

## Word to the Instructor

### Levels 3 to 6:

The EFL General English Levels 3 to 6 Programs take on a different objective than Levels 1 and 2. In Levels 1 and 2 the focus is on helping the Client understand that English has its own set of rules and that to be understood and to express one's self effectively it is very important to use the rules correctly. A great deal of vocabulary and new concepts are introduced in Levels 1 and 2. As a result of the objectives just mentioned, the Units that comprise Levels 1 and 2 are very structured and rigid with a major emphasis on grammar comprehension and application. A Client can develop his or her ability to really use **English**, acquired in a relatively short period of time, in a limited way **for living**.

The objective of Levels 3 to 6 is for the Client to take the foundation of knowledge that was acquired in Levels 1 and 2 and expand on it in interesting and interactive ways while retaining the thought that it is very important to apply grammatical rules accurately. The Units that comprise Levels 3 to 6 are therefore less structured and less rigid, yet they foster rapid progress.

### Notebooks:

It is important to make sure that the Client brings a notebook to the lessons with which to make notes in about important points brought out during the lessons. Prompt the Clients to make notes of key points as you introduce them or physically write key points down in the Client's notebook. As each lesson commences, the Client should enter the date of the lesson on the next empty line in his or her notebook.

### Reviews:

A brief Review should be implemented at the beginning of each lesson to refresh the Client's mind of the points covered in the previous lesson. The Review should be brief (maximum 10 minutes).

As stated in the curricula, some entire lessons are dedicated to Unit Reviews. During such lessons, the Instructor is to focus on the information presented in the materials for review, with a keen interest in aiding the Client to use the presented material more effectively with regard to the stated Communication Goals, of each Unit being reviewed.

### Homework:

Homework is optional. It is up to the Instructor to decide if Homework should be assigned or not and, if so, what particular Homework assignments should be assigned. Keep in mind assigning Homework is highly recommended.

### Preparation:

The Instructor should prepare for each lesson ahead of time. When preparing a lesson make sure all of the materials necessary for conducting the material under consideration effectively, are brought to the lesson.

**Learning Outcomes:**

It is very important to, as the Instructor, pay very close attention to the Communication Goals, as stated in the curricula for Levels 3 to 6. Communication Goals are stated for each Unit. How should the Client benefit from the Unit? Well the answer to that question is found in the Communication Goals. The Communication Goals are what the Client should be able to do when the Unit under consideration is completed. It is important to note that the term “lesson” generally refers to a 1-hour learning event. The Communication Goals are also important because the efficacy of each lesson will be evaluated, at the lesson’s conclusion, by using the Communication Goals, of the Unit under consideration, as assessment criteria. So at the end of **each** lesson the Instructor is to assess the Client using the information found stated as the Communication Goals of the Unit under consideration that applies to the material that was considered during that lesson. By the conclusion of the lesson, the Client must be able to carry out at least one of the aspects of the Communication Goals criteria, better than he or she could do it at the outset of that lesson. The Instructor is the evaluator.

**Assessment of Learning Outcomes and IACET CEUs:**

At the conclusion of each lesson the Instructor must assess if the Client has progressed with regard to his or her ability to achieve at least one the Communication Goals that are stated for the Unit under consideration. The Instructor must inform the Client, at the outset of each lesson, that the efficacy of the lesson will be evaluated, and which specific Communication Goals will be considered during that lesson. As far as that actual assessment is concerned, the Client either **Passes** or **Fails**. The Instructor is the judge when making the **Pass** or **Fail** decision.

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

If the Client **Fails**, 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 evaluation, at the end of each lesson.

**Number of Clients Per Class Group:**

The Communication Goals apply regardless of the number of Clients that are in attendance during a lesson. As well, each Client must be individually awarded a **Pass** or **Fail**, with regard to evaluating the efficacy of each lesson. Therefore credit towards the accumulation of IACET CEUs is also granted or denied on an individual basis.

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## Level 3 Curriculum: (104 Hours)

### Unit 1 (6 hours)

#### Topics and Skills:

- Introductions and Greetings
- Name and Titles
- Countries and Nationalities

#### Grammar:

- Wh-Questions
- Statements with **be**
- Yes/No Questions
- Answers with **be**
- Subject Pronouns
- Possessive Adjectives

#### Communication Goals:

- Introducing Yourself
- Introducing Someone
- Asking about Someone
- Exchanging Personal Information

### Unit 2 (6 hours)

#### Topics and Skills:

- Occupations
- Workplaces/School
- Daily Schedules
- Clock Time

#### Grammar:

- Simple Present Tense
- Wh-Questions
- Simple Present Tense and Statements
- Time Expressions: **at, in, on, around, until, before, after, early, late**

#### Communication Goals:

- Describing Work or School
- Asking For Opinions
- Giving Opinions
- Conversing about Daily Routines

## Unit 3 (6 hours)

### Topics and Skills:

- Shopping
- Prices
- Clothing
- Personal Items
- Colors and Materials

### Grammar:

- Demonstrative Pronouns: **this, that, these, those**
- Questions with: **how much...**, **which...**
- Comparing with Adjectives

### Communication Goals:

- Conversing about Prices
- Talking about Preferences
- Making Comparisons using Adjectives
- Buying and Selling Items/Goods

## Unit 4 (6 hours)

### Topics and Skills:

- Types of Entertainment
- Entertainers
- Invitations
- Excuses
- Schedules

### Grammar:

- Simple Present Tense
- Yes/No Questions
- Wh-Questions with **do**
- Questions with: **What kind...**
- Object Pronouns
- Modal Verb: **would**
- **Verb+to+Verb** structure

### Communication Goals:

- Talking about Likes and Dislikes
- Giving Opinions
- Stating Invitations
- Making Excuses

## Review of Units 1-4 (2 hours)

### Unit 5 (6 hours)

#### Topics and Skills:

- Family
- Family Life

#### Grammar:

- Present Continuous Tense
- Yes/No Questions
- Wh-Questions
- Statements
- Determiners: **a lot of, some, not many, all, nearly all, most, many, a few, few**

#### Communication Goals:

- Exchanging Information about the Present
- Talking about Family and Family Members
- Describing Family Life

### Unit 6 (6 hours)

#### Topics and Skills:

- Sports and Exercise
- Regular Routines

#### Grammar:

- Adverbs of Frequency: **always, almost, always, usually, often, sometimes, seldom, hardly ever, almost never, never**
- Questions with: **how**

#### Communication Goals:

- Asking about Routines and Exercise
- Describing Routines and Exercise
- Talking about Frequency
- Talking about Abilities

## Unit 7 (6 hours)

### Topics and Skills:

- Spare-Time Activities
- Vacations

### Grammar:

- Past Tense
- Yes/No Questions
- Wh-Questions
- Statements
- Regular and Irregular Verbs
- Past Tense of **be**

### Communication Goals:

- Giving Opinions about Past Events
- Talking about Past Events
- Talking about Vacations

## Unit 8 (6 hours)

### Topics and Skills:

- Shops
- Places in a City
- Neighborhoods
- Apartments and Houses

### Grammar:

- **There is/There are**
- **One/any/some**
- Prepositions of Place
- Questions: **how much, how many**
- Count and Non-Count Nouns

### Communication Goals:

- Asking Questions about Locations of Places
- Describing Locations of Places
- Asking Questions about Neighborhoods
- Describing Neighborhoods
- Asking about Quantities

## Review Units 5-8 (2 hours)

## Unit 9 (6 hours)

### Topics and Skills:

- Appearance and Dress
- Clothing
- Clothing Styles
- People

### Grammar:

- Questions about Someone's Description: **What...look like, How old, What color, How long, How tall**
- Modifiers with Particles and Prepositions

### Communication Goals:

- Asking about Someone's Appearance
- Describe Someone's Appearance
- Identifying People

## Unit 10 (6 hours)

### Topics and Skills:

- Past Experiences
- Unusual Events

### Grammar:

- Present Perfect Tense
- Yes/No Questions
- Statements
- Regular and Irregular Past Participles
- **Already** and **yet**
- Present Perfect Tense and Past Tense Contrast

### Communication Goals:

- Making Plans
- Describing Past Experiences
- Exchanging Information about Past Experiences and Events

## Unit 11 (6 hours)

### Topics and Skills:

- Cities
- Hometowns
- Countries

### Grammar:

- Adverbs
- Adjectives
- Conjunctions: **and, but, however, though**
- Modal Verbs: **should, can**

### Communication Goals:

- Asking Questions about Cities
- Describing Cities
- Asking For Suggestions
- Giving Suggestions
- Talking about Travel

## Unit 12 (6 hours)

### Topics and Skills:

- Health Problems
- Medications
- Remedies

### Grammar:

- Infinitive Complements
- Modal Verbs: **can, could, may**

### Communication Goals:

- Talking about Health Problems
- Asking For Advice
- Giving Advice
- Making Requests
- Ask For Suggestions
- Giving Suggestions

## Review of Units 9-12 (2 hours)

## Unit 13 (6 hours)

### Topics and Skills:

- Food
- Restaurants

### Grammar:

- **So, neither, either**
- Modal Verbs: **would, will**

### Communication Goals:

- Expressing Likes
- Expressing Dislikes
- Agreeing and Disagreeing
- Ordering at a Restaurant

## Unit 14 (6 hours)

### Topics and Skills:

- World Geography
- Many Countries of the World
- The Environment

### Grammar:

- Comparative and Superlative forms of Adjectives
- Questions with **how (far, big, high, deep, long, hot, cold)**

### Communication Goals:

- Describing Several Countries
- Making Comparisons
- Expressing Opinions
- Talking about Distance
- Talking about Measurements

## Unit 15 (6 hours)

### Topics and Skills:

- Invitations
- Leisure-Time Activities
- Telephone Messages

### Grammar:

- Future with the Present Continuous Tense and **be going to**
- Messages that utilize **tell** and **ask**

### Communication Goals:

- Talking about Plans
- Making Invitations
- Expressing Reasons
- Taking Messages
- Leaving Messages

## Unit 16 (6 hours)

### Topics and Skills:

- Changes in Life
- Plans and Hopes for the Future

### Grammar:

- Describing Changes with the Present Tense, the Comparative, the Past Tense, and the Present Perfect
- Infinitives

### Communication Goals:

- Exchanging Personal Information
- Describing Changes
- Talking about Plans for the Future

## Review of Units 13-16 (2 hours)