



Level 2 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.

Unit 1 (11 hours)

Part 1: Self-Introduction

Part 2: She plays tennis everyday.

Part 3: I don't play tennis.

Part 4: He is wearing...

Part 5: What are they doing?

Topic and Skills:

- Present Activities
- Clothes
- Phrases Expressing Continuous Actions

Grammar:

- Present Continuous Tense
- Yes/No Questions
- What-Questions
- Simple Present Tense
- Personal Pronouns (she, he, they, we, etc.)
- Regular and Irregular Plural Nouns (dresses, libraries, scarves)
- Affirmative and Negative Statements

Communication Goals:

- Making Statements about What People Do and Do Not Do
- Asking Questions about What People Do
- Making Statements about What People Are Doing and Are Not Doing
- Asking Questions about What People Are Doing
- Making Statements about Clothes and What People Are Wearing
- Asking Questions about Clothes and What People Are Wearing

Unit 2 (7 hours)

Part 1: He played tennis.

Part 2: What did you do yesterday?

Part 3: ... but I didn't...

Part 4: On Monday I ...

Part 5: Writing Practice

Topic and Skills:

- Daily Activities
- Past Actions

Grammar:

- Prepositions-**on, in**
- Simple Past-Regular Verbs (-**ed**-suffixes)
- Simple Past-Irregular Verbs
- Conjunctions-**but, and**
- wh-Questions about the Past
- Affirmative and Negative Statements Utilizing the Simple Past Tense
- Yes/No Questions: “Did you...?”

Communication Goals:

- Asking wh-Questions about Peoples’ Past Actions
- Making Affirmative and Negative Statements about Peoples’ Past Actions
- Asking and Answering Yes/No Questions about What People Did in the Past

Unit 3 (10 hours)

Part 1: Countable and Non-Countable Foods

Part 2: We don't have any oranges.

Part 3: How much oil do we have?

Part 4: How much does it cost?

Part 5: I don't like beans.

Topic and Skills:

- Shopping and Food
- Likes and Dislikes
- Restaurants

Grammar:

- Nouns: Count and Non-Count (tomato, tomatoes, rice, etc.)
- **Some** and **Any**
- Questions with “How much” and “How many”
- Quantities (a box of, a dozen, etc.)
- Making Affirmative and Negative Statements with **like**
- Ask Questions and Make Statements Using **favorite**

Communication Goals:

- Identifying Count and Non-Count Foods
- Making Positive and Negative Statements about What People **have**
- Asking and Answering Yes/No Questions about What People **have**
- Asking about Prices
- Questioning Others about Their Likes and Dislikes
- Expressing Your Likes and Dislikes
- Expressing What Your Favorite Food Is
- Ordering in a Restaurant

Unit 4 (6 hours)

Part 1: Work and Chores

Part 2: Have to ...

Part 3: Frequency

Part 4: Writing to a Pen Pal

Topic and Skills:

- Work and Chores
- Obligations
- Leisure time
- Writing a Letter to a Friend

Grammar:

- Adverbs of Frequency (usually, sometime, always, etc.)
- Affirmative and Negative Statements with **have to**
- Phrasal Verbs
- Yes/No Questions with **have to**
- Questions with **how often**

Communication Goals:

- Making Affirmative and Negative Statements with **have to**
- Asking and Answering Yes/No Questions with **have to**
- Asking and Answering Questions about **how often** People Carry Out Actions
- Writing a Letter To a Friend

Unit 5 (1 hour)

Unit 5 consists of only 1 lesson. The content of that lesson is based on a request of the Client or an area that the Client needs extra assistance with. The Communication Goal for this single-lesson Unit is merely that the Client can better communicate, in regard to the area that was dealt with during Unit 5, to a greater degree at the end of the Unit than at the outset of the Unit according to the Instructor's personal assessment.



Unit 6 (5 hours)

Part 1: Well/Badly

Part 2: How does he drive?

Part 3: I disagree.

Topics and Skills:

- Descriptions of Manner
- Stating Disagreement

Grammar:

- Adverbs of Manner (well, badly, etc.)
- Questions with **how**
- Yes/No Questions and Answers with **how**

Communication Goals:

- Becoming Familiar with Some Adverbs of Manner
- Making Affirmative Statements that Describe **how** people Perform Actions
- Stating Disagreement with Someone's Opinion
- Asking and Answering Yes/No Questions with **how**

Unit 7 (6 hours)

Part 1: Telling Time

Part 2: Means of Transportation

Part 3: When is the next train?

Part 4: Reading Practice

Part 5: An Interview

Topic and Skills:

- Time
- Work and Transportation
- Writing

Grammar:

- Questions about Time with **what** and **when**
- Prepositions: **by**, **at**-as they Relate to Time and Transportation
- Questions with **how**

Communication Goals:

- Asking for and Telling the Time
- Asking for and Answering Questions about Departure Times
- Explaining **how** You Get To Work or School
- Asking Other People **how** they Get To Work or School
- Asking Other People **when** they Arrive **at** Work or School
- Telling Other people **when** you Arrive **at** Work or School
- Answering Interview Questions

Review: Units 1-7 (2 hours)

- This is a Review of all of the material covered up to this point in the EFL General English Level 2 Curriculum starting from Unit 1-Part 1 to Unit 7-Part 5.