

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 6 Curriculum: (52 Hours)

Unit 1 (6 hours)

Topics and Skills:

- Unusual Services
- Recommendations
- Self-Improvement

Grammar:

- Have or Get Something Done (both Active and Passive voices)
- Suggestions with Gerunds, Infinitives, Negative Questions

Communication Goals:

- Conversing about Things You Need to Have Done
- Asking For Suggestions
- Yielding Advice or Suggestions

Unit 2 (6 hours)

Topics and Skills:

- Historic Events
- Historic People
- Biographies
- The Future

Grammar:

- Referring to Time in the Past with Adverbs and Prepositions: **during, in, ago, from...to, for, since**
- Future Continuous Tense: **be going to**
- Future Present Tense: **will**

Communication Goals:

- Talking about Historical Events
- Providing Opinions about the Future

Unit 3 (6 hours)

Topics and Skills:

- Milestones and Turning Points
- Behavior
- Regrets

Grammar:

- Time Clauses: **by the time, once, the moment, until, after, as soon as, before,**
- Describing Regrets about the Past
 - **should have** + Past Participle
 - **if** Clauses + Past Participle

Communication Goals:

- Describing Yourself in the Past
- Describing Personal Regrets about the Past
- Describing Hypothetical Situations

Unit 4 (6 hours)

Topics and Skills:

- Success
- Business
- Advertising

Grammar:

- Infinitive Clauses and Phrases of Purpose: **in order to, in order for**
- Describing Features with Noun Phrases
- Providing Reasons: **because, because of, the reason**

Communication Goals:

- Explaining the Purpose of Something
- Relating Qualities for Success
- Describing Features
- Providing Reasons
- Talk about Advertisements

Review of Units 1-4 (2 hours)

Unit 5 (6 hours)

Topics and Skills:

- Mysteries and Unexplained Events
- Different Perspectives
- Dilemmas

Grammar:

- Past Modals for Degrees of Certainty: **must have, may have, could have, might have**
- Past Modals for Advice and Opinions: **should have, would have, could have**

Communication Goals:

- Offering Explanations
- Reaching Conclusions
- Describing Hypothetical Events

Unit 6 (6 hours)

Topics and Skills:

- Production of Movies
- Processes
- The Media and Entertainment Industries

Grammar:

- Using the Passive Voice to Describe Processes with **be** and modals
- Defining and Non-Defining Relative Clauses

Communication Goals:

- Describing Careers in the Media and Entertainment Industries
- Explaining How Something is Done, Used, or Made

Unit 7 (6 hours)

Topics and Skills:

- Opinions
- Problems
- Social and Controversial Issues

Grammar:

- Tag Questions
- Recommendations with Passive Modals: **ought to be, should be, has got to be, must be**

Communication Goals:

- Making a Recommendation
- Yielding Opinions
- Acknowledging Opinions
- Soliciting Reasons
- Providing Reasons
- Agreeing and Disagreeing

Unit 8 (6 hours)

Topics and Skills:

- Challenges
- Accomplishments
- Assessing Your Life

Grammar:

- Complex Noun Phrases with Gerunds
- Tense Review:
 - Present Perfect
 - Simple Past
 - Future Perfect
 - **would like to have** + Past Participle

Communication Goals:

- Describing Challenges
- Explaining Frustrations
- Relating Rewards
- Talking about the Past and the Future

Review of Units 5-8 (2 hours)