

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.

Level 5 Curriculum: (52 Hours)

Unit 1 (6 hours)

Topics and Skills:

- Personality Types and Traits/Qualities
- Relationships

Grammar:

- Relative Pronouns as Subjects and Objects
- Clauses with **it** in conjunction with Adverbial Clauses

Communication Goals:

- Describing Personalities
- Complaining
- Expressing Likes
- Expressing Dislikes
- Expressing Agreement
- Expressing Disagreement

Unit 2 (6 hours)

Topics and Skills:

- Unique Jobs
- Job Skills
- Summer Jobs

Grammar:

- Gerund Phrases as Subjects and Objects
- Comparisons: **-er/more/less than/as...as**

Communication Goals:

- Describing and Comparing Jobs
- Providing Opinions about Jobs

Unit 3 (6 hours)

Topics and Skills:

- Favors
- Informal and Formal Requests
- Messages

Grammar:

- Requests with Modals and **if** Clauses
- Indirect Requests

Communication Goals:

- Making Requests
- Accepting Requests
- Declining Requests
- Leaving Messages

Unit 4 (6 hours)

Topics and Skills:

- The Media
- News Stories/Articles
- Exceptional Events

Grammar:

- Past Continuous Tense
- Simple Past Tense
- Past Perfect Tense

Communication Goals:

- Describing Past Events/Occurrences
- Narrating a Story

Review of Units 1-4 (2 hours)

Unit 5 (6 hours)

Topics and Skills:

- Cultural Comparisons
- Culture Shock
- Customs
- Tourism
- International Travel

Grammar:

- Noun Phrases Containing Relative Clauses
- Expectations: **supposed to**, **not supposed to**, **the custom to**, **acceptable to**, **not acceptable to**

Communication Goals:

- Describing Expectations
- Expressing Emotions
- Talking about Customs
- Yielding Advice

Unit 6 (6 hours)

Topics and Skills:

- Consumer Complaints
- Everyday Dilemmas
- Household Appliances
- Repairs

Grammar:

- Past Participles as Adjectives, Verbs, and Nouns
- **Need** with Passive Infinitives and Gerunds

Communication Goals:

- Describing Problems
- Complaining
- Describing Thing That Needs To Be Done

Unit 7 (6 hours)

Topics and Skills:

- The Environment
- World Issues

Grammar:

- Passive Voice in the Present Continuous Tense and Present Perfect Tense
- Prepositions of Cause
- Infinitive Clauses and Phrases

Communication Goals:

- Identifying and Describing Dilemmas
- Offering Solutions

Unit 8 (6 hours)

Topics and Skills:

- Education
- Learner Choices
- Learning Improvement Options
- Personal Qualities

Grammar:

- **Would rather and would prefer**
- **By + Gerund for Manner**

Communication Goals:

- Enquiring about Preferences
- Talking about Personal Qualities
- Talking about Learning Methods

Review of Units 5-8 (2 hours)