



INTERNATIONAL

at  
Citrus College

Student Handbook

# Welcome to FLS International

We wish to extend our appreciation to you for choosing FLS.  
 We hope that your time with us will be pleasant, rewarding and meaningful.  
 Our entire staff wants to encourage and assist you in every way  
 necessary so that you may accomplish your educational goals.  
 This handbook contains important information and polices  
 about the FLS International programs. Please read it carefully  
 and keep it for reference throughout your stay at FLS International.

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## FLS International 2012 Academic Calendar

- Please note that the first day of each term is an Orientation Day for new students and a

TERM	TERM DATES	SCHOOL HOLIDAYS
0112 (A)	Monday, December 19 – Friday, January 13, 2012	December 26 – Christmas Holiday January 2 - New Year's Holiday
0212 (B)	Monday, January 16– Friday, February 10, 2012	No Holidays
0312 (A)	Monday, February 13 - Friday, March 9, 2012	February 20– President's Day
0412 (B)	Monday, March 12 – Thursday, April 5, 2012	April 6 – Good Friday
0512 (A)	Monday, April 9 – Friday, May 4, 2012	April 20 – In-Service Day
0612 (B)	Monday, May 7 – Friday, June 1, 2012	May 28 - Memorial Day
0712 (A)	Monday, June 4 – Friday, June 29, 2012	No Holidays
0812 (B)	Monday, July 2 – Friday, July 27, 2012	July 4 – Independence Day
0912 (A)	Monday, July 30 – Friday, August 24, 2012	No Holidays
1012 (B)	Monday, August 27 – Friday, September 21, 2012	September 3 – Labor Day
1112 (A)	Monday, September 24 – Friday, October 19, 2012	October 12 – In-Service Day
1212 (B)	Monday, October 22 – Friday, November 16, 2012	No Holidays
1312 (A)	Monday, November 19 – Friday, December 14, 2012	November 22 & 23 Thanksgiving Holiday
0113 (B)	Monday, December 17 – Friday, January 11, 2013	December 24 & 25 - Christmas Holiday January 1 – New Year's Day

Language Extension Day for continuing students.

## OUR MISSION STATEMENT

FLS International is committed to providing effective English as a Foreign Language education and cultural training to international students and assisting clients during each phase of their educational experience, from their initial entry into the United States to their transfer to a college or university.

## A BRIEF HISTORY OF FLS

FLS International was founded in 1986 as FLS Language Centres by Francine Forman-Swain, Dal Swain and Kurt Swain. In the beginning, FLS opened and operated a small neighborhood school for English instruction. From these modest beginnings, FLS has experienced steady growth. We now teach students and operate programs on campuses in the following year-round locations: Citrus College and Marymount College in California; Lock Haven University of Pennsylvania; Tennessee Technological University in Cookeville, Tennessee; the Las Vegas Institute in Southern Nevada; and Boston Commons City Center in downtown Boston, Massachusetts. In addition, our popular seasonal study-tour programs are offered at several additional locations.

FLS has developed a strong reputation as a high-quality language training program. Our courses use the most effective and respected EFL texts available. FLS classes are also supplemented with original material and tests created by the FLS academic team. These materials go beyond the textbook to bring you to a more active level of class participation.

At FLS, students are involved and participate in the learning process in order to truly master the language. This concept, called "Student Centered Teaching" is the cornerstone of our methodology.

All of our programs reflect our commitment to give our students the best learning experience at a reasonable tuition. Our programs feature:

- ✓ A modern, personalized approach to learning.
- ✓ Student participation and active involvement.
- ✓ Small class sizes.
- ✓ Professional instructors.
- ✓ Frequent excursions to interesting local attractions
- ✓ Exclusive English Everywhere program to integrate learning in all aspects of your stay.

As part of our mission to maintain high academic and professional standards, we belong to a number of professional associations. We are accredited by ACCET (Accrediting Council for Continuing Education and Training). ACCET is a national accrediting agency recognized by the Secretary of the U.S. Department of Education.

FLS International looks toward the future with great energy and enthusiasm. With our talented, committed and knowledgeable staff, further success and growth are guaranteed. We invite you to join us on this educational adventure.

## **CAMPUS CONTACT INFORMATION**

### **Citrus College**

1000 W. Foothill Blvd.  
Glendora, CA 91741

Tel: (626) 852-0075 Emergency Phone: (626) 823-5465  
Fax: (626) 852-9976 E-mail: flscitrus@fls.net

## **OTHER FLS CONTACT INFORMATION**

Here is the contact information for the individual FLS campuses:

### **FLS International Corporate Office**

301 N. Lake, #310  
Pasadena, CA 91101  
Tel: (626) 795-2912  
Fax: (626) 795-5564  
E-mail: info@fls.net

### **Tennessee Technological University**

845 N. Dixie Ave., #201  
Cookeville, TN 38505  
Tel: (931) 372-6747  
Fax: (931) 372-6749  
E-mail: flsttu@fls.net

### **Marymount College**

30800 Palos Verdes Drive East  
Rancho Palos Verdes, CA 90275  
Tel: (310) 303-7346  
Fax: (310) 303-7357  
E-mail: flsmarymount@fls.net

### **FLS Las Vegas Institute**

1125 S. Montclair St.  
Las Vegas, NV 89146  
Phone: (702) 870-1067  
Fax: (702) 870-6917  
E-mail: flsvegas@fls.net

### **Lock Haven University**

151 Susquehanna Ave.  
Lock Haven, PA 17745  
Tel: (570) 893-8474  
Fax: (570) 893-7669  
E-mail: lhu@fls.net

### **Boston Commons**

131 Tremont St., Suite #400  
Boston, MA 02111  
Tel: (617) 695-3571  
Fax: (617) 695-3573  
E-mail: flsboston@fls.net

## **SCHOOL OFFICERS AND GOVERNING BODY**

**FLS International** is owned and operated by FLS International dba FLS Language Centres. The chief officers of FLS are: CEO Dal Swain and President Luke Frerichs. The FLS International administrative offices are at 301 N. Lake St., #310, Pasadena, CA. Phone: (626) 795-2912. Fax: (626) 795-5564.

### **FLS International at Citrus College Administrative Staff**

Mr. Juan Garcia  
**Center Director**  
flscitrus@fls.net

Mr. Manish Patel  
**Assistant Director**  
citrusacademic@fls.net

Mrs. Sarah Garcia  
**Admissions & Housing Coordinator**  
citrushousing@fls.net

Mr. Kevin Khy  
**Activities Coordinator**  
citrusstudentservices@fls.net

## Course Information and Pricing

Course	Weeks	Price Per Week	Hours	Lessons
Vacation English	1-4	\$ 345	15	18
	5-12	\$ 335	15	18
General English	1-4	\$ 360	20	24
	5-12	\$ 350	20	24
	13-23	\$ 335	20	24
	24+	\$ 300	20	24
Intensive English	1-4	\$ 400	25	30
	5-12	\$ 390	25	30
	13-23	\$ 370	25	30
	24-31	\$ 335	25	30
	32-52	\$ 310	25	30
TOEFL, Academic English	1-4	\$ 420	30	36
	5-12	\$ 410	30	36
	13-23	\$ 390	30	36
	24-31	\$ 350	30	36
	32-52	\$ 325	30	36

Tuition includes core textbooks. Elective textbooks are provided in class.

## Supplements

Application Fee	\$ 150
Express Mail	\$ 55
Health Insurance (per week)	\$ 30
Airport Transfer (Los Angeles International Airport, LAX)	\$ 150
One to one tutoring (per lesson)	\$ 50

## Accommodations (per week)

Twin Room (16 meals per week)	\$ 225
Single Room (16 meals per week)	\$ 325
Apartment (no meals included)	\$ 350
Extra Night Fees (Homestay)	\$ 55
(Apartment)	\$ 75

**Twin Room:** two students per room.

**Single Room:** one student per room, with other housemates in the house.

**Apartment:** two students per room.

## Preferred Start Dates for 2012

January 16, 2012	April 09, 2012	July 02, 2012	September 24, 2012	November 19, 2012
February 13, 2012	May 07, 2012	July 30, 2012	October 22, 2012	December 17, 2012
March 12, 2012	June 04, 2012	August 27, 2012	<b>Start Any Monday</b>	

Students may commence studying on any Monday during a term. For best results, however, we recommend that they begin on the starting dates listed above. For groups of 10 or more students, an advisor may request a special starting date.

Fees do not include personal spending money or optional excursions (e.g. Disneyland, Universal Studios, beaches, and shopping). Prices are subject to change without notice.



## PROGRAM DESCRIPTION

### *Key Points*

- **The English Language Program offers four options: Vacation, General, Intensive and Academic English with a range of 15-30 hours of classroom study each week.**
- **Each option includes classes, core class textbooks, and student services.**
- **All ELP students have access to our regular schedule of field trips and activities.**

### **FLS English Language Program**

The FLS English Language Program offers a range of courses to suit the varied needs of students. Each course includes a Core Class, which is offered in 9 levels of English proficiency. Each level lasts eight weeks.

All English Language Program tuition prices includes lessons, Core Class textbooks, student ID card, and student service fees. Students who prepay for long term programs receive tuition price discounts. Please ask the school office staff for more details.

Students are issued textbooks for their 'Core' classes as well as elective textbooks and readers. Students may keep their 'Core' class textbooks, however, elective class textbooks and readers are loaned to students and must be returned to FLS after the last class in usable condition. Students are responsible for paying replacement fees if they keep loaned texts or if they are lost or returned in unusable condition. Students will not be issued new books until their last set of loaned textbooks and readers are returned or replacement fees are paid.

Enrollment in the FLS English Language Program also includes access to scheduled instructional field trips, events and activities in the local area. There are many on-campus events held frequently. Students should consider these activities an important part of their learning experience and participate in as many of them as possible. Information about activities is listed on posted activity calendars. Students interested in joining an activity must sign-up in the FLS office. FLS regularly schedules free activities, but many activities require an additional fee.

Students should become familiar with the campus facilities available to them. This will allow students to get more involved in campus events, meet American students and become more independent.

Our school offers no State, Federal or other financial aid programs.

### **VE - Vacation English**

Vacation English includes 15 hours per week (or 18 lessons per week) of instruction in the FLS Core Class. **Note: students may not use a student visa while enrolled in this program.**

### **GE – General English**

General English includes 20 hours per week (or 24 lessons per week) of instruction including an FLS Core Class and a daily Academic Workshop.

### **IE – Intensive English**

Intensive English includes 25 hours per week (or 30 lessons per week) of instruction including an FLS Core Class, a daily Elective Class and a daily Academic Workshop.

## AE – Academic English

Academic English includes 30 hours per week (or 36 lessons per week) of classroom instruction including an FLS Core Class, two daily Elective Classes and a daily Academic Workshop.

Academic English students also have the option to take the **TOEFL Preparation premium elective class**. The TOEFL Preparation elective class is open to students enrolled in Academic English who have an English proficiency equivalent to FLS Level 5 or above. To demonstrate this proficiency, students must pass FLS Level 4 or place into Level 5 on the FLS Placement Test.

### FLS Class Definitions

**Core:** Our integrated skill class offered in nine levels of difficulty, the Core Class includes instruction in listening, speaking, reading and writing in a communicative approach. Students also benefit from readers, Language Extension Days and our English Everywhere tools. (3 hours per day).

**Academic Workshop:** Our lab-style workshop hours offer a range of academic options and skill practice, including Pronunciation Clinics, Conversation Clubs, Homework Labs, Computer Labs and more. (1 hour per day)

**Elective:** Focusing on specific skills and topics, our wide range of electives let you customize your study program with choices like American Culture, Slang, Public Speaking, English Through Film and many more. (1 hour per day)

**Test Preparation Class:** Available for students in advanced levels of Academic English, our comprehensive test preparation classes covers all of the skills necessary to succeed on the TOEFL, GMAT or SAT. (2 hours per day)

<b>Intensive English Sample Class Schedule</b>					
<b>Class</b>	<b>Class Time</b>	<b>Class Days</b>	<b>Required Textbook(s)</b>	<b>Instructional Time</b>	<b>Entry Requirements</b>
<b>Core Class: Level 1 – 1<sup>st</sup> hour</b>	10:00 am – 11:00 am	Mon - Fri	WorldView 1 and Workbook	60 hours per term	Placement Test into Level 1
<b>Core Class: Level 1 – 2<sup>nd</sup> hour</b>	11:10 am – 12:10 pm	Mon - Fri	WorldView 1 and Workbook		
<b>Lunch</b>	12:10 pm – 1:10 pm	Mon - Fri			
<b>Core Class: Level 1 – 3<sup>rd</sup> hour</b>	1:10 pm – 2:10 pm	Mon - Fri	WorldView 1 and Workbook		
<b>Beginning Conversation</b>	2:20 – pm – 3:20 pm	Mon - Fri	Topics from A-Z	20 hours per term	Concurrent Enrollment in Level 1 or 2
<b>Academic Workshop: Conversation Club</b>	3:30 pm - 4:30 pm	Mon, Wed, Fri	----	12 hours per term	Concurrent Enrollment in Level 1 or 2
<b>Academic Workshop: Homework Clinic</b>	3:30 pm - 4:30 pm	Tue, Thur	-----	8 hours per term	Concurrent Enrollment in Level 1 or 2

\*Sample schedule only. Class times may vary from this schedule\*

## ENROLLMENT AND REGISTRATION POLICIES AND PROCEDURES

FLS has an open, non-competitive enrollment policy. Students may enter the program on any of our start dates. New terms start each four weeks. Please refer to the program calendar for exact program dates.

FLS requests that students apply at least 4 weeks before their desired date of enrollment. In order to apply, prospective students should submit a completed FLS application and application fee of \$150. F-1 students must submit a financial statement.

All students must provide proof of medical insurance. Students who do not have medical insurance must purchase insurance before entering the program. Students without medical insurance will not be permitted to enroll in FLS. Students without medical insurance are required to purchase a medical insurance package through FLS.

To enter the program students must be at least 15 years old. There are no academic entrance requirements, other than basic literacy in English.

When students register for classes on the first day of their program, they should bring a copy of their passport, I-20 form (if the student is studying with a student visa), and proof of insurance. We will make copies of these documents for our records.

Students will be given a placement test so that we can determine their level of English. The Center Director will assign students to their classes based on the results of this test, so it is important that students do their best.

Students must also sign a student contract. The contract confirms the tuition and other fees for the selected program, and also lists the policies for cancelation of classes or housing.

Students must pay all tuition fees for their program before being considered officially registered.

## ATTENDANCE AND ACADEMIC POLICIES

### *Key Points*

- **Students are expected to attend regularly and will be counseled if they miss class often.**
- **F-1 students must maintain an average of 80% attendance to remain in-status.**
- **All class placements are made and approved by the Center Director or Assistant Director.**
- **Students may keep core texts but must return elective texts and readers.**
- **Students who come to class more than 15 minutes late will be counted absent for the class.**
- **Students must speak 'English only' in class.**
- **FLS will make every effort to keep class sizes at 15 or under.**
- **Classes with less than 5 students may be cancelled.**
- **Students receive progress reports every four weeks and are graded in four areas.**
- **Students receive a completion certificate after successfully finishing a level.**
- **Students give evaluations of their teachers every four weeks.**
- **Students must meet three criteria to pass a class level (attendance, grade and final exam).**

**Length of Program:** The number of hours required to complete a course of study at FLS depends on three factors: a) your English proficiency upon entering the school, b) the degree of English proficiency you wish to achieve, and c) your performance and attendance in your classes during the program.

Our school offers nine levels of English study with varied course options:

**Vacation English** – 18 lessons per week  
**General English** – 24 lessons per week  
**Intensive English** – 30 lessons per week  
**TOEFL Preparation** – 36 lessons per week  
**Academic English** – 36 lessons per week

Additionally, private lessons are available at all centers.

**Please note:** 1 lesson = 50 minutes

Upon the successful completion of a level, you will receive a certificate of completion. Please note that classes are offered only when a sufficient number of students are enrolled in each course of study.

**Attendance and Class Re-Entry:** To enter or attend a class, a student must have fully paid all of his/ her program fees and be entered on a class roll sheet or the student must give the teacher an entry slip approved by the office.

If a student has more than 2 unexcused absences in a row, the student will be counseled by the FLS staff. Students cannot re-enter classes without first attending a counseling meeting and obtaining a re-entry slip from the Academic office.

Students who continue to have attendance problems after counseling may be reported to their family or overseas advisor. F-1 students may be reported to the USCIS (U.S. Citizenship and Immigration Services) as being “out of status” and may be forced to return to their home country.

If FLS is unable to contact the student and the student has not returned to his/ her classes after 10 consecutive class days, the student will be dropped from his/ her classes. In addition, their overseas agent and/ or family as well as USCIS will be notified that the student is no longer enrolled in the school.

**F-1 Visa students are required to maintain an average of 80% attendance to maintain their student status. Losing student status can endanger your future educational goals in the United States.**

**Class Placement:** When entering the program, students take a comprehensive placement test. The FLS staff will use the test results to determine the best level for the student. After class placement is decided, students are given textbooks and a class schedule.

Non-essential class changes not related to improper student placement, **such as from one elective to another, will only be allowed in the first week of a new term and only with the approval of the office in order to minimize disruptions to the learning environment.** Students may not change classes without approval from the Assistant Director or Center Director.

During the first week of a term, students who believe they have been placed in the wrong core class level may request to re-take the placement test.

After the first week of a term, students who want to change core class levels must receive a teacher’s recommendation. These decisions are based on individual cases. Students must demonstrate that they have a 90% in all progress report skill areas in their current level to qualify for an exam to move to the next level. The student must then take the final exam of the class they were placed in and achieve a score of 90% or higher. If the student meets both conditions, they may be advanced to the next level.

**Certificates:** Students receive a Completion Certificate after successfully finishing each Level. To receive a certificate, students must meet the passing requirements for attendance and class and examination

grades for that session. Certificates are awarded at the conclusion of each B term to students who have completed these requirements.

Students who attend for a shorter period or who do not graduate a level may request a certified letter of attendance.

**Visiting Classes:** Students requesting a transfer to a different time period or class within the first week of the term may visit a class only once. Visiting students are not allowed to enter a class without first getting permission from the Assistant Director or Center Director.

**Textbooks:** Each session, students are issued textbooks for their 'Core' level classes as well as school copies of their elective class textbooks and readers. Students may keep their 'Core' class textbooks, however, elective class textbooks and readers must be returned to FLS at the end of the term in usable condition. Students are responsible for paying replacement fees if they wish to keep elective texts and readers or if they are lost or returned in unusable condition. Students will not be issued any new books until their last set of elective textbooks and readers are returned or replacement fees are paid. The school or teachers may not lend books to students or copy pages of textbooks for students.

**Tardiness:** In order for all students to get the most benefit from our classes, it's important for everyone to be on time. Students who arrive from 1-15 minutes late will be marked 'tardy'. Four tardies will equal one absence. Students who are more than 15 minutes late to class will be marked absent for the day.

**English Only Policy:** FLS has an "English only" policy in our classes. This is to create a productive learning environment and encourage all students to speak English during the school day. This policy is designed to help you learn English more effectively. If you speak your native language in class, your teacher will remind you to please speak in English. Please cooperate with your teacher. If you continue to speak your native language in class, you may be asked to speak to the Assistant Director and/ or leave class for the day.

**Eating, Drinking and Smoking:** Eating, drinking, and smoking are not allowed inside FLS classrooms and offices. You may smoke outside the school building in designated areas. Your cooperation in following this policy is appreciated.

**Test Preparation Classes:** Due to the advanced nature of test preparation classes, only students in Level 5 and above may attend the TOEFL Preparation classes. Only students in Level 7 and above may take GMAT and SAT Preparation classes.

**Entering "Closed" Classes:** FLS makes every effort to keep class sizes small to maintain the best possible learning environment. Classes of 15 or more students may be "closed" to new students. If a class is "closed" due to high enrollment, students who wish to enter the class must put their names on a waiting list. Students are added to closed classes at the discretion of the FLS staff and if seats become available.

**Cancellation of Classes:** FLS makes every effort to continue each class for a complete term. However, if attendance in a class drops below an average of five students over a two-week period, that class may be canceled. The office will announce the cancellation to the students attending that class. Students in the canceled class will be placed in an available class with a curriculum as similar as possible.

**Student Progress Reports:** Teachers evaluate students in Levels 1-9 every term (that is, every four weeks) in four categories: **Oral and Written Tests, Fluency, Participation and Homework**. Teachers use a daily performance log to record student performance in three of these categories each class day. Please note that your performance will be graded on a daily basis! The maximum score for each category

is 25, with a maximum total score of 100. A student needs a total score of 70 or more to pass to the next level, however, a teacher may recommend that a student stay in the current level if they receive a score of 70 or higher but need significant improvement in certain areas.

Please note that the progress report categories may be different for core classes and elective classes. Elective class progress report categories are based on the skills covered in that class.

Students must attend a class for at least two weeks of a term before receiving a progress report. Students who attend less than two weeks of a term will receive a grade of 'incomplete'.

Progress reports also include the student's current Proficiency Score. The Proficiency Score may be interpreted by checking the FLS Proficiency Scale in this handbook.

Students must also take a final exam in each Level at the end of each 'B' term.

In order to progress to the next level, students must meet the following 3 criteria:

- a) A total score of 70 or better on their final progress report,
- b) A total score of 70% or better on their final exam and
- c) Attendance of 80% or better in the Level class.

**Certificates:** Students receive a Completion Certificate after successfully finishing each Level. To receive a certificate, students must meet the passing requirements for attendance and class and examination grades for that session. Certificates are awarded at the conclusion of each B term to students who have completed these requirements.

Students who attend for a shorter period or who do not graduate a level may request a certified letter of attendance.

**Teaching Staff:** The FLS teaching staff is made up of speakers of native English fluency committed to providing their students with the best in ESL education. Each teacher must complete FLS' training procedures before their first day of class. Our teachers come from a variety of backgrounds: many have taught overseas or have years of ESL teaching experience in America. Others have taught at American public high schools, adult education schools, private schools, colleges and universities. All of our teachers have at least a Bachelor's Degree and must pursue continued training in methodology while employed at FLS.

**Teacher Evaluation and FLS International Evaluation:** At the end of each B term students evaluate their teachers and FLS. Please complete the evaluations honestly and write comments about your teacher and the school. All evaluations are anonymous (you do not write your name on the evaluation form). Your comments are important to FLS and help us to improve our programs. Teachers read all student comments after grades are submitted.

**English Everywhere:** At FLS we realize that your English learning doesn't stop in the classroom! Learning English in America is an immersion experience. That's why we started the English Everywhere system. Each week, you'll get a color-coded English Everywhere Hot Sheet with important words, structures and conversation starters for you to learn that week. You can easily keep the sheet with you during the week to remind yourself of the week's lessons. The Hot Sheets are also posted around the school, distributed to your host family, and used by FLS staff. Songs, movies and internet sites on the Hot Sheets give you ideas to take your English learning into new parts of your daily routine!

You can even download the English Everywhere Hot Sheets from the FLS website and link to the movies, songs and websites of the week! Follow this link: [http://fls.net/en/english\\_everywhere](http://fls.net/en/english_everywhere).

Look for the English Everywhere logo to find the English you need to learn!



## F-1 STUDENT REGULATIONS AND SEVIS

### *Key Points*

- **F-1 students must maintain required attendance and academic status at all times.**
- **F-1 students must inform FLS about a change of address.**
- **F-1 students must maintain a full-time course of study.**
- **F-1 students must request program extensions before their end date.**
- **F-1 students must notify FLS of their intent to transfer to another school before their end date.**

SEVIS is an electronic database that connects all schools to the USCIS information center via the internet. All schools in the U.S. must regularly submit information to the USCIS about their international students with this database. If you entered the United States with an F-1 Student Visa, you are required to understand and abide by current USCIS regulations and SEVIS procedures. By following the regulations listed below, you will maintain your F-1 status.

If you have questions about visa regulations, talk to your FLS Center Director or visit the following website: <http://studyinthestates.dhs.gov/>

### **F-1 Student Visa Regulations**

- F-1 students must have a passport valid for six months when entering the U.S.
- F-1 students must have a valid I-20 form at all times.  
F-1 students are required by immigration law to provide FLS and the USCIS with any changes of name and/or address within 10 days of making the change.
- F-1 students may enter the United States up to 30 days prior to the report date indicated on their I-20 form.
- **Reporting:** In order to be activated and registered in SEVIS, F-1 students must report to their FLS International campus in person, and enroll and register in classes. The enrollment process includes paying tuition and completing the student contract.
- F-1 students are required to maintain a full course of study at the school their I-20 is issued from. For language schools, a full course of study is defined as 'at least 18 hours of classroom instruction per week'.
- F-1 students must request program extensions prior to their currently planned end date. Students failing to do so may become out of status.
- F-1 students with medical emergencies must meet with the Center Director and receive authorization before reducing course load so this information can be recorded in SEVIS. Proper medical documentation verifying illness must be provided to FLS each term. Students who reduce their course load prior to receiving school authorization may become out-of-status.
- **Transfers:** F-1 students must notify FLS of the intent to transfer and provide the name of the school they intend to transfer to and proof of acceptance. Students must inform FLS of their intent to transfer before the end date of their FLS program. Failure to notify FLS may result in an inability to transfer. All transferring students must meet with FLS staff so the student's SEVIS record can be updated and a "transfer out" date can be established in accordance with the student's plans. F-1 students will not be able to receive an I-20 from the new 'transfer in' school without a "transfer out" date in SEVIS. F-1 students may cancel a transfer request or change a transfer request prior to the established "transfer out" date in SEVIS. F-1 students failing to cancel the transfer prior to the established "transfer out" date will be required to report to the SEVIS listed transfer school.

- After F-1 students complete their course of study they have a 60-day grace period to depart the United States. Students must notify FLS of their departure plans and complete an FLS exit form.
- F-1 students who fail to maintain status are not eligible for grace periods. Time spent in the U.S. while a student is out-of-status will be considered overstaying their visa.
- F-1 students who obtain authorization from the Center Director to withdraw [drop] from classes due to an emergency [with documentation] will have a 15-day grace period to depart the U.S.
- Reinstatements will be reserved for students that successfully demonstrate that the violation resulted from circumstances beyond the student's control. Reinstatements will not be granted to F-1 students for willful violations or those who have engaged in unauthorized employment.

## **STUDENT SERVICES**

As an FLS student, you have access to many facilities and events on campus and in the local area. These are benefits that enrich your educational and cultural experience in the United States. FLS encourages all students to get involved in events available on campus and in the community. The following are a few of the services available:

### **UPP (Universal Placement Program):**

Students planning to attend an American college or university after completing their FLS program may apply to colleges easily through the Universal Placement Program. Students can apply to over 100 potential colleges and universities throughout the USA with one simple application. The FLS staff will be glad to assist you with filling out an application and providing information about the participating colleges and universities in this program.

***Students who attend FLS for 8 weeks or more may use the UPP service for free!***

### **Academic Counseling:**

Academic counseling is available to all students upon request. FLS provides counseling on: studying English, adjustment to American life, the U.S. education system, finding the best college, college transfer and other academic plans. Students must sign up for a counseling appointment in the administrative office.

### **Activity and Travel Assistance:**

FLS staff members are familiar with the local area and can assist students in finding activities to do or new places to visit. For students planning a trip, FLS staff can help you make bus, train, rental car, airplane and hotel reservations and offer general advice for traveling in the United States.

**Official Documents:** Students may obtain official documents for the following purposes at no additional charge:

**Letter of attendance/ enrollment  
New I-20  
Release Form  
Letter of Recommendation**

**Transfer eligibility  
Replacement I-20  
Visa Status Change forms  
Transcripts**

**Please allow at least three working days for processing of these letters and documents.**

## FACILITIES AND SURROUNDINGS

**Welcome to FLS Citrus College.** Our center is located on the campus of Citrus College in Glendora, California, just 30 minutes East of Los Angeles. FLS Citrus is not only close to Los Angeles, but also many beaches, amusement parks, museums, shopping malls and many other famous places in California, like Hollywood, Beverly Hills, Santa Monica, San Diego and others.

**Student Restrooms:** Restrooms are located in the Earth Science Building and in all the other buildings on campus. There are no restrictions.

**Public Telephones:** Public telephones are located outside the cafeteria, the students' center and at several locations throughout Citrus College campus.

**Parking:** You may buy a parking permit for the entire semester from the Citrus College cashier located in the Student Services Building. Short term students can also buy daily parking permits from parking machines located in the S8 parking lots and at the entrance of the main students' parking lot on Citrus Ave.

**Fire Exits:** In case of a fire emergency, exits can be found at both, north and south, entrances of the Earth Science building, in classrooms ES 602 and ES 604, and in the main lobby of the FLS office.

**Bicycles:** Students who wish to ride their bicycles to school must park them in designated bicycle racks on campus. It is strongly recommended that students buy a strong lock to protect themselves from bicycle theft. Wearing a helmet is required by law for bicyclists 18 years old and younger.

**College Library:** The Hayden Memorial Library, named in honor of Floyd S. Hayden, the founder of Citrus College, is located north of the Ross L. Handy Campus Center and east of the Administration Building. It includes an Archives/Special Collections and an Art Gallery, where student and faculty work is exhibited. The library houses over 50,000 books, 130 periodical subscriptions, audio and video recordings, printed music and art reproductions.

**Computer Labs:** FLS Students have access to all the four Computers Labs on campus. Two of them are located in the library, a third one is inside the new mathematics building, northeast on campus, and the main Computers Lab is also located in the Computers Information Systems Building (IS Building).

**Surrounding Areas:** The campus is within easy driving distance to many points of interest, including: Disneyland, Universal Studios, Magic Mountain (Six Flags), Hollywood and Beverly Hills, Pasadena, Downtown L.A., Santa Monica Beach and Pier, Venice Beach and others. FLS will arrange frequent trips to these destinations.

**Local Colleges and Universities:** Other colleges and universities nearby are Cal State Los Angeles, University of California, Los Angeles, University of Southern California, Cal State Fullerton, and Cal State San Bernardino. Talk to an FLS counselor about assisting you with your future educational goals in the USA.

## VACATIONS AND TRANSFERS

### *Key Points*

- **Students may take a four-week vacation after four terms of study.**
- **Students must register for the following term before taking a vacation.**
- **All vacations must be approved by the Center Director.**
- **Students should not make travel plans before their vacation is approved.**
- **Students taking a vacation must choose to vacate or keep their housing.**
- **Students must notify FLS of the intent to transfer to another program before their end date.**
- **Vacations must be a minimum of four weeks.**

### **Vacation**

Students may take a maximum of twelve weeks vacation each year. 1) After attending FLS full-time for four consecutive terms students may take a four-week vacation 2) After attending FLS full-time for eight consecutive terms students may take an eight-week vacation 3) After attending FLS full-time for ten consecutive terms students may take a twelve-week vacation. (Students may also divide their earned vacation time into four-week periods separated by terms of study. For example, after eight terms of study, students may take a four-week vacation, study for two terms, and take another four-week vacation). Tuition will be placed on hold for approved vacations ONLY (Your time on vacation will not be counted toward the term of study you have paid for). Approved vacations must be at least four weeks in length.

Students must plan their vacations carefully in advance. Students who plan to take a vacation must 1) prepay the next term of study before departing 2) submit an FLS Form V ("vacation request form") two weeks prior to the planned vacation date and 3) receive approval prior to departure. Students should not make travel plans before receiving vacation approval. Students planning to leave the U.S. on their vacation must have their I-20 signed by a school officer in order to reenter the country. Students are advised to take their school ID card on vacation in case asked to present additional proof of enrollment at FLS. Students wishing to maintain the same housing assignment after their vacation should see the procedure below for maintaining housing arrangements.

**Vacation Housing Procedures:** When taking a vacation, students must consider their housing status. Students have the following options in regard to housing during a vacation:

- **Vacation Procedures for Homestay**

Option 1: A student with a homestay family may vacate the current home and be reassigned to a new host family following his/her vacation for no additional fee. For this option, the student must move all of his/her belongings out of the home and plan to stay in another accommodation during the vacation. Upon return, the student will be placed with a new family; this new arrangement should be discussed with the Housing Coordinator prior to vacation departure.

Option 2: A student at a homestay family may remain assigned to the current home during the vacation period. For this option, the student must inform the FLS staff if he/she intends to reside with this homestay family for the term he/she is taking a vacation or leave his/her belongings in the homestay family house during the vacation. If so, he/she must pay the appropriate homestay family rate at the time of vacation request to FLS. This rate is the daily homestay rate listed on the fee schedule for your school.

- **Vacation Procedures for Dormitories**

Students in dormitories must fulfill the terms of their housing contract with the host college/university. For this reason, FLS students must continue payment for dormitory housing during any vacation or leave period. If a student wishes to extend his/her dormitory stay through the term he/she has a vacation tuition credit at FLS, he/she must pay the published nightly rate for the dormitory housing for the extended period.

- Vacation Procedures for Apartments

Students residing in FLS apartments are required to fulfill the terms of their housing contract with FLS and the apartment facility. For this reason, FLS students must continue to pay rent on the apartment during any vacation or leave period. If an FLS student wishes to extend his/her apartment stay through the term he/she has a vacation tuition credit at FLS, he/she must pay the published nightly rate for the apartment housing for the extended period.

- Vacation Procedures for International House (Boston only)

Students residing in the International Guest House are required to fulfill the terms of their housing contract with FLS and the International Guest House. The International House does not permit students to leave belongings in the House during a vacation period. Students leaving the area for a vacation must move out and then move in again, if they desire, after the vacation. If an FLS student wishes to extend his/her International House stay through the term he/she has a vacation tuition credit at FLS, he/she must pay the published nightly rate for the International Guest House for the extended period.

**If a student does not attend class and does not receive approval of their vacation request, no tuition credit will be given for the days missed.**

DO NOT MAKE ANY TRAVEL RESERVATIONS BEFORE RECEIVING APPROVAL OF YOUR VACATION REQUEST. Vacation time accumulated cannot be transferred from one student to another.

### **Illness**

Time off for illness is permitted only if a doctor's note is presented to the office. Only letters from certified medical doctors are accepted. Absences which are not accounted for by medical excuses or approved vacations will be counted as unexcused absences and may affect a student's grades and F-1 visa status.

**Transfer of Program Payments:** Student program payments are non-transferable. They may not be transferred from one student to another.

### **Transfer Policies (outside FLS):**

Students should speak with an FLS staff member about their plans to transfer to a new school before their last date of study with FLS and before making any payments to a new school to ensure that they're in compliance with federal regulations. Students should enroll in the new school for the next available session to remain in status as an F-1 Visa student.

See Transfer Procedures above under F-1 Student Visa Regulations for additional information.

### **Transfer to Another FLS School:**

Students may transfer to another FLS school and transfer any unused payment credit in their account to the new campus. Students must pay a \$150.00 transfer fee to the school they are departing from. Students should see a counselor to begin the transfer process. Transfer paperwork must be completed 2 weeks before the desired date of transfer. (Please note that program fees are different at some FLS schools so the period covered by your tuition fees may change or you may be required to pay additional fees if you transfer to a new FLS school). When transferring to another FLS school, students are

responsible for their own travel costs (airfare).

**Finishing Your Studies:** Each departing student must complete an exit procedure. This procedure requires you to complete an Exit Form, pay any outstanding fees and return loaned textbooks before receiving a Completion Certificate. Please check with the center staff to see if you must complete any other procedures.

In order to accurately update your records, FLS asks that you give us your contact information and plans upon departing the program. F-1 students may stay in the U.S. for a maximum of 60 days after completing their program. During this time, students may travel or make plans to return to their home country.

**Student Files:** Students may review their own hard copy files at any point, however in cases where third party payment for student tuition is made, FLS reserves the right to limit access to net invoicing records. At no time may students remove their own files from FLS premises.

## REFUND AND CANCELLATION POLICIES

### *Key Points*

- **If you request a refund before you begin the program, follow policy A (Cancellation Policy).**
- **If you request a refund after you begin the program, follow policy B (Program Refund Policy).**
- **After requesting a refund (program drop), students may no longer attend classes or activities.**

### **A. Cancellation Policy:**

#### For Students Without I-20 or Students On I-20 Who Do Not Enter the U.S.:

Cancellation refers to a request to cancel your program before you begin your course of study. The following fees will be refunded: tuition and accommodation, exclusive of accommodation placement fee. However, we will retain up to US \$500.00 for application processing, housing placement, express mail and other applicable fees for services already rendered. In addition, FLS will retain any housing costs incurred by FLS.

#### For Students Who Enter the U.S. on an FLS I-20:

If an applicant enter the U.S. on an FLS I-20 and cancels prior to the start of their program or never attends class, FLS will retain a) for programs of less than 12 weeks: tuition charges for up to four weeks of the first term, actual housing costs incurred by FLS and up to \$500.00 for application processing, housing placement, express mail and other applicable fees for services already rendered or b) for programs of 12 weeks or more: tuition charges for up to six weeks of the first term, actual housing costs incurred by FLS and up to \$500.00 for application processing, housing placement, express mail and other applicable fees for services already rendered

### **B. Program Refund Policy (Drop Out Policy):**

Students requesting to drop out before their program end date must see an FLS staff member to complete a Form D (Deactivation Form) and request a refund after the completion of their last class. FLS will send any refunded amounts owed to the party who paid for the student's program. If a student's family member or advisor paid for the student's program, FLS will refund the program fees to that party. FLS will retain all tuition for the student's first four-week term. This retained tuition rate will be based on

FLS' published four-week program price. For students who withdraw after the first four weeks, but before or at the mid-point (50% mark) of their program, FLS will retain a prorated\* amount of tuition based on the published price for the period studied. For students who withdraw after the mid-point (50% mark) of their program, FLS will retain all charges for the program.

\*Prorated refunds will be calculated on a weekly basis. When determining the number of weeks, FLS will consider a partial week the same as if a whole week were completed, provided the student was present at least one day during the scheduled week.

In regard to program extensions: For students who withdraw before or at the midpoint of any additional program of study (extension), FLS will retain a prorated amount of tuition. For students who withdraw after the mid-point of the additional program (50% mark), FLS will retain all of the charges for the program.

Students who are terminated due to violation of FLS' written disciplinary and/or attendance policies, or local, state, or federal law are not eligible for a refund.

**Homestay Refund:** No refunds will be given for the first four weeks of accommodation. No refunds will be given on homestay payments already disbursed (paid out) by FLS International. The refund on unearned homestay charges will be determined according to the following table:

% of Accommodation used	Refund
0-25%	50%
26-50%	25%
51% & Over	0%

For students who remain in the FLS program, but wish to cancel their homestay accommodation, refunds will be calculated according to the policy above.

**Dormitory , Apartment or International Guest House Early Move-Out:** Students placed in an FLS-arranged apartment, dormitory or the International Guest House are bound to stay for the duration of the contracted period. Early move-out will result in forfeiture of all remaining unused rent. Early move-out students can avoid rent forfeiture if another student is found to move in for the remainder of the contracted housing term. Students are solely responsible for finding a student to take their place. The FLS Housing Coordinator must approve the new student before he/she is allowed to move in.

**Duration of Stay:** Please note that FLS students are expected to stay with their host families only for the duration of their program at FLS. Students should plan to move out of their homestay no later than 12:00pm the day after their final FLS class. There are a limited number of families, and new students are always arriving to our programs. We appreciate your cooperation in keeping families open for FLS students. If you wish to stay with your host family for additional time, talk to the Housing Coordinator as early as possible to see if this is possible and discuss charges for additional homestay fees.

# STUDENT BEHAVIOR

## *Key Points*

- **Students are expected to follow the behavior rules established by FLS and the host college.**
- **Students who disobey school rules may be put on probation or suspension. In extreme cases, students will be subject to expulsion.**
- **Students will be notified in writing of probation, suspension or expulsion. Advisors or parents of minor students may be notified in each case.**

Students are expected to behave in a mature manner and follow the rules and regulations of FLS and the host college at all times.

**The following list describes basic behavior policies that all FLS students must follow at all times:**

1. Students shall not disrupt the class or the learning environment.
2. Students shall follow all reasonable rules and requests of the teachers and staff.
3. Students shall not engage in any activities that endanger the safety of students or staff.
4. Students shall not intentionally destroy, damage or alter FLS or host college property.
5. Students shall not use alcohol or illegal drugs on FLS or host college property, or bring alcohol or illegal drugs onto FLS or host college property.
6. Students shall not engage in sexual or racial discrimination or harassment of FLS or host college students or staff.
7. Students shall not disobey any of the host college's rules.
8. Students shall not use language deemed offensive by the Center Director or wear clothing or accessories deemed offensive by the Center Director.
9. Students shall not threaten or use physical violence against another student or staff member.
10. F-1 students shall abide by the terms of their student visa, including maintaining their student status by regular attendance and satisfactory academic progress.
11. Students shall not perform other actions which are deemed unacceptable by FLS International or the host college. Such activities may also result in suspension or expulsion.

Students who disobey or disregard FLS and/or host campus rules and regulations will be counseled. Depending on the severity of the offense, the student will receive a verbal or written warning, probation, suspension or expulsion from the program. The Center Director will make the determination based on the severity of the offense and the student's behavior record. Please note that in case of severe behavior problems, the Center Director may skip one or more steps in the disciplinary process.

In addition to behavior problems, students may receive a warning regarding their academic progress and/or attendance. Problems with attendance and academic performance may also result in written reprimand, probation, suspension or expulsion.

**1. Warning, Verbal or Written:** A warning is a notice that continuation or repetition of prohibited conduct may be the cause for more severe disciplinary action.

**2. Student Probation:** If a student fails to make sufficient academic progress, as determined by FLS staff, or violates attendance or behavior rules, a student may be placed on probation. The term of probation is usually one month. Parents or legal guardians of minors shall be notified of the action.

When a student is placed on probation he or she is notified in writing about the reason for the probation and the terms that he or she must follow to be removed from probation status. The student is asked to sign the probation letter. One copy is given to the student and one is kept in the student's file. During their

probation, students may continue to attend FLS classes. Students who violate FLS or host college policies during their probation are subject to immediate suspension or expulsion.

At the end of the probation period, FLS staff will determine whether the student has fulfilled the terms of the probation agreement. If the student has corrected his/ her behavior, he/ she will be taken off of probation. If FLS staff determine that further improvement is needed or that the student violated the terms of probation, the probation will be extended or the student may be subject to suspension or expulsion.

**4. Student Suspension:** Suspension is exclusion for a definite period of time from attending classes and participating in other school activities, as set forth in written notice to the student. Parents or legal guardians of minor students shall be notified of the action. Students placed on suspension will not receive any tuition reimbursement or refund for the period of suspension. Students placed on suspension for an extended period of time may jeopardize their F-1 student status.

When a student is placed on suspension he or she is notified in writing about the reason for suspension and the terms that he or she must follow to be removed from suspension or remain in the FLS program. The student is asked to sign the suspension letter. One copy is given to the student and one is kept in the student's file. During their suspension, students may not attend FLS classes or activities. Students who violate FLS or host college policies during their suspension are subject to immediate expulsion.

**5. Expulsion:** Expulsion is the termination of a student's participation in the FLS program. Expulsion or termination from FLS is generally permanent. The parents or legal guardians of minor students shall be notified of the action. Students who are expelled will not receive any tuition reimbursement or refund for the remaining period of their program. Expulsion may have a severe impact on a student's F-1 status and may result in the student's termination in SEVIS.

**Appeals:** If a student is placed on probation or suspension or is subject to expulsion, he or she has the right to appeal this action if they feel that it is unwarranted or that there are special circumstances that excuse the behavior or lack of academic progress. All appeals should be made in writing to the Center Director with any supporting documentation.

## STUDENT COMPLAINTS OR GRIEVANCES

Students who have a complaint or grievance are encouraged to request an appointment with a school administrator to discuss their complaint. If students feel they do not receive an adequate response to their complaint from the site administrator, they may file a written complaint with the company President or Senior-Vice President. Contact information for these individuals may be found on the FLS International website at [www.flis.net](http://www.flis.net). Students may also contact the FLS Administrative Offices in California with particular complaints. (Phone: (626) 795-2912, Fax: (626) 795-5564).

This institution is recognized by the Accrediting Council for Continuing Education & Training (ACCET) as meeting and maintaining certain standards of quality. It is the mutual goal of ACCET and the institution to ensure that educational training programs of quality are provided. 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 exercised the channels available within the institution 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. Complaints should be in writing and mailed, faxed, or emailed to the ACCET office. Complaints received by phone will be documented, and the complainant will be requested to submit the complaint in writing.

2. The letter of complaint must contain the following:
  - a. A detailed description of the problem(s);
  - b. The approximate date(s) that the problem(s) occurred;
  - c. The full name(s) and title(s) of the individual(s) involved in the problem(s), including both institutional staff and/or other students who were involved;
  - d. Evidence demonstrating that the institution's complaint procedure was followed prior to contacting ACCET;
  - e. The name and mailing address of the complainant; if the complainant specifically requests that anonymity be maintained, ACCET will not reveal his or her name to the institution involved.
  
3. In addition to the letter of complaint, copies of any relevant supporting documentation should be forwarded to ACCET (e.g., the student's enrollment agreement, the syllabus or course outline, correspondence between the student and the institution).

SEND TO:       ACCET  
                  CHAIR, COMPLAINT REVIEW COMMITTEE  
                  1722 N Street, NW  
                  Washington, DC 20036  
                  Telephone:     (202) 955-1113  
                  Fax:             (202) 955-1118 or (202) 955-5306  
                  Website:        [www.accet.org](http://www.accet.org)

## DESCRIPTION OF COURSES

The FLS English Language Programs are made up of four types of classes: Core Classes, Elective Classes, Test Preparation Classes and Academic Workshops. The specific classes taken by each student depend upon the student's course option. The descriptions below provide more details on each type of class.

### CORE CLASSES

The FLS Core Courses are offered in nine levels of proficiency. In the core course students learn the skills of speaking, listening, reading and writing in an integrated manner. Our program emphasizes a student-centered, communicative approach. In each class, students learn conversational English in an informal, inviting atmosphere. Students are invited to use spoken English as much as possible to get practice in conversation during class time. Teachers make extensive use of pair and group work to maximize the amount of speaking time available to each student.

Students in Levels 3 and above also read an English novel or nonfiction book in their core class.

In the elective, students concentrate on a particular skill or subject. Electives include American Culture, Slang & Idiomatic Speech, English Composition, Listening and Speaking and many more. Please note that the variety and choice of elective varies from center to center and from term to term. In addition to the regular program of study, students benefit from regularly scheduled Language Extension Day events and special activities.

**Prerequisites:** To enter any of the classes below, students must meet one of the following conditions: 1) Achieve a score on the FLS Placement Test which corresponds to placement in the designated level, 2) Successfully complete the previous level with a session score of 70% or higher, a final exam grade of 70% or higher and attendance of at least 80% **or** 3) Receive an exemption from the Center Director or Assistant Director at the site to advance into the level.

### CORE CLASS SUMMARIES

Level	Course Content
<b>FOUNDATION CLASSES</b>	
<b>1A</b> <b>(4 weeks,</b> <b>60 hours)</b>	<b>Skills:</b> Mastering the present of 'be', count and non-count nouns, plural and possessive of names, prepositions of place, simple present statements and questions, demonstrative adjectives. <b>Vocabulary:</b> Numbers, nationalities, furniture, holidays, clothes, food. <b>Textbook:</b> WorldView Student Book 1A and Workbook 1A
<b>1B</b> <b>(4 weeks,</b> <b>60 hours)</b>	<b>Skills:</b> Mastering present continuous, simple past tense, imperatives, 'be going to' for future, comparative and superlative adjectives, 'can' and 'could' for permissions and requests. <b>Vocabulary:</b> Family members, life events, weather, seasons, countries, restaurants. <b>Textbook:</b> WorldView Student Book 1B and Workbook 1B
<b>2A</b> <b>(4 weeks,</b> <b>60 hours)</b>	<b>Skills:</b> Mastering frequency adverbs, linking words, 'should' and 'shouldn't' for advice, present perfect, making suggestions, 'say' and 'tell'. <b>Vocabulary:</b> Parts of the body, social etiquette, movies, physical appearance, work. <b>Textbook:</b> WorldView Student Book 2A and Workbook 2A

<b>2B</b> <b>(4 weeks,</b> <b>60 hours)</b>	<p><b>Skills:</b> Mastering the past continuous, 'used to', verbs for likes and dislikes, infinitives of purpose, expressing past ability, and present factual conditional.</p> <p><b>Vocabulary:</b> Sports, office practices, time, stores, travel, job descriptions.</p> <p><b>Textbook:</b> WorldView Student Book 2B and Workbook 2B</p>
<b>3A</b> <b>(4 weeks,</b> <b>60 hours)</b>	<p><b>Skills:</b> Mastering subject and object questions, 'too' and 'enough', adjectives ending in 'ed' and 'ing', modals for obligation and prohibition, present perfect with 'for' or 'since'.</p> <p><b>Vocabulary:</b> Medical symptoms, levels of difficulty, immigration, sounds, hotels.</p> <p><b>Textbook:</b> WorldView Student Book 3A, Workbook 3A and reader.</p> <p><b>Sample Readers:</b> Rosa Parks: My Story, Rain Man by Leonore Fleischer (adaptation)</p>
<b>3B</b> <b>(4 weeks,</b> <b>60 hours)</b>	<p><b>Skills:</b> Mastering use of verbs plus gerunds, passive, future real conditional, relative clauses, verbs with two objects, and present unreal conditional.</p> <p><b>Vocabulary:</b> Advertisements, trends, crime, money and banks, weddings, parties.</p> <p><b>Textbook:</b> WorldView Student Book 3B, Workbook 3B and reader.</p> <p><b>Sample Readers:</b> Famous Childhoods: Abraham Lincoln, Mark Twain Short Stories (adaptation).</p>

<b>INTERMEDIATE CLASSES</b>	
<b>4A</b> <b>(4 weeks,</b> <b>60 hours)</b>	<p><b>Skills:</b> Mastering reported speech, real conditional, modals for prediction and speculation, expressions of purpose, indirect questions, and connectors.</p> <p><b>Vocabulary:</b> Toys and games, airports, fear, cooking, lifestyles, achievements and projects.</p> <p><b>Textbook:</b> WorldView Student Book 4A and Workbook 4A and reader.</p> <p><b>Sample Readers:</b> The Little Prince by Antoine St. Exupery, Holes by Louis Sachar.</p>
<b>4B</b> <b>(4 weeks,</b> <b>60 hours)</b>	<p><b>Skills:</b> Mastering indefinite pronouns, future real conditional, phrasal verbs, passive causatives, reflexive pronouns, and tag questions.</p> <p><b>Vocabulary:</b> Fame and success, prison, business, the five senses, housework, growing up.</p> <p><b>Textbook:</b> WorldView Student Book 4B and Workbook 4B and reader.</p> <p><b>Sample Readers:</b> Treasure Island by Robert Louis Stevenson, The Picture of Dorian Gray by Oscar Wilde (adaptations)</p>
<b>5A</b> <b>(4 weeks,</b> <b>60 hours)</b>	<p><b>Topics:</b> Advertising, extreme sports, fraud, storytelling and language.</p> <p><b>Critical Thinking Skills:</b> Critique ads, infer word meaning from context, support opinions, analyze survey results, hypothesize outcomes, interpret a photograph, classify information.</p> <p><b>Listening Tasks:</b> Identify emphasis, identify main ideas, listen for rhythm, take a dictation, take notes on a lecture.</p> <p><b>Speaking Tasks:</b> Propose advertising strategy, conduct a survey, facilitate a group discussion, make predictions, pose and respond to questions.</p> <p><b>Textbook:</b> North Star Intermediate, Listening and Speaking (Units 1-5) by Helen Solorzano and Jennifer P. L. Schmidt</p> <p><b>Sample Readers:</b> The Outsiders by S.E. Hinton, Hatchet by Gary Paulsen.</p>
<b>5B</b> <b>(4 weeks,</b> <b>60 hours)</b>	<p><b>Topics:</b> Tourism, humor, fashion, punishment, marriage.</p> <p><b>Critical Thinking Skills:</b> Recognize personal assumptions, classify types of jokes, analyze relationships between words, evaluate persuasiveness of arguments, evaluate the quality of arguments.</p> <p><b>Listening Tasks:</b> Categorize end sounds, interpret tone of voice, identify a point of view, take notes using a graphic organizer, listen for interruption strategies.</p> <p><b>Speaking Tasks:</b> Summarize an interview, compose and tell jokes, give an impromptu presentation, conduct a debate, conduct an oral history interview.</p> <p><b>Textbook:</b> North Star Intermediate, Listening and Speaking (Units 6-10) by Helen Solorzano and Jennifer P. L. Schmidt</p> <p><b>Sample Readers:</b> Charlie and the Chocolate Factory by Roald Dahl, Sounder by William Howard.</p>

<p style="text-align: center;"><b>6A</b> <b>(4 weeks,</b> <b>60 hours)</b></p>	<p><b>Topics:</b> Media, overcoming obstacles, medicine, natural disasters, and conservation.</p> <p><b>Critical Thinking Skills:</b> Compare news sources, hypothesize another's point of view, propose solutions to problems, make judgments, analyze symbolism in a poem.</p> <p><b>Listening Tasks:</b> Synthesize information from two listenings, identify connecting themes between two listenings, compare information from two listenings, identify chronology in a report, listen to student research.</p> <p><b>Speaking Tasks:</b> Act out a scripted conversation, identify thought groups, make contrastive statements using appropriate intonation, share personal experiences, role-play a meeting.</p> <p><b>Textbook:</b> North Star High Intermediate, Listening and Speaking (Units 1-5) by Tess Ferree and Kim Sanabria.</p> <p><b>Sample Readers:</b> Of Mice and Men by John Steinbeck, The Catcher in the Rye by J.D. Salinger.</p>
<p style="text-align: center;"><b>6B</b> <b>(4 weeks,</b> <b>60 hours)</b></p>	<p><b>Topics:</b> Philanthropy, education, food, immigration, technology.</p> <p><b>Critical Thinking Skills:</b> Correlate abstract principles with concrete examples, define notions of intelligence, relate general factors to specific behaviors, infer meaning not explicit in text, compare opinions about technology.</p> <p><b>Listening Tasks:</b> Interpret speaker's intent, watch and analyze student role plays, listen to a food show on TV, listen to and comment on student plans, evaluate student commercials.</p> <p><b>Speaking Tasks:</b> Develop a public service announcement, recount an emotional experience, explain how to use a tool, develop an education plan, role play a conflict between neighbors.</p> <p><b>Textbook:</b> North Star High Intermediate, Listening and Speaking (Units 6-10) by Tess Ferree and Kim Sanabria.</p> <p><b>Sample Readers:</b> Animal Farm by George Orwell, The Pearl by John Steinbeck.</p>

<b>ADVANCED CLASSES</b>	
<p style="text-align: center;"><b>7A</b> <b>(4 weeks,</b> <b>60 hours)</b></p>	<p><b>Topics:</b> Addiction, utopian movements, personality, trends, cross-cultural insights.</p> <p><b>Critical Thinking Skills:</b> Hypothesize another's point of view, make judgments, rank shyness factors, correlate personal observations to theories, distinguish between common sense and superstition.</p> <p><b>Listening Tasks:</b> Identify connecting theme in two interviews, decipher words in reduced pronunciation, interpret speaker's attitudes and emotions, identify stress patterns, relate listening to personal environment.</p> <p><b>Speaking Tasks:</b> Simulate discussion sessions at a conference, simulate a town meeting, describe one's personality, use metaphors to make a point, report research findings.</p> <p><b>Textbook:</b> North Star Advanced Listening and Speaking (Units 1-5) by Sherry Preiss.</p> <p><b>Sample Readers:</b> To Kill a Mockingbird by Harper Lee, Fahrenheit 451 by Ray Bradbury.</p>
<p style="text-align: center;"><b>7B</b> <b>(4 weeks,</b> <b>60 hours)</b></p>	<p><b>Topics:</b> Religion, business, the military, the arts, First Amendment issues.</p> <p><b>Critical Thinking Skills:</b> Interpret quotations, analyze two cases, make judgments on controversial issues, write a persuasive letter, evaluate a ratings system.</p> <p><b>Listening Tasks:</b> Restate main ideas, listen for logical arguments, complete an aural cloze, relate listening to personal experiences, interpret speaker's intent by analyzing tone and word usage.</p> <p><b>Speaking Tasks:</b> Tell an anecdote, frame an argument, use gambits to stall and elucidate, role-play a school board meeting, express varying degrees of certainty with modals.</p> <p><b>Textbook:</b> North Star Advanced Listening and Speaking (Units 6-10) by Sherry Preiss.</p> <p><b>Sample Readers:</b> Siddhartha by Herman Hesse, The House on Mango Street by Sandra Cisneros.</p>
<p style="text-align: center;"><b>8A</b> <b>(4 weeks,</b> <b>60 hours)</b></p>	<p><b>Skills:</b> Reading and analyzing authentic texts, taking lecture notes, using listening strategies, inferring meaning from context, synthesizing information, creating a synopsis, telling a story, presenting opinions and argument.</p> <p><b>Topics:</b> Anthropology, poetry, folk stories.</p> <p><b>Textbook:</b> Quest 3 Listening and Speaking (Chapters 1-4) and reader.</p> <p><b>Sample Readers:</b> Different Seasons by Stephen King, The Great Gatsby by F. Scott Fitzgerald.</p>

<p><b>8B</b> <b>(4 weeks,</b> <b>60 hours)</b></p>	<p><b>Skills:</b> Managing a conversation, listening for quotations, listening for digressions, giving a report from notes, listening for topic signals, changing meaning through tone, asking for clarification, understanding Latin terms, choosing appropriate topics for assignments. <b>Topics:</b> Poverty, transitional economies, endangered species, the environment. <b>Textbook:</b> Quest 3 Listening and Speaking (Chapters 5-8) and reader. <b>Sample Readers:</b> The Adventures of Tom Sawyer by Mark Twain, The Awakening by Kate Chopin.</p>
<p><b>9A</b> <b>(4 weeks,</b> <b>60 hours)</b></p>	<p><b>Goals:</b> Using Advanced English to explore, discuss and understand complex topics related to American culture, history and beliefs. <b>Topics:</b> American values, religion, frontier heritage, American business. <b>Textbook:</b> The American Ways (Units 1-6) by Maryanne Kearny Datesman. <b>Sample Readers:</b> The House of Mirth by Edith Wharton, Hunger for Memory by Richard Rodriguez.</p>
<p><b>9B</b> <b>(4 weeks,</b> <b>60 hours)</b></p>	<p><b>Goals:</b> Using Advanced English to explore, discuss and understand complex topics related to American culture, history and beliefs. <b>Topics:</b> Government and politics, ethnic assimilation, leisure time, American family. <b>Textbook:</b> The American Ways (Units 7-12) by Maryanne Kearny Datesman. <b>Sample Readers:</b> White Noise by Don DeLillo, Native Son by Richard Wright.</p>

## CORE CLASSES - TEXTBOOKS

The core texts for Levels 1-4 are the WorldView Student Books and Workbooks Volumes 1-4 by Michael Rost. The core texts for Levels 5-7 are the North Star Listening and Speaking Student Books Intermediate, High Intermediate, and Advanced by Helen Solorzano, Jennifer P.L. Schmidt, Tess Ferree, Kim Sanabria and Sherry Preiss. The core text for Level 8 is Quest: Listening and Speaking in the Academic World Volume 3 by Pamela Hartmann and Laurie Blass. The core text for Level 9 is The American Ways by Maryanne Kearney Datesman.

## ACADEMIC WORKSHOPS

FLS Academic Workshops are designed to give students additional practice on important skills with teacher supervision and direction. Workshops provide structured time for students to work on specific aspects of their English, such as pronunciation, conversation, and vocabulary or use cultural or technological means to explore a range of English-related topics. Workshops primarily present lessons that give students a self-contained unit in each class meeting.

<p><b>Pronunciation Skills</b></p>	<p><b>Description:</b> Students work to improve their English pronunciation and intonation through a combination of drills, structured dialog and conversation. <b>Skills:</b> Students will examine differences between similar vowel and consonant sounds, practice proper muscle movement to make correct sounds, and learn to blend words and sentence elements to create natural speaking rhythms.</p>
<p><b>Conversation Club</b></p>	<p><b>Description:</b> Students will take part in small group discussions on topics chosen by the instructor. <b>Skills:</b> Students will develop added fluency, gain facility in small talk, improve listening comprehension skills and gain experience in initiating, continuing and handling transitions in a conversation.</p>

<b>Current Affairs</b>	<p><b>Description:</b> Students will explore contemporary issues and concerns affecting the United States and popular culture through articles and reports presented by the instructor.</p> <p><b>Skills:</b> Students will develop greater awareness of contemporary topical issues, increase their knowledge of American politics and society, develop listening and reading skills and gain new vocabulary. Students will compare cultural attitudes in the U.S. to those around the world.</p>
<b>Song Workshop</b>	<p><b>Description:</b> Students will intensively listen to a single song per session, learning about the lyrics, the performer and the cultural references in the song.</p> <p><b>Skills:</b> Students will hone their listening skills through repeated exposure to songs, increase their knowledge of contemporary vocabulary and slang terms and learn about aspects of American culture reflected in popular music.</p>
<b>Homework Clinic</b>	<p><b>Description:</b> Students receive direct assistance from the instructor on their Core Class and Elective Class assignments in small groups.</p> <p><b>Skills:</b> Students will work with the instructor to determine which skills they specifically need to focus on. Students will work on all language skills as necessary, with the instructor providing guidance.</p>
<b>Vocabulary Clinic</b>	<p><b>Description:</b> Through a study of important word roots, prefixes and suffixes students will gain a better understanding of the construction of English vocabulary and increase their working vocabulary knowledge.</p> <p><b>Skills:</b> Students will learn to recognize and explain the meanings of important word roots, learn how word roots are combined to form vocabulary terms and increase their working knowledge of English vocabulary.</p>
<b>Campus Culture</b>	<p><b>Description:</b> Students will prepare for college life through a combination of lessons on college culture, guest speakers, review of campus literature and handbooks and discussions on student life.</p> <p><b>Skills:</b> Students will learn about typical behaviors and traditions of college life, read and understand college catalogs, syllabi, handbooks and other materials, listen to presentations by guest speakers and explore campus facilities and resources.</p>
<b>Computer Lab</b>	<p><b>Description:</b> Using English language software or internet access, students will practice reading, listening and research skills through a variety of instructor-selected websites and software activities. Instructors will guide students through individual or group projects and assist students with internet research on core and elective class lessons.</p> <p><b>Skills:</b> Students will learn basic computer skills, learn to identify reliable research sites, improve their reading and writing skills and improve listening ability through listening to authentic audio reports.</p>

## ELECTIVE CLASSES

FLS Elective Classes focus on specific skills and topics. Our wide range of electives lets you customize your study program with choices that support your goals and objectives.

Below are descriptions of the FLS English Language Program electives. Students are recommended to take a particular elective based on their standing in the intensive program.

Elective:	Appropriate for Levels:	Class Content:
<b>Beginning Conversation (8 weeks, 40 hours)</b>	<b>1, 2 and 3</b>	<p><b>Description:</b> Students discuss everyday topics such as gestures, hairstyles, measurements, emergencies, books and photography and learn how to implement learned vocabulary and structures in conversational situations, such as shopping, using ice breakers, sharing opinions and telling stories.</p> <p><b>Skills:</b> Understanding customs &amp; gestures; talking about family and friends; discussing parties and special events.</p> <p><b>Performance Outcomes:</b> Successful students should be able to: express opinions, attitudes regarding entertainment; name body parts and discuss gestures; hold a conversation about elements of pop culture; read a story aloud and give the ending to the story; relate personal and cultural information; teach classmates about aspects of their own culture; hold a conversation about currency.</p> <p><b>Textbook:</b> Topics from A to Z, Book 1 by Irene E. Schoenberg</p>
<b>American Culture – Beginning (8 weeks, 40 hours)</b>	<b>1, 2 and 3</b>	<p><b>Description:</b> Students learn about American customs, holidays, events, people, places, music and arts. Students read selections on American culture, view related videos, have class discussions and learn songs and activities.</p> <p><b>Skills:</b> Reading about American topics, reading comprehension, listening for content, comparing cultural attitudes, practicing topical discussion.</p> <p><b>Performance Outcomes:</b> Successful students should be able to: identify several major American holidays; identify several important American cultural and historical figures; identify several American musical or cultural products; be able to state basic differences between their native culture and American culture.</p> <p><b>Textbook:</b> All About the USA 1-4 by Milada Broukal, Peter Murphy &amp; Janet Milhomme (One book used per 8 week session).</p>
<b>American Culture – Advanced (8 weeks, 40 hours)</b>	<b>7, 8 and 9</b>	<p><b>Description:</b> Students read about and discuss current topics in American society; students view news and topical video programs related to American society; students consider and expressive different perspectives on cultural trends and affairs.</p> <p><b>Skills:</b> Reading and analysis of authentic English materials; viewing and analyzing authentic English video materials; discussion of political and social issues; comparisons of cultural attitudes and beliefs.</p> <p><b>Performance Outcomes:</b> Successful students will be able to read an authentic language English news story or article with a high level of comprehension; recognize the main ideas; understand authentic language news reports; take active part in a class discussion of topical issues.</p> <p><b>Textbook:</b> Re-Thinking America High-Intermediate or Advanced by M.E. Sokolik</p>

<p><b>Beginning English Composition</b> (8 weeks, 40 hours)</p>	<p><b>3 and 4</b></p>	<p><b>Description:</b> Students become familiar with the steps in the writing process, from prewriting and organizing through revising and editing. Students analyze the parts of a paragraph and practice writing various types of paragraphs, including descriptive, process, comparison/contrast and definition paragraphs. Students are introduced to the structure of an academic essay and write an opinion essay..</p> <p><b>Skills:</b> Writing paragraphs to achieve specific objectives, understand written sentence structure, understand the structure of paragraphs appropriate to academic writing, under sentence sequencing, understand how to use supporting details and quotations in an essay.</p> <p><b>Performance Outcomes:</b> Successful students will be able to write a correct, well-constructed English composition about an opinion, be able to spot and correct basic errors of grammar and syntax in written English and become familiar with standard paragraph construction in written English.</p> <p><b>Textbook:</b> Introduction to Academic Writing by Alice Oshima and Ann Hogue, Third Edition.</p>
<p><b>Advanced English Composition</b> (8 weeks, 40 hours)</p>	<p><b>5, 6, 7 and 8</b></p>	<p><b>Description:</b> Students will develop their writing skills, beginning with a review of paragraph structure and building to the completion of a variety of essays in various categories, such as process, cause and effect, comparison and contrast and argumentative essays.</p> <p><b>Skills:</b> Writing several full-length compositions in standard academic style. Learning to organize paragraphs, provide supporting details, use sensory detail, organize chronologically, develop a thesis and summarize academic material.</p> <p><b>Performance Outcomes:</b> Successful students will be able to recognize and outline a variety of academic essay types; learn what is expected from an essay in the American college system; learn basic research techniques and learn to write an academic essay in correct English.</p> <p><b>Textbook:</b> Writing Academic English by Alice Oshima and Ann Hogue, Fourth Edition.</p>
<p><b>Practical Grammar 1</b> (8 weeks, 40 hours)</p>	<p><b>3 and 4</b></p>	<p><b>Description:</b> Students will improve their knowledge of English grammar through a review of key grammar points including parts of speech and common verb tenses, and practice grammar through listening, speaking and writing activities.</p> <p><b>Skills:</b> Identifying and correctly using fundamental grammatical structures; correcting basic grammatical errors.</p> <p><b>Performance Outcomes:</b> Successful students will use grammatical structures more effectively, and understand the use of tenses, parts of speech, articles, quantity expressions, phrasal verbs and tag questions.</p> <p><b>Textbook:</b> Grammar Sense 2 by Cheryl Pavlik</p>
<p><b>Practical Grammar 2</b> (8 weeks, 40 hours)</p>	<p><b>5, 6 and 7</b></p>	<p><b>Description:</b> Students will increase their knowledge of complex English grammar through an intensive review of grammar points including the future, modals, comparative and tag questions, and practice grammar through reading, writing and conversation activities.</p> <p><b>Skills:</b> Identifying and correctly using advanced grammatical structures; correcting advanced grammatical errors.</p> <p><b>Performance Outcomes:</b> Successful students will use grammar more effectively and understand the use of infinitives, modals, reported speech, gerunds, comparatives, superlatives and direct and indirect objects.</p> <p><b>Textbook:</b> Grammar Sense 3 by Cheryl Pavlik</p>
<p><b>Listening and Speaking</b> (8 weeks, 40 hours)</p>	<p><b>2 and 3</b></p>	<p><b>Description:</b> Students increase their ability to listen with high comprehension through exposure to a variety of conversations on numerous subjects. Students carry out tasks which demonstrate comprehension and original thinking.</p> <p><b>Skills:</b> Using listening strategies, such as predicting guessing, focusing and responding.</p> <p><b>Performance Outcomes:</b> Successful students will increase their ability to understand idiomatic American conversations, respond appropriately in conversational situations and reinforce knowledge of vocabulary.</p> <p><b>Textbook:</b> Impact Listening 2 by Jill Robbins and Andrew MacNeill.</p>

<p><b>Advanced Listening and Speaking</b> (8 weeks, 40 hours)</p>	<p>4 and 5</p>	<p><b>Description:</b> Students increase their ability to listen with high comprehension through exposure to a variety of conversations on numerous subjects. Students carry out tasks which demonstrate comprehension and original thinking.</p> <p><b>Skills:</b> Using listening strategies, such as predicting guessing, focusing and responding.</p> <p><b>Performance Outcomes:</b> Successful students will increase their ability to understand idiomatic American conversations, respond appropriately in conversational situations and reinforce knowledge of vocabulary.</p> <p><b>Textbook:</b> Impact Listening 3 by Jill Robbins and Andrew MacNeill.</p>
<p><b>Slang and Idiomatic Speech</b> (8 weeks, 40 hours)</p>	<p>5, 6 and 7</p>	<p><b>Description:</b> Students study informal speech, including various styles of slang and popular expressions. Students discover how to use American terms in the context of dialogues and themed units.</p> <p><b>Skills:</b> Learning new vocabulary terms, learning to use idioms in appropriate contexts.</p> <p><b>Performance Outcomes:</b> Successful students will increase their active vocabulary by over 150 slang words and phrases, be better able to comprehend informal American English and be able to use slang terms in appropriate contexts.</p> <p><b>Textbook:</b> All Clear 1 by Helen Fragiadakis.</p>
<p><b>Public Speaking</b> (8 weeks, 40 hours)</p>	<p>5, 6, 7 and 8</p>	<p><b>Description:</b> Students will gain practice in preparing, delivering and critiquing oral presentations. This course will give students opportunities to practice speaking both in a controlled form (speeches, presentations, etc.) and also in an informal form (discussions, impromptus, etc.). The class provides an introduction to classroom presentations in English.</p> <p><b>Skills:</b> Understand what is expected from a classroom oral presentation, learn good speaking and presentation skills, gain practice in preparing and presenting as a public speaker.</p> <p><b>Performance Outcomes:</b> Successful students will present several prepared and impromptu speeches, learn to understand various styles of public speaking and gain confidence and expertise in their presentation skills.</p> <p><b>Textbook:</b> Speech Communication Made Simple by Paulette Dale and James C. Wolf.</p>
<p><b>English Through Film</b> (8 weeks, 40 hours)</p>	<p>5, 6, 7 and 8</p>	<p><b>Description:</b> Students will gain an understanding of American culture and increase their vocabulary through viewing, analyzing and discussing various selected American films. Students will view and discuss one film per week.</p> <p><b>Skills:</b> Students will increase their knowledge of American idiomatic vocabulary and slang, improve their ability to listen to authentic speech and gain analytical ability in writing and discussing films.</p> <p><b>Performance Outcomes:</b> Successful students will increase their vocabulary by approximately 100 new idioms and expressions, be able to give a synopsis of a feature film, be able to discuss and explain the importance of cultural issues raised in several films and be able to write a brief analytical paper about a film or scene.</p> <p><b>Textbook:</b> Lesson guides from ESLnotes.com for four selected films. Examples of films include: Chinatown, House of Sand and Fog, Unforgiven and American Beauty.</p>
<p><b>Business English</b> (8 weeks, 40 hours)</p>	<p>5, 6 and 7</p>	<p><b>Description:</b> Students will gain a broad understanding of how to use English effectively in the global business culture. Students will read authentic business articles, study memos and reports and examine case studies. Students will use role play and group work to develop solutions to real world business problems.</p> <p><b>Skills:</b> Manage phone calls, take part in meetings, give presentations, negotiate, lead a team, socialize at business events, make decisions, choose a candidate for a job.</p> <p><b>Performance Outcomes:</b> Successful students will be able to write business memos, minutes and press releases; take part in a business meeting, assess an ad campaign, analyze job candidates, and give a short presentation.</p> <p><b>Textbook:</b> Market Leader by David Cotton, David Falvey and Simon Kent</p>

<p><b>Introduction to Literature</b> <b>(8 weeks, 40 hours)</b></p>	<p><b>6, 7, 8 and 9</b></p>	<p><b>Description:</b> This course engages students in becoming skilled readers of literature written in a variety of periods, genres and contexts as well as in becoming skilled writers who compose for a variety of purposes.</p> <p><b>Skills:</b> Gaining mastery in expository, personal, and persuasive writing; enhancing oral expression; expanding vocabulary, gaining an understanding of literary genres, styles and techniques.</p> <p><b>Performance Outcomes:</b> Write an analytical composition based on a work of literature studied, use cognitive strategies to evaluate text critically, interact with text to form a personal interpretation, present and support ideas and opinions in group discussions.</p> <p><b>Sample Textbooks:</b> Lord of the Flies by William Golding, Classic American Short Stories</p>
<p><b>College Study Skills</b> <b>(8 weeks, 40 hours)</b></p>	<p><b>5, 6, 7 and 8</b></p>	<p><b>Description:</b> Students will learn the skills necessary for successful communication at any university or college. Students will learn the social and cultural expectations of campus life and specific expressions for academic environments.</p> <p><b>Skills:</b> Using appropriate language in academic environments, participating in class discussions, giving presentations, planning a project and interacting with teachers and administrators.</p> <p><b>Performance Outcomes:</b> Successful students will be able to understand academic vocabulary, perform the functions of a college student, interact productively with other students and teachers, and increase confidence in their academic skills.</p> <p><b>Textbook:</b> Communicating on Campus by Amy Hemmert and Ged O'Connell.</p>
<p><b>Model College Class</b> <b>(8 weeks, 40 hours)</b></p>	<p><b>6, 7, 8 and 9</b></p>	<p><b>Description:</b> Students will experience a simulation or model of a typical college introductory class in one of the humanities. The class will give students a realistic experience of the content, assignments and work load typical for a college course.</p> <p><b>Skills:</b> Understanding and taking notes on content-based lectures, participating in classroom discussions using appropriate vocabulary, conducting appropriate and productive research, performing at an advanced level in written compositions, oral presentations and class exams.</p> <p><b>Performance Outcomes:</b> Successful students will be able to read and understand a typical introductory college text, and perform college classroom tasks such as taking useful notes, preparing a research plan, participating in class discussion and making an oral presentation.</p> <p><b>Sample Textbook:</b> Introduction to Sociology by Anthony Giddens and Mitchell Duneir.</p>
<p><b>English For Travel and Tourism</b> <b>(8 weeks, 40 hours)</b></p>	<p><b>4, 5 and 6</b></p>	<p><b>Description:</b> This course introduces students to the concepts and vocabulary of the travel industry. Students gain practice in communication situations common among travel professionals and between the travel industry and clients. The class offers coverage of such industry topics as package tours, tour operators, itineraries, making sightseeing recommendations, hotel facilities, and special interest tours.</p> <p><b>Skills:</b> Understanding careers in travel, interpreting tourist brochures and guides, practicing professional communication skills, understanding the steps in making a reservation, describing sights and attractions, discussing transportation options, planning a tour or cruise.</p> <p><b>Performance Outcomes:</b> Successful students will be able to make reservations, plan a simple tour, understand a travel guide, write a letter to a tour operator, read a train map and schedule, create an itinerary, make a tour recommendation, and correspond with a client.</p> <p><b>Textbook:</b> English for International Tourism, Intermediate by Peter Strutt Publisher: Longman</p>

## TEST PREPARATION CLASSES

FLS Test Preparation Classes are classified as 'Premium Electives' and are available only to students in the Academic English Program. These Premium Electives meet for two hours each day and offer focused instruction on test preparation skills including test-taking strategies, problem analysis, vocabulary building, diagnostic tests and more to ensure that you can perform to your best ability.

Test Preparation Class offerings vary from center to center, so check with center staff for the specific classes offered at your site.

<b>TOEFL 1</b> <b>(4 weeks,</b> <b>20 hours)</b>	<b>5-7 or IBT</b> <b>TOEFL 29-46</b>	<p><b>Description:</b> Students with an advanced understanding of English are trained in using the listening, reading, and grammatical skills necessary for success on the TOEFL. Students learn idioms and vocabulary likely to appear on the TOEFL, study and analyze practice exams, and engage in a rigorous review of grammar and reading comprehension skills. This class is designed for students scoring between 29 and 46.</p> <p><b>Skills:</b> Increase listening, reading and grammatical skills as appropriate to achieving a high performance on the TOEFL. Understanding test-taking strategies.</p> <p><b>Performance Outcomes:</b> Successful students will increase their score on the TOEFL and make gains toward a goal of 450 or 45 IBT.</p> <p><b>Textbook:</b> Longman Preparation Course for the TOEFL: Next Generation IBT by Deborah Phillips.</p>
<b>TOEFL 2</b> <b>(4 weeks,</b> <b>20 hours)</b>	<b>6-9 or IBT</b> <b>TOEFL 46+</b>	<p><b>Description:</b> Students with an advanced understanding of English and previous experience with the TOEFL are trained in using the listening, reading, and grammatical skills necessary for success on the TOEFL. Students learn idioms and vocabulary likely to appear on the TOEFL, study and analyze practice exams, and engage in a rigorous review of grammar and reading comprehension skills. This class is designed for students scoring over 46.</p> <p><b>Skills:</b> Increase listening, reading and grammatical skills as appropriate to achieving a high performance on the TOEFL. Understanding test-taking strategies.</p> <p><b>Performance Outcomes:</b> Successful students will increase their score on the TOEFL and make gains toward a goal of 500-550 on the TOEFL or 61-79 on the IBT.</p> <p><b>Textbook:</b> Delta's Key to the Next Generation TOEFL Test by Nancy Gallagher.</p>
<b>SAT</b> <b>Preparation</b> <b>(4 weeks,</b> <b>20 hours)</b>	<b>7-9</b>	<p><b>Description:</b> Students with an advanced understanding of English are trained in material appearing on the SAT, including mathematical problems; verbal tasks, including reading comprehension, critical reasoning and sentence completion and correction; and writing, covering structure, clarity and analyses of an argument and an issue.</p> <p><b>Skills:</b> Understanding test-taking strategies. Thorough understanding of and familiarity with all aspects of the SAT. Increased vocabulary comprehension, analysis of written passages and development of coherent essay structure.</p> <p><b>Performance Outcomes:</b> Successful students will increase their SAT score, have increased success and accomplishment in written English, perform satisfactorily on all types of SAT questions and have a thorough understanding and familiarity with the SAT.</p> <p><b>Textbook:</b> Gruber's Complete SAT Guide 2012 by Gary R. Gruber.</p>

<p align="center"><b>GMAT Preparation (4 weeks, 20 hours)</b></p>	<p align="center"><b>7-9</b></p>	<p><b>Description:</b> Students with an advanced understanding of English are trained in material appearing on the GMAT, such as quantitative problems, including problem solving and data sufficiency; verbal tasks, including reading comprehension, critical reasoning and sentence correction; and analytical writing, covering both analysis of an argument and an issue.</p> <p><b>Skills:</b> Understanding test-taking strategies. Thorough understanding of and familiarity with all aspects of the GMAT. Increased vocabulary comprehension, analysis of written passages and development of coherent essay structure.</p> <p><b>Performance Outcomes:</b> Successful students will increase their GMAT score, have increased success and accomplishment in written English, perform satisfactorily on all types of GMAT questions and have a thorough understanding and familiarity with the GMAT.</p> <p><b>Textbook:</b> The Official Guide for GMAT Review, 12<sup>th</sup> edition from the GMAC</p>
<p align="center"><b>GRE Preparation (4 weeks, 20 hours)</b></p>	<p align="center"><b>7-9</b></p>	<p><b>Description:</b> Students with an advanced understanding of English are trained in material appearing on the GRE, such as quantitative problems, reading comprehension, word relationships and sentence correction; and analytical writing, covering both analysis of an argument and an issue.</p> <p><b>Skills:</b> Understanding test-taking strategies. Thorough understanding of and familiarity with all aspects of the GRE. English construction and grammar will be reviewed and augmented to improve sentence completion and essay writing.</p> <p><b>Performance Outcomes:</b> Successful students will increase their GRE score, have increased success and accomplishment in written English, perform satisfactorily on all types of GRE questions and have a thorough understanding and familiarity with the GRE.</p> <p><b>Textbook:</b> Gruber's Complete GRE Guide 2012</p>

PLEASE NOTE THAT NOT ALL CLASSES ARE OFFERED EACH SESSION. CLASS AVAILABILITY DEPENDS UPON STUDENT DEMAND AND OTHER FACTORS. CHECK POSTED CLASS SCHEDULES OR ASK A STAFF MEMBER IF YOU HAVE QUESTIONS ABOUT CURRENT CLASS OFFERINGS.

### **Language Extension Day**

Each term, the English Language Program includes a chance to 'extend' your English skills with a special Language Extension Day. This event takes place on the first day of the term. On Language Extension Day students will practice English by exploring the campus or community to find information or interact with Americans, by taking part in a special seminar or workshop, or by interacting in guided activities with students from other classes. Language Extension Day gives you ways to practice your English in new settings and situations and gain more confidence in your English skills. Typical programs include: photo scavenger hunts, educational excursions to local museums or scenic areas, workshops on specific language skills, cultural topics, and discussion workshops based on films. The Language Extension Day is a regular class day, and students' attendance and participation is counted toward final term grades.



INTERNATIONAL

## FLS International English Proficiency Scale

The FLS Proficiency Scale is aligned with the FLS Core Class levels. The chart indicates typical skills and tasks that the average student who has successfully completed the indicated level will be able to perform

Students who complete the first half of a level with good performance will receive a proficiency score equivalent to that numerical level. Students who complete the second half of the level with good performance will receive a '+' designation.

	Level 1	Level 2	Level 3
<b>Reading</b>	Read and demonstrate comprehension of a short, factual article of several paragraphs	Read and demonstrate comprehension of a brief, biographical article about a famous person	Read and demonstrate comprehension of an adapted short story, brief novel or biographical work at approximately a 5 <sup>th</sup> grade reading level
<b>Writing</b>	Write a short note to a friend about daily events	Write a short narrative about an event in daily life	Write a brief letter to a friend giving advice about a problem
<b>Speaking</b>	Use simple phrases and short sentences for survival needs and to communicate personal information	Make simple statements about future activities such as suggestions, predictions, obligations and consequences	Describe and compare places; Make statements about possible future events and arrangements
<b>Listening</b>	Listen to and understand a short, simple conversation about everyday topics	Listen to and understand a conversation about people's past experiences	Listen to and understand a conversation about people's opinions, likes and dislikes and favorite things
<b>Structure</b>	Understand and use: Simple present verb tense Present continuous tense Demonstrative adjectives (this, that)	Understand and use: Simple past and past continuous tenses <i>Will</i> and <i>be going to</i> Adverbs of manner	Understand and use: Present perfect tense Comparative adjectives Modals for ability

	Level 4	Level 5	Level 6
<b>Reading</b>	Read and demonstrate comprehension of a short, authentic or adapted novel for young readers typically used in a junior high school class.	Read and demonstrate comprehension of a short, authentic novel typically used in a freshman high school class	Read and demonstrate comprehension of a short, authentic novel typically used in a sophomore or junior year high school class
<b>Writing</b>	Write a brief biographical narrative of a famous person, describing the person, important events in their life, and significant statements they made.	Write a brief, factual research summary of several paragraphs based on material gathered online for an assigned topic.	Write a factual research summary or report of several pages based on material gathered from at least three sources; use the summary to prepare and outline a presentation.
<b>Speaking</b>	Discuss hypothetical and potential events; discuss future plans; report on things the student has heard or read	Conduct an interview; express and defend opinions on a topical issue; present a brief oral presentation	Use stress and intonation to help convey meaning; relate a story about a personal achievement; give instructions for completing

			a simple process
<b>Listening</b>	Listen to and understand narrative, biographical discussions and discussions on contemporary business trends	Listen to and understand interviews and ads; identify the main ideas in listening selections	Listen to and understand an authentic language NPR radio report; identify connections between two listening selections
<b>Structure</b>	Understand and use: Past perfect Passive constructions Reported speech	Understand and use: Infinitives Modals of necessity Future conditionals	Understand and use: Adjective clauses Phrasal verbs Future continuous

	<b>Level 7</b>	<b>Level 8</b>	<b>Level 9</b>
<b>Reading</b>	Read and demonstrate comprehension of an authentic novel, non-fiction book or play typically used in junior or senior year of high school.	Read and demonstrate comprehension of an authentic novel, non-fiction book or play typically used in a college literature course	Utilize scanning and skimming skills to understand academic passages; utilize websites and reference works to find specific information; use highlighting to improve recall of important passages
<b>Writing</b>	Write an organized, expository prose piece of several pages using supporting material to explain a procedure, argue a point or provide a comparison and contrast	Write a research-based essay of 3-5 pages using appropriate academic-style language and format	Write an opinion essay in response to a prompt or thesis statement, using supporting details and appropriate academic essay format.
<b>Speaking</b>	Understand and use metaphorical expressions, use the correct pronunciation of suffixes, use expressions to emphasize a point	Respond to a presentation with questions; manage a conversation with appropriate degrees of formality; give constructive criticism	React to quotations and opinionated statements with responses; develop questions for a survey and interact with 'real Americans' in completing survey; participate in a class debate on a controversial topic
<b>Listening</b>	Make inferences based on vocabulary and tone, predict content, paraphrase and summarize content of listening excerpts	Listen to and understand a college-level lecture; outline a lecture's topics and subtopics; listen for causes and effects	Listen to TV shows and movies to analyze language that reveals cultural traits; listen to survey responses and interviews to understand cultural attitudes
<b>Structure</b>	Understand and use: Adverb clauses Discourse connectors Verb + gerund or infinitive	Understand and use: Reduced forms of words Expressions of polite agreement or disagreement Responses to negative questions	Understand: Positive and negative connotations of words Collocations of similar words Traditional proverbs and sayings

# Welcome to Glendora, California, U.S.A.

## A Guide for Living and Studying in California

**Alcohol:** The legal drinking age in California (and in all 50 states) is 21. Minors (those under 21 years of age) are not allowed to purchase, transport or consume any alcoholic beverages. Those doing so may be subject to arrest. Homestay students should check with their host family about house rules regarding alcohol consumption.

**DO NOT DRINK AND DRIVE.** California's penalties for doing so are severe. Know your limit or be willing to call someone for a ride. As of January 1, 1994, minors driving with over 0.01% blood alcohol content may lose their drivers' license if stopped by police.

**Apartments:** There are a number of affordable apartments in the Glendora, Azusa and Covina areas. Most apartments will charge an application fee of about \$25 and a security deposit from \$300 - \$500. If you leave the apartment in good condition, you will be entitled to a refund on most of your security deposit. Most apartments do not accept pets. If you need help finding a roommate, you may post a notice at FLS and ask the FLS housing coordinator for help.

For a good combination of convenience, quality and price, FLS recommends the **Alosta Place** apartments. The apartments are located across the street from Citrus College and the complex includes pools, tennis court, basketball court, clubhouse and more. Current prices are about \$920 a month for an unfurnished, 2 bedroom apartment.

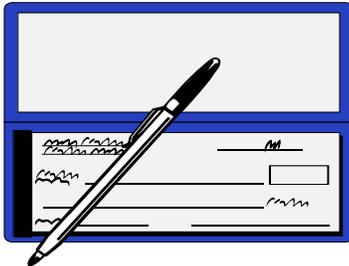
Please note that FLS will not assist students who are 18 or under in finding or renting an apartment.

**Attractions:** Southern California is the home of many wonderful attractions from fun amusement parks to exciting sporting events to great cultural experiences. Here is a list of some of the most popular attractions. FLS schedules regular field trips to almost all of these attractions. But if you do want to go on your own, you should know that your valid Citrus College ID can help you get discounts at most amusement parks when you buy the tickets at the Citrus College Student Center. In addition, your valid student ID can help you get discounts at most museums and at some movie theaters. Visit the park websites for more detailed information.

<b>Amusement Parks:</b>			
Disneyland	131 S. Harbor Blvd.	Anaheim	<a href="http://disneyland.disney.go.com">disneyland.disney.go.com</a>
Knott's Berry Farm	8039 Beach Blvd.	Buena Park	<a href="http://knotts.com">knotts.com</a>
Magic Mountain	26101 Magic Mtn.	Valencia	<a href="http://sixflags.com/magicmountain">sixflags.com/magicmountain</a>
Universal Studios	100 Universal City	Universal City	<a href="http://universalstudioshollywood.com">universalstudioshollywood.com</a>
<b>Museums:</b>			
Getty Center for the	1200 Getty Center	Brentwood	<a href="http://getty.edu">getty.edu</a>

Arts	Dr.		
LA County Museum of Art	5905 Wilshire Blvd.	Hancock Park	<a href="http://lacma.org">lacma.org</a>
Museum of Contemporary Art	250 S. Grand Ave.	Los Angeles	<a href="http://moca.org">moca.org</a>
Norton Simon Museum	441 W. Colorado	Pasadena	<a href="http://nortonsimon.org">nortonsimon.org</a>
Huntington Library	1151 Oxford Road	San Marino	<a href="http://huntington.org">huntington.org</a>
<b>Sports:</b>			
L.A. Dodgers (Baseball)	1000 Elysian Park	Los Angeles	<a href="http://dodgers.com">dodgers.com</a>
Staples Center (Lakers and Clippers Basketball)	1111 S. Figueroa St.	Los Angeles	<a href="http://staplescenter.com">staplescenter.com</a>
Anaheim Stadium (Angels Baseball)	2000 Gene Autry Way	Anaheim	<a href="http://angels.com">angels.com</a>

**Banks:** There are two basic types of bank accounts. A "savings account" allows you to deposit or withdraw money as you wish. All money earns simple interest. A "checking account" also accepts deposits and withdrawals, but also allows you to write checks. Most banks charge a monthly fee which can be avoided if you maintain a minimum balance (the amount of money you have) in the account. Check with your individual bank, as each one has its own special rules and regulations. If you need help opening an account, please ask a member of the FLS staff.



**ATM Machines:**

ATMs, or Automatic Teller Machines, allow you to deposit or withdraw money from your savings and checking account without having to go to the bank. Each bank has several hundred of these machines throughout California. However, you should be careful to use only your own bank's ATM or you will be charged a \$1 to \$3 interbank service fee. Many ATMs have instructions in multiple languages. Banks also offer online banking.

**ATM Safety:**

If you use ATMs, make sure you do the following things to remain safe:

- \* Only use the machine during the day.
- \* Take a friend along with you.
- \* Make sure no one else can see the special code you must punch in.
- \* Always keep your receipt.
- \* Once you get your money, leave.

ATMs can be safe and convenient, especially if you use them correctly!

**Some Local Banks:**

Chase	1188 E. Alost, Azusa	(626) 852-1246
Bank of America	115 W. Foothill, Glendora	(626) 852-4000
Wells Fargo	120 N. Grand Ave., Glendora	(626) 852-6739



**Bicycles:** Bicycles are a convenient and healthy way to travel to your classes at FLS Citrus and to reach many local destinations. You can purchase a bicycle beginning at prices around \$150 and higher depending on the kind of bike and the kinds of features you would like. When using your bicycle, it is important to keep these things in mind:

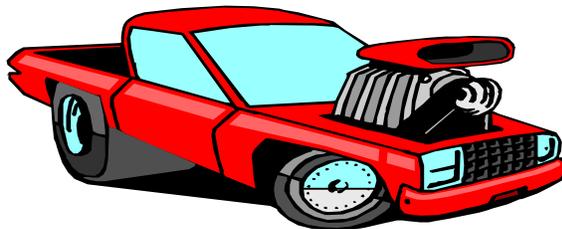
- **Always lock your bike** with a heavy cable and padlock. Bicycle theft is very common, even in otherwise safe parts of California.
- If you park your bike at school, be sure to use one of the bike racks on campus. Do not bring your bike into the FLS building.
- Wear a helmet. Helmets can help prevent serious injury if you have an accident while riding. **You must wear a helmet, by law, if you are 18 or under.**
- Avoid riding your bicycle late at night. If you do ride at night, be sure your bike is equipped with lights or reflectors so that you are clearly visible.
- Become familiar with the rules of the road, since many of these rules affect bicyclists as well as drivers.
- Avoid riding on the sidewalks, since these are usually reserved for pedestrians.

**Driver's Licenses:** Anyone who wants to drive in California must possess a driver's license. Since California's license displays not only your name, address and date of birth, but your photo and signature as well, you might also decide to get one as a simple form of identification. A driver's license makes driving, cashing a check and proving your identity easier.

### **Who needs one?**

If you are a visitor in California over 18 and have a valid driver license from your home state or country, you may drive in this state without getting a California driver license as long as your home state license remains valid.

If you are between 16-18 years old, you may drive here with your home country's license or instruction permit for only 10 days after you arrive in California. After 10 days, you must apply for a Nonresident Minor's Certificate or a California license. You may obtain a Nonresident Minor's Certificate by showing proof of financial responsibility in case of an accident to the Department of Motor Vehicles (DMV). This proof is usually a letter by your auto insurance company *if and only if that insurance company is allowed to do business in California*. Check with your company before you leave home. If your company may not operate in California, you will need to purchase additional insurance and apply for a driver's license after ten days.



### **How do I get a license?**

For complete information, please contact the local DMV Office. The nearest DMV office is at 800 S. Glendora Avenue in West Covina. The phone number is (626) 962-3661. However, please use the following as general requirements.

If you are over 18 years old, you must bring an acceptable birth verification document (such as your birth

certificate or passport) and your I-20 to a DMV office. There you will be instructed where and when to take the written and behind-the-wheel exams. Upon successful completion of these exams, a vision test and payment of a \$12.00 application fee, you will be issued a license.

If you are between 16-18 years old, you must have your parents sign your license application. In doing so, your parents accept up to US \$35,000.00 liability for any one accident you may have. This assumption of liability may be voided by notifying the DMV and having the license cancelled. In addition, minors involved in car accidents may be liable for civil damages. If the collision involved a law violation, the minor may be fined. Minors must likewise pass written and behind-the-wheel exams. However, they are required to pass courses in driver's education and training offered by private companies.

All drivers, NO MATTER HOW OLD, with a California Driver's License must purchase insurance providing a minimum of (1) \$15,000 for death or injury to any person, (2) \$30,000 for death or injury to another person and (3) \$5,000 for property damage.

To find driving schools, look under *Driving Instruction* in the local phone book. To find agencies offering auto insurance, look under *Insurance* in the local phone book. If you need help purchasing a car, ask at the office for information on who to contact for individual help.

**Emergencies:** For all fire or crime emergencies, call 911. Stay on the line as long as possible to let the operator know the location and nature of the emergency. If you are able, use English as clearly as possible.

For non-critical situations, call the regular numbers of the police and fire departments listed below. Using 911 for unnecessary purposes is both wasteful and illegal.

**City of Glendora:**

Police:	(626) 914-8250	Fire: (626) 444-2581
Animal Control:	(626) 914-8275	

(Emergency numbers for other cities may be found in the front of your telephone book).

**Immigration Matters:** FLS counselors at can help you with questions regarding visa changes, work permits and stay extensions. For more information regarding other immigration concerns, please contact US Citizenship and Immigration Service. You can find more information and contact instructions at [www.uscis.gov](http://www.uscis.gov).

**Insurance:**

**Health Insurance:** All international students are required to have medical insurance. You may purchase a low-cost health insurance program through FLS. Coverage is available both for the student and his or her family. You should buy it on registration day. Read the information very carefully so that you understand what the insurance covers and doesn't cover. You may also use traveler's insurance purchased in your home country. Please carry your insurance card with you at all times.

Students renting an apartment may consider Renters' Insurance to protect their possessions in case of fire, theft or disaster. For more information, look under ***Insurance*** in the phone book and ask for "Renters' Insurance."

**Doctors, Dentists and Hospitals:** If you become ill, make an appointment with a local doctor. Choose one based on your friends' recommendations, the doctor's location or the results of a physician referral service. If you have insurance purchased through FLS, we will provide you with a list of doctors that accept your insurance. At the appointment, the doctor will request proof of insurance. You must then show the card your insurance company gave you. You may be required to pay a small part of the bill. This is called your deductible or copayment (usually \$20).

FLS does **not** offer dental insurance. Should you have a dental emergency, get a recommendation from a friend or a dental referral agency. You will then need to pay the full amount when the dentist bills you. Dental insurance is available at your own expense from insurance agencies.

If you have an emergency, go to a hospital immediately. If you are unable to do so, dial 911 and request an ambulance. Please carry your insurance card with you at all times. You and your insurance company will be billed appropriately.

**Local Hospitals:**

Foothill Presbyterian Hospital	250 S. Grand Ave.	Glendora	(626) 963-8411
Huntington East Valley Hospital	150 W. Alostia Ave.	Glendora	(626) 335-0231
AMI San Dimas Community Hospital	1350 W. Covina Blvd.	San Dimas	(909) 599-6811

**Libraries:** The Hayden Memorial Library at Citrus College is available for FLS Students to use. You might also want to visit these local libraries. You can usually get a library card free of charge if you bring in a piece of mail sent to you at your current address along with your passport.



Glendora	140 S. Glendora Ave.	(626) 852-4891
Covina	234 N. Second Ave.	626) 967-3935
Azusa	729 N. Dalton Ave.	(626) 812-5232

**Mail and Post Offices:** The standard rate for first class is mail within the United States is \$0.45 for the first ounce. For additional postal rates, check the U.S. Postal Service website at [www.usps.com](http://www.usps.com).

When mailing anything within the U.S., you must provide the proper zip (or postal) code. Glendora's is 91741.

The US Mail also provides **Certified Mail** (gives proof of mailing), **Registered Mail** (gives proof of mail and insurance) and **Express Mail** (gives proof of mailing, insurance and rapid delivery) at additional charges. Other private delivery companies provide faster service at a higher price.

**Post Offices:**

Glendora	112 N. Glendora Ave.	(626) 335-4031
Azusa	110 W. Sixth St.	(626) 969-9530
Covina	1037 N Grand Ave.	(626) 331-3331

**Private Delivery Companies:**

Federal Express	(800) 238-5355
Express Mail, US Postal Service	(800) 222-1811

**Money:** American paper money is based on the dollar. Denominations are issued as \$1.00, \$5.00, \$10.00, \$20.00, \$50.00, \$100.00 and some rarely seen higher forms. All



denominations are the same color and size. You can tell the difference only by looking at the numbers printed on them. Therefore, look at your money carefully before you give it to someone. American paper money is currently being changed to have new designs. Therefore, you will see two different versions of the \$20.00 bill, etc.

Coins are divided into \$0.01 (pennies), \$0.05 (nickels), \$0.10 (dimes), and \$0.25 (quarters). 100 pennies = \$1.00, 20 nickels = \$1.00, 10 dimes = \$1.00 and 4 quarters = \$1.00. You may also see \$0.50 (half-dollar) coins and \$1.00 coins.

**Public Transportation:** The area surrounding Glendora is served by the Foothill Transit System. Bus Books with detailed routes and schedules are available at FLS. Bus tickets cost \$1.25 in exact change. Transfers to connecting routes cost an additional \$0.50 and are purchased from the driver. If you plan to use the buses a lot, obtain a monthly bus pass at the following locations:

For information about bus passes and routes visit [www.foothilltransit.org](http://www.foothilltransit.org).

**Social Security Card:** International students are not able to obtain a Social Security Card. However, the Social Security Office will issue an "official letter" saying that you are not eligible for a Social Security card. This letter will help you to obtain a California Drivers License. For more information, please talk to a member of staff.

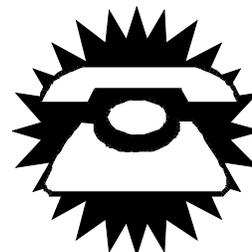
437 N. Azusa Ave., W. Covina, CA  
For more information call 1 (800) 772-1213.

**Taxes:** Sales tax in Los Angeles County is 8.75% and is payable on all clothes, shoes, furniture and all non-food items. Keep this in mind while shopping. Hotel rooms are subject to an additional tax, depending on their location. Should you earn any money during your stay in the United States, you must report it to the Internal Revenue Service (IRS). Tax is due every April 15. If you do not report your income (salary - if allowed to work - or interest), you may be subject to additional penalties. For additional information, contact the IRS at 1 (800) 829-1040 or look under **Accountants - Certified Public**.

### **Telephones:**

#### **How do I start service?**

To begin telephone service at your rented apartment, you need to first contact a local telephone agency. Depending on your area, your local telephone needs will be served by either Pacific Bell or GTE Telephone. Ask your landlord which one your neighborhood uses and then call them. You will then have to choose between two types of local service:



#### **Flat Rate Service:**

For a certain fee each month, you may make an unlimited number of local calls.

#### **Measured Rate Service:**

For a lower fee each month, you enjoy an allowance of free local calls and then pay a certain fee per call over that allowance. Once you select a local carrier, you must then choose which company you wish to handle all long-distance phone calls (usually calls more than 50 miles from your home). After registering for your local service, you will receive a notice that asks for your preference for the long-distance carrier. Should you not indicate one, one will be chosen for you. Call the different companies and decide which ones offer the best rates. Many have special calling plans for international dialing. Search around and you can save money! Check the internet for local providers near you.

### **What if my phone is broken?**

If your phone suddenly does not work, call 611. A telephone repairperson will be sent out to repair your service.

### **How do phones work in the USA?**

All phone numbers in the United States are based on a ten-digit number. The first three are called the area code. The next seven make up the basic phone number.

You only need to dial the area code when calling from one area code into another. For instance, FLS-Citrus is in the 626 area code. Therefore, if your phone's area code is also 626, do not dial 626 when calling FLS-Citrus. If your phone's area code is something different (such as 909, 213 or 310), dial '1' and then the area code. You must dial '1' when calling from one area code into a different area code.

To call overseas, you must first dial 011 (international access code), the country code, the city code, and then the actual phone number. For instance, to call Paris, France you must dial 011-33-1 and then the local phone number. To call Tokyo, Japan, dial 011-81-3 and then the local number.

To call the other 49 states, Canada and the Caribbean, dial '1', the area code and then the local phone number.

### **Some Country Codes and Their City Codes:**

Argentina	54	Buenos Aires (1)
China (PRC)	86	Beijing (1), Shanghai (21), Canton (20)
Colombia	57	Santa Fe de Bogota (1)
France	33	Paris (1), Nice (93)
Indonesia	62	Jakarta (21)
Italy	39	Rome (6), Milan (2), Florence (55)
Japan	81	Tokyo (3), Osaka (6), Kyoto (75)
Korea	82	Seoul (2)
Mexico	52	Mexico City (5), Tijuana (66)
Saudi Arabia	966	Riyadh (1), Mecca (2)
Spain	34	Madrid (1)
Taiwan (ROC)	886	Taipei (2), Kaohsiung (7)
Thailand	66	Bangkok (2)
United Arab Emirates	971	

For additional city and country codes, please check your telephone book.

### **How do I make a collect call (the person receiving the call pays)?**

To make a local collect call, dial '0' (zero) and then the phone number. An operator will then answer the line. Tell him, "My name is (first name only), and I'd like to make a collect call." He will then dial the number and ask the person answering if she accepts the charge. If she agrees, you two will be connected. If she says 'no', you will be disconnected.

To make a long distance collect call, dial either of the following numbers and then proceed as usual. Remember, long distance usually means a distance of over 50 miles.

AT&T	1 (800) 673-7826	1 (800) OPERATOR*
MCI	1 (800) 265-5328	1 (800) COLLECT*

\* Notice that the keys on American telephones carry letters corresponding to the numbers.

### **What if I make a lot of local/long distance phone calls when I'm away from home?**

If you use pay phones a great deal, you may choose to get a **calling card**. A calling card allows you to bill phone calls to an account, much like a credit card. Because you bill calls by entering a private code at the phone, be very careful that no one sees what you're entering. Calling cards can also be very convenient if you do not wish to have phone charges billed to the place where you are staying (**for example: students living with homestay families**). You can purchase calling cards at many convenience stores and markets.

### **How do I use a pay phone?**

To make a local call (between zero and 12 miles from your location), deposit 50 cents in nickels or dimes. For a local call, you are allowed 15 minutes on the line. For a longer distance call, dial the number first and a voice will tell you how much you should deposit for three minutes time. Should you desire additional time, you must deposit additional money. To make an international call, dial 10.ATT.0, and an operator will assist you.

### **How do I get phone numbers and addresses from the telephone?**

If you need the telephone number of someone in your area code, dial 411. An operator will answer and request the city of the person or business you are looking for. Tell them and then be ready to give the name of the person or business.

If the number is outside of your area code, dial '1', the area code, and then 555-1212. Then follow the same procedure as before. To inquire if a company has a toll-free number, dial 1 (800) 555-1212. To get information about a number outside of the US, Canada or the Caribbean, dial 00 (zero, zero) and tell the operator what you need.

If the phone number of the person may be in your telephone book, check the publication first. Phone companies call for information requests, so save money and check first!

**Safety Tips:** Here are some general safety tips to keep in mind:

- \* Do not go into strange or unfamiliar areas alone. Go with an American friend who knows the area well.
- \* Do not go out late at night alone. Take a friend.
- \* If you get lost, call FLS or your host family immediately.
- \* If you plan to go to Hollywood or a Downtown Los Angeles area, go with several friends and stay together. It is best if someone in your group has strong English skills.
- \* Do not give out your phone number to strangers, even if they appear to be friendly.
- \* If you have a bad experience, please report it to FLS and the police department immediately. This can help us to insure your safety, the safety of our other students and the community. It is important to report all crimes to the police. If you feel your English is not strong enough to talk to the police, FLS can arrange for translation.



***Enjoy your stay in the United States!***