



# **English Language Institute**

## **School Catalog**

**2012**

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## CLASS SCHEDULE: INTENSIVE ENGLISH PROGRAM

Monday through Thursday  
9:00 am to 11:30 am  
12:30 pm to 2:30 pm

### HOLIDAYS

The school observes the following holidays:

New Year's Day  
Dr. Martin Luther King Jr. Day  
Presidents' Day  
Memorial Day  
Independence Day  
Labor Day  
Thanksgiving Day

Students do not pay tuition for Winter Vacation (two weeks around Christmas and New Year's Day).

ELI has an open enrollment policy, students may start any Monday except during winter vacation. If a Monday is a holiday, students may start on the following Tuesday.

### TUITION FEES AND CHARGES

#### **Mandatory:**

Tuition	\$500.00 (per four-week session)
Application fee	\$100.00 – STRF Assessment
STRF Assessment	\$2.50 for every 1000 of institutional charges
Textbook fee	\$20-\$50 (depending on level)

#### **Optional:**

Institutional TOEFL Test	\$40.00
Housing Placement Fee	\$150

Students may pay tuition monthly as they progress through the program. Tuition is \$125/Week after the first 4 weeks of enrollment.

Payments can be made by cash, check or credit card. If tuition is past due students will be given a Tuition Payment Reminder Slip. If students still fail to pay, a meeting will be arranged with the director.

Students may leave the program at any time. See the Refund Section and the Student Rights Section for information on obtaining a refund.

## MISSION STATEMENT

At ELI we are dedicated to providing high quality English language instruction at a reasonable price in a friendly and welcoming setting. Our goal is to help students improve their English language abilities for academic success, career advancement, and everyday social and practical purposes. We also strive to foster global communication and cross-cultural understanding

## HISTORY

English Language Institute is a private institution which was established in 1995 with the intent of providing students the opportunity to learn English as a Second Language in a professional and affordable setting. We've always believed in hiring well-trained and experienced instructors to help students reach their English language goals. We are approved to operate by the Bureau of Private Post Secondary Education (approval to operate means compliance with state standards as set forth by the Ed. Code). We are authorized under federal law to enroll non-immigrant alien students. We issue I-20's so that you can apply for a F-1 Student Visa. We offer free visa advice but do not provide legal counsel.

## FACULTY

**Sean Ferguson** has been teaching at ELI since 2005. He received his M.A. in Teaching English to Speakers of Other Languages (TESOL) in 2003. He has taught a wide range of students from true beginners to students accepted to graduate programs at American universities. He taught EFL in Poland for one year which gave him an understanding of what it is like to live and study in another country. Sean loves teaching in San Francisco and feels that it is a privilege to interact with people from so many cultures and backgrounds. He believes that teaching and learning are completely intertwined and finds this mutually beneficial process very rewarding. Sean welcomes everyone to his adopted home, San Francisco, and knows that students who choose to study at ELI will have a wonderful cultural and educational experience.

**Marina Binsack** was born in Kansas and grew up in Germany. She moved to San Francisco in 1985, where she lived in the Presidio. Marina received a B.A. in Anthropology with a focus on Archaeology from San Francisco State University in 2002. She studied Greek for five years at university and lived in Greece for one year. Marina's first teaching experience was in San Francisco at a nonprofit organization. She had extensive English training through the Peace Corps in Romania, where she taught elementary and middle school children. She also taught for AEON in Japan and a small school in Spain.

In her free time, Marina enjoys dancing, cooking, and traveling. She studied Arabic briefly and can read basic Arabic texts.

Marina enjoys teaching at ELI because of the diversity in the student body.

**Martin Hodge** was born in South Africa to British parents and raised in the suburbs of

Detroit, Michigan. At the age of 18, he started studying Spanish at Oakland Community College in Royal Oak, Michigan. This led him to study Spanish and Business Administration at Wayne State University in Downtown Detroit. He obtained his Master's Degree at the same university with a major in Spanish with a focus on linguistics. During his studies, Martin traveled to Mexico, Argentina, Paraguay, Uruguay and Brazil, where he learned Portuguese.

After finishing graduate school, Martin moved to Mexico and taught English as a Second Language for a school year. Then he returned to the United States and taught Spanish for eight years in Detroit, Michigan. In 2008, he moved to the San Francisco Bay Area and started teaching ESL at the English Language Institute where his specialization is the TOEFL Test.

He enjoys teaching ESL in San Francisco because he likes the challenge of teaching difficult grammar and enjoys the exposure to so many cultures. When he is not teaching, Martin's main focus is music. He plays the saxophone and studies music theory for his own enjoyment. It keeps him grounded and reminds him what it feels like to learn something new and to struggle with something unfamiliar. It ultimately keeps him in touch with the student's perspective of learning something like a foreign language. Martin can also be found jogging around Lake Merritt in Oakland, where he currently resides.

**Julie Marmor** grew up in a small town in the heart of Sonoma County's wine country. After graduating high school, she went on her first trip abroad, to Mexico, and kick started her love for travel. She attended The University of California- Berkeley, majoring in Cognitive Science. While in college, she lived in the Berkeley Student Co-ops and immersed herself in the co-op lifestyle of openness, democracy, and community. During her third year, she studied abroad in India. This proved to be a wonderful opportunity to travel all over India and many parts of Southeast Asia.

Teaching has been a joy her whole life. Ever since she was little, she has always loved to teach whomever she can, whenever she can. It stems from her passion for sharing knowledge and her endless patience. Over the years, she has taught rock climbing, swimming, drumming, dancing, and several academic subjects. However, she had never been a formal teacher with a set class.

She decided to volunteer as an English teacher in a small village in Haiti. The opportunity to teach, that HavServe provided her, was a true gift. After returning to the United States, she got her ESL teaching certificate in San Francisco and started working in the Bay Area. She has taught Beginning, Intermediate, and Advanced level English. She now works as the Advanced English teacher for ELI.

**Betty Grinshtein** taught Level 5 from 2008 to 2011, and now Level 3.

She received her M.A. in Teaching English to Speakers of Other Languages (TESOL) in 2005. While she was a graduate student at San Jose State University, Betty was chosen to teach Academic Writing to International Students. Her areas of study included Second Language Acquisition, Applied Linguistics, and Communicative ESL Teaching Methods.

Betty has taught English to adults and college students in the Bay Area since 2005. Betty also holds a B.A. in Modern European History from University of California at Santa Cruz. In addition to teaching English, Betty is an avid cyclist, hiker, and art enthusiast. She's also fluent in Russian, and has been studying French and Polish.

A listing of our instructors and their qualifications is available at <http://www.elisf.com/staffbios.html>

### OUR FACILITIES

We are located in The Shreve Building, a historic landmark building at 210 Market Street in the heart of downtown San Francisco.

The Institute is located on the fifth floor accessible both by elevators and stairs. There are four classrooms used for instruction. Each classroom is provided with the necessary equipment to conduct a lesson.

Each class is equipped with one radio/tape recorder/CD player. Televisions and DVD players are available for classroom use. There is a small computer lab/student lounge available with free wireless Internet connection during breaks and after instructional hours until 5pm. The student lounge also has an eating area, three microwaves and a refrigerator for convenience.

Classes usually contain an average of 12 students depending on the time of year, our busiest season being the summer. However, we will not allow classes to exceed a maximum of 25 students but will consider alternative solutions before turning a student away due to classroom capacity.

### PROGRAM

See Page 17-20 for Course Syllabi

Our school provides an English as a Second Language Program with courses including Intermediate, Upper-Intermediate and Advanced levels. These courses are designed to improve students' skills in Speaking, Listening, Reading, Writing and Grammar as well as critical thinking.

We also provide a TOEFL class with the focus of preparing students to take their college entry TOEFL exam. This course has a strong focus on college level grammar and listening.

Our programs offer 18 hours of instruction per week. The English as a Second Language Program generally covers one unit from the textbook per week. Each course has a different length of completion in conjunction with the units in the textbook.

The TOEFL course is usually completed when students receive their desired score. For example, students wishing to enter City College of San Francisco must score a 473 or above on the Institutional TOEFL Test.

## **SCHOOL POLICY AND STUDENT RESPONSIBILITIES**

### **ADMISSION**

Students are expected to be able to benefit from the instruction offered. If a student doesn't have the academic preparation necessary to succeed in our classes, the director and the student and teacher will hold a conference to see if the student should continue. Students must be 15 years of age or older to attend the school. Students under 18 need to have a Release of Liability form signed by their parent or guardian.

#### **Ability to Benefit**

The California government requires ESL schools to demonstrate that the students they enroll have the ability to benefit from the instruction they will receive at the ESL school. This ability to benefit must be documented in one of three ways.

1. Students may submit a copy of their High School diploma.
2. Students may submit a copy of their University transcripts or a copy of their University Degree.
3. If a student is not able to provide the documentation from number 1 or number 2 above, the student must pass an Ability to Benefit Exam. The student should inform the school before enrolling that they are not able to provide the documentation in number one or two and that they will need to take and pass an Ability to Benefit Exam.

Documentation of the student's Ability to Benefit must be saved in the student's file.

Students can apply at the school office Monday through Friday, during regular business hours, for admission. Students can also write the school for an application or visit our website [www.elisf.com](http://www.elisf.com) to fill out an online application.

### **ADMISSION FOR STUDENTS WITH SPECIAL NEEDS**

ELI is committed to making sure all students get the education they are entitled. Students with special needs will be accommodated to the best of our abilities. We have wheel-chair access from street level and will work hard to provide any other requests. Please contact our office to allow us time to resolve any barriers that may be preventing admission or enrollment.

## ENROLLMENT

New students who have filled out an application meet with the director or the administrative assistant to complete the enrollment agreement. The enrollment agreement includes a copy of the **School Performance Fact Sheet**. Any written contract or agreement signed by a prospective student shall not become operative until the student attends the first class or session of instruction.

## PLACEMENT TESTING

New students take the placement test either prior to or on the morning of their first day of class. There is a written, listening and an oral component to the test. Based on those test scores students are placed in the appropriate level. Students' placement is determined by overall ability in these three areas. Students scoring less than 30% on the Listening and below 20% on the written components will be advised of alternative options at institutions with programs suited for their level.

## TEXTBOOKS

Students may not attend class without a textbook. All students attending more than 3 weeks of classes are required to purchase a course textbook. Textbooks may be purchased in the office on your first day of class. Textbooks for the regular intensive courses are \$50. TOEFL Textbooks range from \$20-\$50. Students staying less than four weeks may rent the textbook for \$10/week.

## COPYRIGHT INFRINGEMENT POLICY

ELI adheres to the Copyright law of the United States of America. We prohibit unauthorized photocopying of any copyrighted texts for use in the classroom. We highly encourage students to discuss any issues with the staff if there is any situation that may be preventing students from abiding this law. Students should know that this is a federal law and any penalties for breaking this law are determined in a court of law. All photocopying must be approved by the staff.

## FINANCIAL AID

English Language Institute does not participate in any Federal or State financial aid programs. Students are responsible for paying their tuition directly.

## ACCOMMODATIONS

The school's staff can put students in contact with an agent who can arrange accommodations for students. We do not directly offer any type of housing. More information about accommodations is available at <http://www.elisf.com/homestay.html>

## NO DISCRIMINATION POLICY

English Language Institute does not discriminate on the basis of sex, race, ethnic origin, or religion. Any incident of harassment or discrimination should be immediately reported to the director.

## SEXUAL HARASSMENT POLICY

ELI is a place for learning and growing. You should feel safe and comfortable in our school. In order to meet this objective, you should alert your instructor or an administrator and let them know if an unsafe, unwelcome, or uncomfortable situation arises that interferes with the learning process. Also, if there are circumstances which can be corrected to enhance your performance in class, please inform your instructor or an administrator.

## ATTENDANCE POLICY

According to US Immigration law, a student with an F-1 student visa must attend an average of 18 hours of class time per week. Therefore, all F-1 visa students are required to average 18 hours of attendance per week. In a normal month a student may not accumulate more than 2 unexcused absences. If a student accumulates more than 2 unexcused absences in a month, that student must attend Friday Make-up classes to recover the time missed. The charge for a Friday Make-up class is \$31.25. If a student accumulates more than 2 unexcused absences in a month and refuses to make up the time on Fridays, the Director will be forced to terminate the student's I-20. If a student's I-20 is terminated he or she must seek reinstatement at another school or he or she must leave the United States immediately.

**Attendance Probation:** Students that accumulate 3 or more Friday classes are placed on Attendance Probation. Once a student is placed on Attendance Probation they are not allowed to miss any more unexcused days of school and they must attend all scheduled Friday classes until they do not owe the school any more Friday classes. While on probation students are not eligible for vacation or to transfer to another school. If students on Attendance Probation fail to meet the requirements of the probation, the school will be forced to cancel their I-20.

## EXCUSED ABSENCES

If a student is sick, he/she should call the office or send the school an email so an administrator can inform the teacher. Students may receive up to two excused absences a month without a doctor's note. A student must notify the school on the day of the absence to qualify for an excused absence. A doctor's note must be provided to obtain more than two excused absences in a month.

### TARDY POLICY

Attendance is taken four times a day. If a student is more than 15 minutes late to any of the 4 sessions he or she is marked tardy. Six tardies equals a full day absent. If a student is more than 30 minutes late for any of the four sessions he or she is marked absent for that session.

### VACATION POLICY

A student must study for a minimum of four months before he or she is eligible for a vacation. A student must also average 63 hours of attendance per month (87% attendance) to qualify for a vacation. A student must notify the school Director at least one week prior to going on vacation! After 4 months of enrollment a student may take 2 weeks of vacation. After 5 months of enrollment students may take an additional 2 weeks of vacation, for a total of 4 weeks of vacation. After 10 months of enrollment a student may take an additional 4 weeks of vacation, for a total of 8 weeks of vacation.

### LEAVE OF ABSENCE POLICY

Students may take a leave of absence for medical reasons or family emergencies. Students must document the reason for the leave of absence. Any paid tuition will be carried forward.

### TRANSFER POLICY

If you have a student visa you may not transfer during your first 8 weeks of enrollment. You must also average 63 hours of attendance a month (87% attendance) to transfer. If you do not average 63 hours a month you must continue at the school and make up the time on Fridays before you may transfer. You must notify the school director at least one week prior to transfer.

### ADDRESS CHANGE

Please help us keep our school records up to date. If you move or change your phone number, please inform the Director or Administrative Assistant.

### VISITS ABROAD AND REENTRY

The Director must sign the back of your I-20 before you leave the country. A valid passport is required to travel to another country, and possibly a tourist visa to the country of destination.

### REPLACEMENT OF LOST DOCUMENTS

If you lose your passport or your Form I-20 please tell the Director immediately.

## GRADING POLICY

Teachers give tests on grammar, listening, speaking, reading, writing, and vocabulary at regular intervals as indicated in course syllabi. Grading is done on a percentage scale. Students must demonstrate mastery of 75% of the material covered in the course in order to advanced to the next level of instruction.

Grading Scale: 90% - 100% = excellent      80% - 89% = good  
                    75% - 79% = satisfactory      below 75% = unsatisfactory

### Student Progress Test

Program-wide standardized testing is carried out monthly in order to measure students' academic progress. For this purpose, the institution employs tests produced by Pearson Longman (The publishing company which publishes the school's textbook series Focus on Grammar)

### Grade Reports

Students are issued a monthly grade report. This report indicates the student's level, attendance, class participation, and scores on class quizzes, tests, other graded assignments and monthly progress test.

## ACADEMIC ADVANCEMENT

Enrollment is ongoing; students can start at any point in the program and still complete the entire program. A student who has scored an average of 75% on tests and assignments and scored 75% or more on the monthly Progress Test and has attended an average of 18 hours of class time a week may advance to the next level. If a student wishes to advance or a teacher feels a student is ready to advance, the two teachers will fill out a Student Class Change Certificate to be approved by the director and signed by both teachers and the student. A copy of the certificate is given to the student and the original is placed in the student's file.

Students who fail to obtain an average of 75% on tests/quizzes and assignments and do not achieve a score of 75% or more on the monthly Progress Test before completing all units in the textbook may be required to repeat the level.

Students who feel that a change of level will benefit them are highly encouraged to speak with their teacher. The current teacher can arrange a conference with the teacher of the higher level and the director to determine if a class change is appropriate. The two teachers will fill out a Student Class Change Certificate to be approved by the director and signed by both teachers and the student. The student may be granted conditional advancement and their performance will be closely monitored by their new teacher. A copy of the certificate is given to the student and the original is placed in the student's file.

## MAKE-UP WORK

Teachers are not expected to accommodate make-up work. However, regarding special circumstances students may have an opportunity to make-up some course work.

## ACADEMIC PROBATION

Students must maintain a satisfactory level of academic performance. At our school this means averaging above 55% on unit tests, quizzes, and other graded materials and activities. Students must also demonstrate engagement in the class through satisfactory class participation grades and attendance. In addition, students should show gradual improvement on the monthly Progress Test and in benchmark scores. However, a student does not necessarily need to score above 55% on the monthly Progress test to be in good academic standing because the monthly Progress test is an assessment of all the grammar to be covered in the level. If over the course of a four week period a student fails to average above 55% on unit tests, quizzes, and other graded materials and activities, we need to take the following steps:

1. The teacher should have a meeting with the student to discuss why he or she is having trouble in the class. The teacher and student should fill out and sign a **Notice of Concern** to document the meeting and the plan of action that they intend to take.
2. Based upon the information gathered in the meeting, the teacher should attempt to design some testing methods that may better reflect the strengths of the student. The teacher and the student may also work to create an individualized study plan to help the student improve his or her weaker skills. The plan of action from the **Notice of Concern** should outline the testing methods and/or the individualized study plan.
3. If within the next four weeks the student demonstrates that he or she is making progress (by showing improvement in benchmark scores or on the monthly Progress test) and can average over 55%, then the teacher should continue to monitor and encourage the student but no formal probation is necessary.
4. If within the next four weeks the student cannot demonstrate that he or she is making progress (by showing improvement in benchmark scores or on the monthly Progress test) and that he or she can average over 55% on graded materials, then we need to put the student on Academic Probation. However, if it is determined that ELI does not offer a course that is suitable for the level of the student who is not maintaining a satisfactory level of academic performance, we may suggest that the student transfer to a school that does offer such a course.

When a student is placed on academic probation, the student, the teacher, and the director will sign the probation form. Students will have **8** weeks to demonstrate that they are making progress in the class by averaging over 55% on unit tests, quizzes, and other graded materials and activities and showing improvement in benchmark scores or on the monthly Progress test. Students must also demonstrate engagement in the class through satisfactory

class participation grades and attendance (not missing more than 2 unexcused days in a 4 week period).

If at the end of the **8** week period the student has not demonstrated that they are making progress in the class, we will be forced to cancel their I-20.

Progress Test: If a student shows a sustained decline in Progress Test scores for two months, then we need to fill out a **Notice of Concern** and work with the student to help them improve their score. If after **one** more attempt at the Progress Test his or her score is still declining, then we need to place the student on academic probation. The student will have 8 weeks to show improvement on the test by scoring at or above the student's previous high score.

### CERTIFICATE OF COMPLETION

A Certificate of Completion is awarded to students that successfully complete a course of study at English Language Institute. The schedule for completion is outlined in the Enrollment Agreement.

### PRE AND POST TEST

Students with student visas or students who stay more than 4 weeks are required to take the CELT test on their last day of school. This is the same test that all students take on their first day of class as a placement test. The object is to use this pre and post test system as one gauge of student achievement at our school.

### INSTITUTIONAL TOEFL TEST

Students may take the Institutional TOEFL Test at the school (paper-based test). The Institutional TOEFL Test is offered monthly, at a price of \$40. Ten students may take the test each month. The tests are sent to the Educational Testing Service for official scoring. Students receive their results in about two weeks. Institutional TOEFL Test scores are accepted by City College of San Francisco, Diablo Valley Community College, Foothill College and many more local colleges.

### COLLEGE AND UNIVERSITY COUNSELING

The office staff is familiar with educational opportunities available to foreign students in the Bay Area and is happy to provide students with college and university counseling. ELI has forged ties with local community colleges and can facilitate students' transfer to these institutions, once they have acquired the necessary English language skills.

### STUDENT CONDUCT

Students should in no way endanger other students. Doing so is a cause for expulsion. Minor acts of disruption can be handled by counseling and lesser penalties. In particular, drugs are not permitted at school and drug-related incidents will be reported to the

authorities. The director can provide information regarding drug awareness and counseling.

In cases of unacceptable student conduct, and at the discretion of the director, a student may be placed on probation and given an opportunity to demonstrate a change of conduct. Should no improvement take place and should the director and Staff feel expulsion is warranted, the student will be asked to leave and his or her money will be refunded.

### DESIGNATED PERSON FOR COMPLAINTS

Complaints may be submitted either orally or in writing at any time to the administrative assistant. The director will investigate all complaints. He will interview all people concerned and review all documents that may relate to the complaint. He will attempt to resolve the complaint in a reasonable manner. He may reject the complaint if, after investigation, it is determined to be unfounded. He will record a summary of the complaint and its disposition; place a copy of the summary, along with any other related documents, in the student's file.

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589 or by completing a complaint form, which can be obtained on the bureau's Internet Web site [www.bppe.ca.gov](http://www.bppe.ca.gov)

### STUDENT RECORDS

Only the student or her or his legal guardian can have access to the student's file. The student's file is also available to school staff and legal authorities as directed by law. The school will maintain all hard copies of student records for a minimum of five years after the student has completed study. Electronic copies of student records are kept indefinitely.

Student records may include:

1. Written records and transcripts of any formal education or training relevant to the student's qualifications for admission to the institution including proof of the student's ability to benefit from our educational program;
2. Copies of all documents signed by the student including the application and/or enrollment agreement;
3. Copies of all tests given to the student before admission, including ability to benefit tests and tests required by Section 94319.2 of the Code;
4. Copies of the student's passport, visa, and I-20;
5. Records of the dates of enrollment and, if applicable, withdrawal, leaves of absence, and graduation;
6. A transcript showing all of the classes and courses or other educational services that were completed or were attempted but not completed and grades or evaluations given to the student;

7. A document showing the total amount of money received from or on behalf of the student and the date or dates on which the money was received;
8. A document specifying the amount of any refund, including the amounts refunded for tuition, the method of calculating the refund, the date the refund was requested, the date it was made, the check number of the refund, and the name and address of the person or entity to which the refund was sent;
9. Copies of any official advisory notice or warnings regarding the student's progress;
10. Complaints received from the student, including any correspondence, notes, memoranda, or telephone logs relating to any complaint;
11. Student transfer information;
12. Student correspondence;
13. Records release authorization; and
14. Records of student attendance.

### STUDENT TUITION RECOVERY FUND (STRF)

#### **STUDENT TUITION RECOVERY FUND**

**"You must pay the state-imposed assessment for the Student Tuition Recovery Fund (STRF) if all of the following applies to you:**

- 1. You are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition either by cash, guaranteed student loans, or personal loans, and**
- 2. Your total charges are not paid by any third-party payer such as an employer, government program or other payer unless you have a separate agreement to repay the third party.**

**You are not eligible for protection from the STRF and you are not required to pay the STRF assessment, if either of the following applies:**

- 1. You are not a California resident, or are not enrolled in a residency program, or**
- 2. Your total charges are paid by a third party, such as an employer, government program or other payer, and you have no separate agreement to repay the third party."**

**(b) In addition to the statement described under subdivision (a) of this section, a qualifying institution shall include the following statement on its current schedule of student charges:**

**"The State of California created the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic losses suffered by students in educational programs who are California residents, or are enrolled in a residency programs attending certain schools regulated by the Bureau for Private Postsecondary and Vocational Education.**

**You may be eligible for STRF if you are a California resident or are enrolled in a residency program, prepaid tuition, paid the STRF assessment, and suffered an economic loss as a result of any of the following:**

1. The school closed before the course of instruction was completed.
2. The school's failure to pay refunds or charges on behalf of a student to a third party for license fees or any other purpose, or to provide equipment or materials for which a charge was collected within 180 days before the closure of the school.
3. The school's failure to pay or reimburse loan proceeds under a federally guaranteed student loan program as required by law or to pay or reimburse proceeds received by the school prior to closure in excess of tuition and other costs.
4. There was a material failure to comply with the Act or this Division within 30 days before the school closed or, if the material failure began earlier than 30 days prior to closure, the period determined by the Bureau.
5. An inability after diligent efforts to prosecute, prove, and collect on a judgment against the institution for a violation of the Act."

However, no claim can be paid to any student without a social security number or a taxpayer identification number.

Note: Authority cited: Sections 94803, 94877 and 94923, Education Code. Reference: Section 94923, Education Code.

**The STRF Assessment is included in your application fee. The assessment equals \$2.50 for every \$1000 of institutional charges you pay to the school.**

#### REFUND RIGHTS NOTICE

**BUYER'S RIGHT TO CANCEL.** You have the right to cancel the enrollment agreement and get a refund. The institution, for all students, without penalty or obligation, shall refund 100 percent of the amount paid for institutional charges, less a reasonable deposit or application fee not to exceed two hundred and fifty dollars (\$250), if the notice of cancellation is made prior to or on the first day of instruction or the seventh day after enrollment whichever is later.

Cancellation shall occur when you give written notice of cancellation at the address of the Institution shown on the top of this Agreement. You can do this by mail, hand delivery, or email. The written notice of cancellation, if sent by mail, is effective when deposited in the mail properly addressed with postage prepaid.

The written notice of cancellation need not take any particular form and, however expressed, it is effective if it shows that you no longer wish to be bound by this Agreement.

**REFUND INFORMATION.** You may withdraw from the program at any time and receive a pro-rata refund for the unused portion of the tuition. Refunds are calculated by the day starting the day after you request the refund. For example: If you request a refund on Monday your refund would be for all unused tuition starting with Tuesday. The daily refund amount is \$31.25. Refunds will be paid within 30 calendar days of your request. Refunds can only be paid to the person or company from whom the funds originated and in the form of the original payment. The application fee is nonrefundable.

\*\* If the school closes before you graduate, you may be entitled to a refund. Contact the Bureau for Private Postsecondary Education, P.O. Box 980818 West Sacramento, CA 95798-0818 Toll Free: (888) 370-7589

Web site: [www.bppe.ca.gov](http://www.bppe.ca.gov)

E-mail: [bppe@dca.ca.gov](mailto:bppe@dca.ca.gov)

\*\* If you have any complaints, questions, or problems which you cannot work out with the school, you may contact your country's consulate; the Bureau of Immigration and Customs Enforcement, located at 550 Kearny St. Suite 800, San Francisco, CA 94108; or you may write to the Bureau for Private Postsecondary Education Mailing Address: P.O. Box 980818 West Sacramento, CA 95798-0818 Toll Free: (888) 370-7589

Web site: [www.bppe.ca.gov](http://www.bppe.ca.gov)

E-mail: [bppe@dca.ca.gov](mailto:bppe@dca.ca.gov)

\*\* This institution is Accredited by the Accrediting Council for Continuing Education & Training (ACCET). It is the mutual goal of ACCET and the institution you are attending to provide educational training programs of quality. When problems arise, students should make every attempt through the formal complaint procedure within the institution to find a fair and reasonable solution.

However, in the event that a student has tried to resolve the problem(s) by way of the institution's formal student complaint procedure, and the problem(s) have not been resolved, the student has the right and is encouraged to take the following steps:

1. The student should contact the ACCET office by mail. Complaints received by phone will be logged along with a request for a written follow-up; and initial letter speeds up the process.
2. The letter of complaint must contain the following:
  - a. The nature of the problem(s);
  - b. The approximate date(s) that the problem(s) occurred;
  - c. The name(s) of the individual(s) involved in the problem(s) (within the institution and/or other students that were involved);
  - d. Copies of important information regarding the problem(s) (facts, not rumors, lead to solutions);
  - e. Evidence demonstrating that the institution's complaint procedure was followed prior to contacting ACCET;
  - f. All complaints should be signed.
3. Send the letter to:

ACCET  
COMPLAINT ADMINISTRATOR  
1722 N Street, NW  
Washington, DC 20036  
Telephone: (202) 955-1113 Ext. 237  
Fax: (202) 955-1118

## HEALTH INSURANCE

Students are encouraged to have health insurance coverage while they study at our school. It is generally advisable to purchase this insurance in their country of origin. However, students may ask our office staff to provide them with an application for health insurance. Students may also visit [www.intlstudentprotection.com](http://www.intlstudentprotection.com) to learn more about health insurance and to apply for a plan.

## QUESTIONS ABOUT THE SCHOOL CATALOG

Any questions a student may have regarding this catalog that have not been satisfactorily answered by the institution may be directed to the Bureau for Private Postsecondary Education at P.O. Box 980818 West Sacramento, CA 95798-0818 ([www.bppe.ca.gov](http://www.bppe.ca.gov)), (Toll Free: (888) 370-7589) (Fax (916) 263-1897)

As a prospective student, you are encouraged to review this catalog prior to signing an enrollment agreement. You are also encouraged to review the School Performance Fact Sheet, which must be provided to you prior to signing an enrollment agreement."

## NOTICE CONCERNING TRANSFERABILITY OF CREDITS AND CREDENTIALS EARNED AT OUR INSTITUTION

"The transferability of credits you earn at English Language Institute is at the complete discretion of an institution to which you may seek to transfer. Acceptance of the Certificate of Completion you earn in the English as a Second Language or TOEFL Preparation Course is also at the complete discretion of the institution to which you may seek to transfer. If the Certificate of Completion that you earn at this institution is not accepted at the institution to which you seek to transfer, you may be required to repeat some or all of your coursework at that institution. For this reason you should make certain that your attendance at this institution will meet your educational goals. This may include contacting an institution to which you may seek to transfer after attending English Language Institute to determine if your Certificate of Completion will transfer."

## ARTICULATION OR TRANSFER AGREEMENT

Our institution has not entered into any articulation or transfer agreement with any other institutions. However, Lincoln University in Oakland California, has agreed to waive any TOEFL requirements for students who attend our TOEFL Preparation Course.

## REPAYMENT OF STUDENT LOANS NOTICE

If a student obtains a loan to pay for an educational program, the student will have the responsibility to repay the full amount of the loan plus interest, less the amount of any refund, and that, if the student has received federal student financial aid funds, the student is entitled to a refund of the moneys not paid from federal student financial aid program funds.

## STUDENT SERVICES

### Student Center

Whether you want to find more information about local events or you just want to check your email to keep in touch with friends back home, our Student Center has it all.

- **Student Activities** and **Area Events** boards updated frequently
- Computers with Internet access and foreign language support
- Free wireless Internet for laptops
- Eating and studying area with microwaves for lunchtime

### Free Morning Coffee

If you need your morning coffee, feel free to come to the school office and help yourself to some coffee before class! Cream and sugar are also provided.

### Student Assistance

Our office staff is always willing to help you with whatever questions or concerns you may have. Please come by the office any time during the day to ask us about things such as enrolling into an American college/university, traveling within the Bay Area and the United States, and many other topics.

### Special Events

Our classes offer field trips around the San Francisco Bay Area for enjoyment and cultural appreciation. These outings to area museums and areas of interest will help you develop your real world language skills.

We also hold school-wide parties to celebrate Halloween and Christmas every year. In the summer, we like to have potluck barbeques in Dolores Park or go to Santa Cruz for a day trip.



## English Language Institute

ESOL 3 (Intermediate)

Schedule: Monday through Thursday, 9-11:30 a.m. 12:30-2:30 p.m.

Time to cover all material: 37 weeks

Instructor:

Room:

### Course Objectives:

In ESOL 3 students begin to examine language in a rule-governed framework. They will develop a more sophisticated understanding of language structure, including differences of register (e.g., formal v. colloquial styles). Informational content in speech and writing is emphasized and students begin to monitor themselves and each other for communicative and structural errors. By the end of ESOL 3 students will be able to communicate adequately in everyday situations, i.e., be able to formulate complete sentences and respond accurately to listeners' questions; understand simple descriptions, explanations and instructions; understand written passages on general subjects or topics of personal interest.

By the end of the course, students should show adequate improvement in:

- Using course vocabulary
- Using grammar points both orally and in writing; spotting simple errors
- Understanding the difference between formal and informal English
- Responding accurately to questions using complete sentences orally
- Answering questions in writing demonstrating comprehension of written passages

### Requirements:

In order to pass the course and be promoted to the next level, students must:

1. Score an average of at least 75% on weekly tests
2. Score an average of at least 75% on oral presentations
3. Actively participate in class
4. Complete all assignments
5. Attend class at least 87% of the time (63 hours/month)

6. Score above 75% on the monthly progress test
7. Achieve a benchmark average of at least 3.

**Homework and Tests:**

Homework assignments will be given up to 3 times per week.

Class participation is an important part of your instruction. All students are expected to participate in every class.

Written tests will cover grammar points, vocabulary and other material discussed in class. Students must also participate in monthly school-wide testing.

**Course Materials:**

Required Textbook: *Focus on Grammar 3: An Integrated Skills Approach*, Third Edition, Pearson Education, New York, 2006.

ESOL 3

**COURSE GOALS AND OBJECTIVES:**

1. In ESOL 3 students begin to examine language in a rule-governed framework. They will develop a more sophisticated understanding of language structure, including differences of register (e.g., formal v. colloquial styles). Informational content in speech and writing is emphasized and students begin to monitor themselves and each other for communicative and structural errors.
2. By the end of ESOL 3 students will be able to communicate adequately in everyday situations, i.e., be able to formulate complete sentences and respond accurately to listeners' questions; understand simple descriptions, explanations and instructions; understand written passages on general subjects or topics of personal interest; understand simple conversational English when spoken to directly; and understand spoken English in areas of general and personal interest.
3. Specific course objectives are listed below in the sections on grammar, vocabulary, reading, writing, listening, and special skills. The student will have mastered at least 75% of this material before advancing to the next level.

GRAMMAR

- I. Present
  - A. Present Progressive
  - B. Simple Present Tense
  - C. Contrast: Simple Present Tense and Present Progressive
  - D. Imperative
- II. Past
  - A. Simple Past Tense

- B. *Used to*
  - C. Past Progressive and Simple Past Tense
  - D. Wh- Questions: Subject and Predicate
- III. Future
- A. Future
  - B. Future Time Clauses
- IV. Present Perfect
- A. Present Perfect: For and Since
  - B. Present Perfect: *Already* and *Yet*
  - C. Present Perfect: Indefinite Past
  - D. Contrast: Present Perfect and Simple Past Tense
  - E. Present Perfect Progressive
  - F. Contrast: Present Perfect and Present Perfect Progressive
- V. Adjectives and Adverbs
- A. Adjectives and Adverbs
  - B. Adjectives: Equatives and Comparatives
  - C. Adjectives: Superlatives
  - D. Adverbs: Equatives, Comparatives, Superlatives
- VI. Gerunds and Infinitives
- A. Gerunds: Subject and Object
  - B. Gerunds after Prepositions
  - C. Infinitives after Certain Verbs
  - D. Infinitive of Purpose
  - E. Infinitives with *Too* and *Enough*
  - F. Contrast: Gerunds and Infinitives
- VII. Modals and Related Verbs and Expressions
- A. Ability: *Can, Could, Be able to*
  - B. Permission: *May, Could, Can, Do you mind if...*
  - C. Requests: *Will, Would, Could, Can, Would you mind...*
  - D. Advice: *Should, Ought to, Had better*
  - E. Suggestions: *Let's, How about, Why don't, Could, Why not*
  - F. Preferences: *Prefer, Would prefer, Would rather*
  - G. Necessity: *Must, Have (got) to, Must not, Don't have to*
  - H. Expectations: *Be supposed to*
  - I. Future Possibility: *May, Might, Could*
  - J. Assumptions: *May, Might, Could, Must, Have to, Have got to, Can't*
- VIII. Nouns and Articles
- A. Nouns and Quantifiers
  - B. Articles: Definite and Indefinite

## VOCABULARY

1. Idioms and slang expressions
2. Prefixes, suffixes and roots
3. Synonyms, antonyms and homonyms
4. Holidays and celebrations
5. Geography
6. Places of interest (museums, parks, libraries, etc.)
7. Topics of student interest

### READING

1. Read and recount simple stories and adapted newspaper and magazine articles
2. Read for explicit information
3. Read for enjoyment

### WRITING

1. Punctuation (quotation marks, comma in a series of adjective modifiers)
2. Formatting (position of addresses on envelopes, position of heading, date, closing in letters)
3. Write compound sentences, using parallel structure as needed.
4. Write original dialogues in a given situation
5. Take paragraph dictation
6. Write Notes (requests, apologies, thank you's, in sympathy, etc.)
7. Fill out forms

### LISTENING

1. Respond to oral directions and instructions
2. Distinguish the individual sound segments of English
3. Participate in conversations with classmates and teacher
4. Understand simple stories and jokes

### SPEAKING

1. Generate more complicated questions and statements in basic conversation
2. Interview classmates about personal background and classroom activities
3. Plan in small groups to carry out classroom activities
4. Recount events and incidents
5. Converse informally

### SPECIAL SKILLS

1. Use English/English dictionaries for spelling, pronunciation, and meaning, including alternative meanings.
2. Gather limited information from encyclopedias and other reference works.
3. Use the telephone to gain information.

4. Identify and differentiate bank services (money order, personal checks, credit cards, saving accounts, loans) and non-bank credit systems (charge accounts, gasoline, credit card, installment buying).
5. Describe places and people.
6. Pronounce common English first and last names.
7. Compare and contrast native and American holidays, celebrations, rituals, customs, and traditions.

### METHODS AND MATERIALS

In general, ESOL 3 emphasizes aural/oral skills, which are taught through dialogues, role playing, oral drills and pronunciation work. Visual materials are still an important resource, but do not need to be relied on so heavily.

Instruction in writing focuses on the sentence level and making simple connections between clauses using coordinating conjunctions and parallel structure. Dictation drills are used to reinforce pronunciation rules as well practice writing style.

Reading selections on topics of general interest are used to present more complicated grammatical structures as well as to convey useful information and generate simple discussion. Games, crossword puzzles, and charades are also effective ways of introducing and reinforcing new vocabulary.

### EVALUATION

A written test or quiz is given at the end of each grammatical unit. Students must average at least 75% on unit tests and quizzes to advance to the next level. Students must also score above 75% on the monthly progress test to be eligible to advance to the next level. The Student's in class performance and overall motivation are also taken into consideration. Students must also achieve a benchmark average of 3.

Students may be able to advance to the next level without meeting the testing and benchmark requirements if the two teachers and the director agree that the student is ready to advance. Students may sometimes be granted a short term trial advancement, at the end of which the student, the two teachers, and the director will decide upon an appropriate course of action.



## English Language Institute

ESOL 4 (High Intermediate)

Schedule: Monday through Thursday, 9-11:30 a.m. 12:30-2:30 p.m.

Time to cover all material: 29 weeks

Instructor:

Room:

### Course Objectives:

In ESOL 4, the emphasis is on achieving a comprehensive understanding of English grammar, to be further refined in ESOL 5. By the end of ESOL 4, all major points of grammar and pronunciation will have been covered. Students are directed and encouraged to speak and listen to English as much as possible outside the classroom. They begin to read more sophisticated materials containing abstract vocabulary and professional level materials in their areas of interest. Students are introduced to elements of U.S. history, geography and multiculturalism, as well as local San Francisco culture through films, newspaper articles, and podcasts. By the end of ESOL 4 students will be able to express themselves effectively and accurately in areas of personal interest, communicate adequately over the telephone, understand written passages on general subjects, and journals or technical reports in their areas of competence and interest, and understand standard conversational English spoken at normal speed in areas of general and personal interest.

By the end of the course, students should show adequate improvement in:

- Using course vocabulary
- Using grammar points both orally and in writing
- Expressing ideas and opinions on simple, abstract topics
- Conveying and gathering information using the telephone
- Demonstrating understanding of written passages, especially those related to current events.
- Demonstrating understanding of simple conversational (i.e., not "sheltered") English by accurately answering questions
- Understanding idiomatic English to better comprehend advanced reading passages and news reports
- Creating and delivering well structured oral presentations

### Requirements:

In order to pass the course and be promoted to the next level, students must:

1. Score an average of at least 75% on weekly tests
2. Score an average of at least 75% on oral presentations
3. Actively participate in class
4. Complete all assignments
5. Attend class at least 87% of the time (63 hours/month)
6. Score above 75% on the monthly progress test
7. Achieve a benchmark average of at least 3

### Homework and Tests:

Homework assignments will be given up to 3 times per week.

Class participation is an important part of your instruction. All students are expected to participate in every class.

Written tests will cover grammar points, vocabulary and other material discussed in class. Students must also participate in monthly school-wide testing.

### Course Materials:

Required Textbook: *Focus on Grammar 4: An Integrated Skills Approach*, Third Edition, Pearson Education, New York, 2006.

ESOL 4

## COURSE GOALS AND OBJECTIVES:

1. In ESOL 4, the emphasis is on achieving a comprehensive understanding of English grammar, to be further refined in ESOL 5. By the end of ESOL 4, all major points of grammar and pronunciation will have been covered. Students are directed and encouraged to speak and listen to English as much as possible outside the classroom. They begin to read more sophisticated materials containing abstract vocabulary and professional level materials in their areas of interest. Students are introduced to elements of U.S. history, geography and multiculturalism through film, the internet, newspaper articles, and a daily almanac.
2. By the end of ESOL 4 students will be able to express themselves effectively and accurately in areas of personal interest, communicate adequately over the telephone, understand written passages on general subjects, and journals or technical reports in their areas of competence and interest, and understand standard conversational English spoken at normal speed, and understand idiomatic English in order to better comprehend advanced reading passages and news reports, and give well structured oral presentations.
3. Specific course objectives are listed below in the sections on grammar, vocabulary, reading, writing, listening, and special skills. The student will have mastered at least 75% of this material before advancing to the next level.

## GRAMMAR

- I. Present and Past
  - A. Review Present, Past, Present Perfect
  - B. Past Perfect
  - C. Past Perfect Progressive
- II. Future
  - A. Future Progressive
  - B. Future Perfect and Future Perfect Progressive
- III. Tag Questions, Additions, and Responses
  - A. Tag Questions
  - B. Additions and Responses with *So, Too, Neither, Not either, and But*
- IV. Gerunds and Infinitives
  - A. Gerunds and Infinitives: Review
  - B. Verbs followed by Objects and the Base Form: *Make, Have, Let, Help*
- V. Adjective Clauses
  - A. Adjective Clauses with Subject Relative Pronouns
  - B. Adjective Clauses with Object Relative Pronouns
- VI. Pronouns and Phrasal Verbs
  - A. Reflexive and Reciprocal Pronouns

- B. Phrasal Verbs
- VII. Present and Past (Review as Narrative Tenses)
- A. Review Present, Past, Present Perfect
  - B. Past Perfect
  - C. Past Perfect Progressive
- VIII. Passive
- A. The Passive: Overview
  - B. The Passive with Modals
  - C. Passive Causatives
- IX. Modals
- A. Advisability and Obligation in the Past: Should have, Ought to have, Could have, Might have
  - B. Speculations and Conclusions about the Past: May have, Might have, Must have, Had to have
- X. Conditionals
- A. Factual Conditionals: Present
  - B. Factual Conditionals: Future
  - C. Unreal Conditionals: Present
  - D. Unreal Conditionals: Past
- XI. Indirect Speech and Embedded Questions
- A. Direct and Indirect Speech
  - B. Indirect Speech: Tense Changes
  - C. Indirect Instructions, Commands, Requests, and Invitations
  - D. Indirect Questions
  - E. Embedded Questions

## VOCABULARY

1. American History and Geography
2. Derivatives formed with affixes (prefixes and suffixes)
3. Synonyms, antonyms and homonyms
4. Introduction of scientific, academic, business vocabulary

## LISTENING

1. Respond to oral directions and instructions
2. Understand and respond to English spoken at a normal speed in specific content areas

3. Participate in English language discussion of readings with classmates
4. Prepare weekly topics for critical-thinking debates
5. Participate in problem-solving situations (e.g. creative projects, games, interpretations)
6. Develop knowledge of idiomatic English through listening activities

### SPEAKING

1. Interview classmates about their lives, opinions and classroom activities
2. Present information and statistics in weekly debate
3. Give short presentations on subjects with which they are familiar
4. Study delivery techniques and proper organizational methods to aid in creating effective presentations.
5. Recount events and incidents
6. Summarize material studied in class
7. Plan small group classroom projects
8. Conduct small group conversations and interviews

### READING

1. Identify main ideas in paragraphs and selected readings
2. Guess the meaning of unknown vocabulary from context
3. Distinguish relations of time, cause and effect, and condition
4. Read for explicit information
5. Read for implied information
6. Scan for important details
7. Read for enjoyment (longer short stories)

### WRITING

1. Expand a simple sentence by adding modifying words, clauses and phrases
2. Write descriptions and narrations in paragraphs
3. Summarize reading and spoken material
4. Punctuate complex sentences as well as simple sentences
5. Apply rules of English spelling

### SPECIAL SKILLS

1. Interpret newspaper headlines correctly
2. Read advertisements critically
3. Use English/English dictionaries for pronunciation and definitions
4. Take a standardized test
5. Understand simple American humor—through joke translation, satirical articles, and comedy analysis.
6. Identify some major figures and events in American history and be exposed to current national and international events and politics.
7. Become familiar with geography of the United States

## METHODS AND MATERIALS

Students are motivated to improve their fluency through debates and discussions designed to elicit different opinions. However, sensitive issues should be dealt with cautiously and with respect for the diverse cultures represented in the ESOL classroom. Creative problem solving and structural analysis of debate topics is a major focus.

There is great emphasis on increasing vocabulary and bringing it into active use. Vocabulary should be quizzed and repeated systematically.

Intensive reading (reading using a dictionary to ensure thorough understanding of all points and vocabulary) should be supplemented with extensive reading (reading without the constant use of a dictionary, for fun or basic information). Reading selections should reflect students' backgrounds and interests.

Writing exercises focus on the use of complex grammatical structures and sentence patterns for emphasis and cohesion. Methods should include free writing as well as guided writing.

## EVALUATION

A written test or quiz is given at the end of each grammatical unit. Students must average at least 75% on unit tests and quizzes to advance to the next level. Students must also score above 75% on the monthly progress test to be eligible to advance to the next level. The Student's in class performance and overall motivation are also taken into consideration. Students must also achieve a benchmark average of 3.

Students may be able to advance to the next level without meeting the testing and benchmark requirements if the two teachers and the director agree that the student is ready to advance. Students may sometimes be granted a short term trial advancement, at the end of which the student, the two teachers, and the director will decide upon an appropriate course of action.



### **English Language Institute**

ESOL 5 (Advanced)

Schedule: Monday through Thursday, 9-11:30 a.m. 12:30-2:30 p.m.

Time to cover all material: 24 weeks

Instructor:

Room:

#### **Course Objectives:**

In ESOL 5, students work toward greater fluency, accuracy, and confidence in the use of standard English and are given instruction in a wide variety of intellectual topics. They are introduced to local culture through field trips, articles, documentaries and oral presentations. In preparation for further, non-linguistic academic endeavors, students read and discuss articles in such areas as science (biology, psychology, medicine, sociology), politics and current events, business and economics, and literature. Intensive study of advanced grammatical structures focuses especially on exceptions to general rules and inconsistencies between spoken and written English. Students are given instruction in writing, especially essay writing, to help them prepare for college entrance examinations.

By the end of the course, students should show adequate improvement in:

- Using course vocabulary
- Using grammar points both orally and in writing
- Demonstrating conversational ability by commenting on and answering questions about news articles and broadcasts
- Writing a well-structured essay on general topics of interest
- Identifying the main ideas, supporting facts, implications and tone in a variety of reading materials
- Giving well organized oral presentations complete with visual aids

#### **Requirements:**

In order to pass the course and be promoted to the next level, students must:

1. Score an average of at least 75% on weekly tests
2. Score an average of at least 75% on oral presentations
3. Actively participate in class
4. Complete all assignments
5. Attend class at least 87% of the time (63 hours/month)
6. Score above 75% on the monthly progress test
7. Achieve a benchmark average of at least 3

#### **Homework and Tests:**

Homework assignments will be given up to 3 times per week.

Class participation is an important part of your instruction. All students are expected to participate in every class.

Written tests will cover grammar points, vocabulary and other material discussed in class. Students must also participate in monthly school-wide testing.

#### **Course Materials:**

Required Textbook: *Focus on Grammar 5: An Integrated Skills Approach*, Third edition, Pearson Education, New York, 2006.

### ESOL 5

#### **COURSE GOALS AND OBJECTIVES:**

1. In ESOL 5, students work toward greater fluency, accuracy, and confidence in the use of standard English and are given instruction in a wide variety of intellectual topics. They are introduced to local culture through field trips, articles, documentaries and oral presentations. In preparation for further, non-linguistic academic endeavors, students read and discuss articles in such areas as science (biology, psychology, medicine, sociology), politics and current events, business and economics, and literature. Intensive study of advanced grammatical structures

focuses especially on exceptions to general rules and inconsistencies between spoken and written English. Students are given instruction in writing, especially essay writing, to help them prepare for college entrance examinations.

2. By the end of ESOL 5, students will be able to converse accurately and fluently on unfamiliar topics, comprehend newspaper and magazine articles on topics of general interest, understand films, documentaries, and multi-media presentations, understand spoken news broadcasts, and subtle distinctions of usage, and write a well-structured English composition on topics of general interest. They will be able to give a well organized oral presentation.
3. Specific course objectives are listed below in the sections on grammar, vocabulary, reading, writing, listening, and special skills. The student will have mastered at least 75% of this material before advancing to the next level.

## GRAMMAR

- I. The Verb Phrase
  - A. Tense and Time
  - B. Certainty and Necessity (Modals)
  - C. Contrast and Emphasis (Auxiliaries)
- II. The Noun Phrase
  - A. Non-Count Nouns: Count and Non-Count Use
  - B. Definite and Indefinite Articles
  - C. Modification of Nouns
  - D. Quantifiers
- III. Passive Voice
  - A. The Passive: Review and Expansion
  - B. Reporting Ideas and Facts with Passives
- IV. Gerunds and Infinitives
  - A. Gerunds
  - B. Infinitives
- V. Adverbials and Discourse Connectors
  - A. Adverb Clause
  - B. Adverbials: Viewpoint, Focus, and Negative
  - C. Other Discourse Connectors
  - D. Adverbial Modifying Phrases
- VI. Adjective Clauses
  - A. Adjective Clauses: Review and Expansion
  - B. Adjective Clauses with Quantifiers; Adjectival Modifying Phrases
- VII. Noun Clauses
  - A. Noun Clauses: Subjects and Objects

B. Complementation

VIII. Unreal Conditions

A. Unreal Conditionals and Other Ways to Express Unreality

B. Inverted and Implied Conditionals; Subjunctive in Noun Clauses

VOCABULARY

1. Vocabulary from class conversation and reading,
2. Inflectional and derivational morphology: construction of noun, verb, adjective and adverb from a single root, and prefixes, suffixes, and roots from Latin and Greek
3. Idioms: two- and three-word phrasal verbs and metaphorical expressions
4. Proverbs
5. Puns and Humor: words with multiple meanings.
6. Review and expansion of synonym, antonym, homonym vocabulary
7. Acronyms (UNICEF, ASAP, DOA, etc)

READING

1. Read college-level articles on topics of general interest
2. Identify main ideas in paragraphs and longer selections
3. Preview news articles for main ideas from the title, subtitles, illustrations and captions
4. Deduce the meaning of unfamiliar vocabulary from context
5. Read for enjoyment

WRITING

1. Recognize and apply the principles of paragraph development and essay composition; practice writing essays using different approaches: division and classification, cause and effect, comparison and contrast, and problem solution.
2. Write free compositions, short stories, poetry, letters and journals
3. Write memory-dictations, in which students write down the main ideas of what they remember after the teacher has finished reading the dictation
4. Write college entrance application essays.

LISTENING

1. Follow simple narratives on TV, film or tape
2. Follow conversation between native speakers, on a variety of topics
3. Take notes on presentations by teacher and other students

SPEAKING

1. Discuss information from newspapers, radio and TV
2. Ask appropriate questions of visiting speakers

3. Engage in conversations outside of class with native English speakers (when possible)
4. Give oral presentations in class
5. Study conversation techniques (e.g. appropriate interruptions, diplomacy, making excuses, and leave taking)
6. Study pronunciation of allegro speech: reduced vowels, contractions, intonation and stress

### SPECIAL SKILLS

1. Take notes from both written and oral classroom material
2. Write business and personal letters

### METHODS AND MATERIALS

ESOL 5 provides a complete review of English grammar at the advanced level. Special attention should be given to subjects requested by students. Fine points of grammar may be taught, and contrasted with the general rules and exceptions the students are familiar with.

Newspaper and magazine articles and short stories other texts may be used to illustrate complex sentence structure and good writing style.

Audiotapes and videotapes may be used to introduce material for discussion orally and drill students in note taking Word games (Scrabble, crossword puzzles, etc.) are very useful to help students activate passive knowledge.

Oral reading may be conducted for refinement of pronunciation and intonation; it may also be useful for building speaking vocabulary from reading vocabulary.

Conversation techniques such as appropriate interruptions, diplomacy, making excuses, and leave taking need to be role-played.

Required Textbook: *Focus on Grammar 5: An Integrated Skills Approach*, Third edition, Pearson Education, New York, 2006.

### EVALUATION

A written test or quiz is given at the end of each grammatical unit. Students must average at least 75% on unit tests and quizzes to advance to the next level. Students must also score above 75% on the monthly progress test to be eligible to advance to the next level. The Student's in class performance and overall motivation are also taken into consideration. Students must also achieve a benchmark average of 3.

Students may be able to advance to the next level without meeting the testing and benchmark requirements if the two teachers and the director agree that the student is ready

to advance. Students may sometimes be granted a short term trial advancement, at the end of which the student, the two teachers, and the director will decide upon an appropriate course of action.



## **English Language Institute**

ESOL 6 (TOEFL Test Preparation Class)

Schedule: Monday through Thursday, 9-11:30 a.m. 12:30-2:30 p.m.

Time to cover all material: 12 weeks

Instructor:

Room:

### **Course Objectives:**

In ESOL 6, TOEFL Preparation, students prepare to take the TOEFL exam, as a requirement for matriculating at an institution of higher education. This course covers a wide variety of grammar, idioms and vocabulary, intonation and pronunciation, emotive and emphatic structures, and reading comprehension, as well as information on test-taking strategies and the structure of the American university. By the end of ESOL 6, students will be able to discuss abstract concepts with clarity and precision, convey emotive and emphatic nuances fluently and accurately, comprehend complex written English on unfamiliar topics, and understand the conversation of two native speakers when not directly addressed.

By the end of the course, students should show adequate improvement in:

- Demonstrating mastery of English grammar and vocabulary
- Answering questions on talks and presentations on unfamiliar topics without taking notes
- Understanding emphatic intonation patterns and elliptical conversational structures in the conversation of two native speakers
- Demonstrating comprehension of complex written English on unfamiliar topics

**Requirements:**

This course is preparation to take a standardized college admission examination for international students. Students may enroll in it until they obtain the score necessary to gain admission to the college/university of their choice.

Students must attend class at least 87% of the time (63 hours/month).

**Homework and Tests:**

Class participation is an important part of your instruction. All students are expected to participate in every class.

Practice tests are an integral part of TOEFL Test preparation.

**Course Materials:**

TOEFL students are required to purchase new TOEFL Preparation texts as needed. On average students must purchase one new text each month.

*ESOL 6: TOEFL TEST PREPARATION*

COURSE GOALS AND OBJECTIVES

1. In ESOL 6, students prepare to take the TOEFL Test, as a requirement for admission to an institution of higher education. This course covers a wide variety of grammar, idioms and vocabulary, intonation and pronunciation, emotive and emphatic structures, essay writing and reading comprehension, as well as information on test-taking strategies and the structure of the American college and university.
2. ESOL 6 presents questions and answers about the TOEFL Test and discusses what it's like to take a standardized test.
3. By the end of ESOL 6, students will be able to discuss abstract concepts with clarity and precision, convey emotive and emphatic nuances fluently and accurately, comprehend complex written English on unfamiliar topics, and understand the conversation of two native speakers when not directly addressed.

4. The specific course objectives are listed below in the sections on grammar, reading and listening comprehension. Required TOEFL Test scores vary from institution to institution, but most students require a score of at least 550. Students may repeat the course as necessary until they achieve their required score.
  
- I. Information about the TOEFL
  - A. Form and Format of the TOEFL: What it's like to take the computer-based and paper based TOEFL
  - B. Application for the TOEFL
  - C. Scoring the TOEFL
  - D. Timing Strategies
  - E. Self-Assessment
  - F. On the Day of the Test
  
- II. Listening Comprehension
  - A. Vocabulary
    1. Key Words
    2. Idioms
    3. Words with Multiple Meanings
    4. Homonyms and Minimal Pairs
    5. Intonation
  
  - B. Mini-Dialogues and Conversations
    1. Identifying Situations
    2. Identifying Topics
    3. Predicting Question
    4. Drawing Inferences
    5. Communicative Context
    6. Language Functions
      - a. Offers
      - b. Suggestions
      - c. Requests
      - d. Exclamations
      - e. Opinions
      - f. Emotions
      - h. Hyperbole
      - i. Sarcasm and irony
  
- III. Structure and Written Expression
  - A. Grammar Functions
    1. Noun Phrases and Clauses
    2. Articles
    3. Adjectives and Adjective Clauses
    4. Pronouns: Personal, Possessive, Reflexive
    5. Verb Tense, Aspect, Mood, Voice
    6. Adverbs and Adverb Clauses
    7. Modals
    8. Gerunds and Infinitives

9. Subordinating v. Coordinating Conjunctions
  10. Prepositions v. Conjunctions
  11. Appositives
  12. Conditionals
  13. Comparatives/Superlatives
- B. TOEFL Testing Points: Sentence Structure and Diction
1. Redundancy
  2. Lexical Governance: Prepositions with Nouns and Verbs
  3. Parallel Structure
  4. Word Order
  5. Verb Tense Combinations
- IV. Vocabulary and Reading Comprehension
- A. Vocabulary
1. Roots, Prefixes, and Suffixes from Greek and Latin
  2. Synonyms and Antonyms
  3. Phrasal Verbs
  4. Idioms
  5. Structure of Meaning
    - a. Denotation and Connotation
    - b. Context
    - c. Recognizing Best Match to Target Word
  6. Vocabulary Expansion
- B. Reading Skills
1. Skimming and Scanning
  2. Finding Topics, Title, and Main Points of an article or passage
  3. Organizational Structures
  4. Reference Words
  5. Making Inferences
  6. Detecting Attitude and Tone
  7. Getting the Gist of a Paragraph
- V. Essay Writing
- A. Pre-Writing
  - B. Organization and Structure of the Essay: Writing the Essay
  - C. Improving your Essay: Complex Sentences and Varying Sentence Structure
  - D. Editing the Essay
  - E. Introduction to patterns of development: Argumentative, Compare and Contrast, Cause and Effect
  - F. Analyzing and scoring of essays

## METHODS AND MATERIALS

Students are given specific instruction in material covered on the TOEFL Test, strategies for approaching the test in order to get the highest score, and ample opportunity to practice taking tests.

Required Textbook: *Longman Preparation Course for the TOEFL Test*, Pearson Education, New York, 2006. And various supplemental texts. Students are required to purchase additional texts as required (no more than one new text per month).

### EVALUATION

Students' progress is evaluated based on TOEFL test scores, quizzes, class participation, and homework. We also use the CELT test as a Pre and Post test to help evaluate student progress.

### REVISION POLICY

If any of these policies are revised, amended, expanded, curtailed or eradicated by the school administration; faculty and staff will be informed of the change at a staff meeting and students will be informed in classes. The revised policy will be disseminated by means of updates to the catalog, teachers' manual, or procedure manual, and posted in the office. The updated School Catalog will be posted on the school's website. The catalog is revised annually.