

Part 9: What color...?

### **Topics and Skills:**

- More Nouns
- Colors
- Body Parts

### **Grammar:**

- Demonstrative Pronouns (this, that, these, those)
- Indefinite Articles (a, an)
- Singular vs. Plural Nouns (pen, pens)
- Present Tense of **be**
- Questions With **what**
- Affirmative and Negative Statements
- Yes/No Questions and Short Answers

### **Communication Goals:**

- Identifying Colors and Common Objects
- Exchanging of Personal Information
- Making Statements about Singular and Plural Nouns
- Seeking For and Giving Verification about the Identity of Objects- Singular and Plural
- Properly Utilizing Demonstrative Pronouns in Statements and Questions
- Identifying Body Parts Using Full Sentences
- Using Indefinite Articles Appropriately

## Review: Unit 3 (1 hour)

- This is a review of all the material introduced in Unit 3.

## Unit 4 (4 hours)

Part 1: Where are you from?

Part 2: What is your address?

Part 3: Where do you live?

### **Topics and Skills:**

- Country Names
- Requesting/Relating an Address

### **Grammar:**

- Preposition: **in**
- Affirmative and Negative Statements
- Yes/No Questions

### **Communication Goals:**

- Relating Your Address Orally
- Requesting Someone's Address
- Asking Where Other's Are From
- Telling Other's Where You Are From
- Asking Other's Where They Live
- Telling Other's Where You Live
- Identifying Countries Using Their English Names
- Asking and Answering the Question, "Are you from (country name)?"

## Unit 5 (2 hours)

Part 1: Simple Adjectives

Part 2: Descriptive Statements

### **Topics and Skills:**

- Explaining Simple Attributes of Common Objects and People

### **Grammar:**

- More Demonstrative Practice (this, that, these, those)
- Simple Adjectives

### **Communication Goals:**

- Formulating Affirmative, Descriptive Statements in Written and Spoken Forms
- Understanding the Meanings of Several Common Adjectives

## Unit 6 (8 hours)

Part 1: Statements of Possession

Part 2: Questions of Possession

Part 3: Family

Part 4: Who is that?

Part 5: Writing About Family

### **Topics and Skills:**

- The family
- Occupations
- Physical Characteristics
- Writing about People

### **Grammar:**

- Possessives (my, his, her, its, our, yours, their)
- Present Tense of **be**
- Adjectives (colors, etc)
- Seeking Confirmation about Possession
- Affirmative Statements with **have**

### **Communication Goals:**

- Identifying People (Relationship to You) and Describe People
- Asking about the Occupations of Family Member's of Another Person
- Telling Another Person about the Occupations of your Family Members
- Talking about What People Possess (Singular and Plural Objects) Using **have/has**
- Seeking and Giving Verification about the Possession of Objects (Singular and Plural)

## Unit 7 (8 hours)

Part 1: Furniture and Appliances

Part 2: Rooms and Location

Part 3: The Weather

Part 4: Reading Practice

### **Topic and Skills:**

- The Home and Furniture and Appliances
- Weather Descriptions
- Floor Plans
- Reading

### **Grammar:**

- Preposition (**in**)
- Singular and Plural
- Using **but** to Make Contrasts
- Affirmative and Negative Statements
- Affirmative Statements with **have**
- Questions with **where**
- Use of **my**
- Use of Intensifiers (**very, extremely**)

### **Communication Goals:**

- Making Statements about Where You Are
- Identifying Different Rooms in a Home
- Identifying Common Weather Descriptions
- Describing Contrasts in Regard to Possessions
- Making Statements about Possessions
- Explaining the Locations of Furniture and Appliances in Your Home
- Increasing Reading Accuracy and Fluency

## Review: Units 1-7 (3 hours)

- This is a review of all the material introduced in Unit 1 through 7.



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## **Field Trip (1 hour)**

### **Purpose:**

- The purpose of the Field Trip is to allow Clients to use the English they have been learning in the EFL General English Level 1 Program in the real world, under the guidance of an Instructor that will provide constructive feedback.

### **Communication Goals:**

- Describing People and Things in a Real World Environment
- Asking Questions
- Interacting using English in a Real World Environment