

The logo for the English Language Institute (ELI) features the letters 'ELI' in a large, white, serif font against a dark blue background. A vertical white line is positioned to the right of the letters.

English  
Language  
Institute

## **School Catalog**

**2019**

(Covering all of 2019: Most Recent Update 10/31/2019)

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**CLASS SCHEDULE:**

**Intensive English as a Second Language Program, iBT TOEFL Test Preparation Program, and Business English for Entrepreneurs Program**

**Daytime 4-Day Schedule**

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

**Special After-School Elective Classes (for Daytime Intensive ESL, Daytime IBT TOEFL Test Preparation, University Preparation, and Business English for Entrepreneurs students)**

Monday through Thursday  
2:45 pm to 3:45 pm

**Daytime Schedule 3-Day Intensive English as a Second Language**

Monday through Wednesday  
9:00 am to 11:30 am  
12:30 pm to 4:00

**Evening Intensive English as a Second Language Schedule**

Monday through Thursday  
5:30 pm to 10:00pm

**University Preparation Program Schedule**

Monday through Thursday  
9:00 am to 11:30 am  
12:30 pm to 2:30 pm  
Friday  
9:30am-1:30pm

**HOLIDAYS**

The school observes the following holidays:

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

*Indigenous Peoples' Day*  
*Thanksgiving Day*  
*Christmas Day*

Students pay tuition for the above holidays. Students do not pay tuition for the Winter School-wide Vacation.

ELI has an open enrollment policy, students may join our school any Monday except during winter vacation or final exam weeks (final week of each quarter). If a Monday is a holiday, students may start on the following Tuesday.

### **TUITION FEES AND CHARGES**

#### **Mandatory:**

Tuition

|                                    |                         |
|------------------------------------|-------------------------|
| Daytime 4-day ESL                  | \$760 (4-week session)  |
| Daytime TOEFL                      | \$800 (4-week session)  |
| Daytime 3-Day ESL                  | \$660 (4-week session)  |
| Evening ESL                        | \$660 (4-week session)  |
| Evening TOEFL                      | \$700 (4-week session)  |
| University Preparation             | \$1400 (4-week session) |
| Business English for Entrepreneurs | \$1600 (4-week session) |

Application fee

|                  |                            |
|------------------|----------------------------|
| Standard         | \$100.00 – STRF Assessment |
| Change of Status | \$250.00 – STRF Assessment |

STRF Assessment     \$0.00 for every 1000 of institutional charges

Tuition Late fee     \$60 late fee charged if tuition is paid two weeks or more late (13 day grace period)

Students may pay tuition in four week segments as they progress through the program. Each additional 4 week session has the same price as the first 4 week session.

Payments can be made by cash, check, credit card (3% surcharge), PayPal (6% surcharge), or bank wire transfer. If tuition is paid two weeks or more late, a \$60 late fee will be charged. Continued non-payment will result in the student being prevented from attending class.

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

***ESTIMATED SCHEDULE of TOTAL CHARGES (Estimated total to complete all levels of instruction per study option)***

|                                    |   |
|------------------------------------|---|
| Daytime 4-day ESL                  | \$760 (4-week session) X (144 max weeks) = \$27,460 |
| Daytime TOEFL                      | \$800 (4-week session) X (12 max weeks) = \$2,500   |
| Daytime 3-Day ESL                  | \$660 (4-week session) X (144 max weeks) = \$23,860 |
| Evening ESL                        | \$660 (4-week session) X (144 max weeks) = \$23,860 |
| Evening TOEFL                      | \$700 (4-week session) X (12 max weeks) = \$2,200   |
| University Preparation             | \$1400 (4-week session) X (96 max weeks) = \$33,700 |
| Business English for Entrepreneurs | \$1600 (4-week session) X (12 max weeks) = \$4,900  |

***MISSION STATEMENT***

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

***HISTORY***

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

In 2017, two members of the ELI staff purchased the school. ELI is now 100% owned and managed by ESL teachers.

***FACULTY***

**Alena Nye**

School Director and Academic Director

Alena is from Maysville, Oklahoma. It's a small town in a rural area. She received her B.A. from the University of Oklahoma, an M.A. from Harvard University, and a PhD (ABD) in Religion from the University of Virginia.

Alena began teaching in graduate school and has taught English for over 12 years. She enjoys teaching English because she loves helping others achieve their goals, whether it's academic, professional or personal.

During her free time, Alena likes to garden, cook, hike and explore San Francisco Bay Area with her friends. She can also speak Spanish and has studied Greek, Latin and German. Her next dream vacation is to travel to Cambodia and Vietnam.

*Message from Alena--Our students are amazing role models of global citizens, who learn languages and cultures with curiosity, respect and kindness. It's my goal to create a safe positive learning environment where all feel welcome to learn and grow. ELI is dedicated to supporting students, teachers and staff in reaching their academic, professional and life goals. We at ELI are incredibly fortunate that our school is located in a beautiful, world class city that values diversity and innovation. We understand that, just like our students, we thrive from diversity, shared curiosity and knowledge, and mutual respect. And, like our students, strive to make a positive impact in the world. At ELI, we think of everyone as family. We look forward to meeting you soon.*

**John Wienert**

Director of Student Services

John graduated with a degree in English and a minor in Film and Pre-Law from the University of Arizona in Tucson, Arizona. While there, he worked as a tutor at the university's writing center where he tutored many students from other countries whose native language was not English. After completing his degree, John spent 7 years teaching English to all ages in Osaka, Japan, then moved to The Bay Area in 2014. John takes a multi-faceted approach to learning, practicing, and, most importantly, enjoying English. His classes incorporate music, film, acting, and a focus on speaking and conversation aimed at taming the wild beast of spoken English.

*Message from John on why he enjoys working at ELI--I get to interact with students from all over the world on a daily basis. I feel like I learn as much from my students as I teach them, and we get to do it all in an iconic area of a beautiful, famous world city. My colleagues and co-teachers are professionals of the highest-caliber, and are just really amazing to work alongside.*

**Sean Ferguson**

Director of Compliance

Sean Ferguson has been working and teaching at ELI since 2005. Sean has been part of the ELI management team since 2008. He is currently the Director of Compliance.

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

*Message from Sean on why he enjoys working at ELI--I love the opportunity to meet students from all over the world and benefit from an open and welcoming environment of mutual learning. It is a privilege to interact with so many outstanding students and assist them with reaching their English language goals. It is also a privilege to work with so many other dedicated ESL professionals at ELI. ELI is such a special place for me. It is like a second home and I am confident that our students feel that way as well.*

**Glen Ryan Alejandro**

Teacher

Glen was born in the Philippines where he learned English as his second language. Having been raised and educated in a non-native English speaking country like the Philippines, Glen fully understands how challenging it is for his students to learn English as a foreign language.

Before immigrating to the United States, Glen finished his Postgraduate Diploma in TESOL. He also pursued a master's degree in English Language Education with a major in Second Language Teaching at one of the top universities in the Philippines. Glen worked as a teacher trainer and ESL teacher in a language institute for Korean nationals for more than 15 years.

Glen was the recipient of two international awards (2002-2003 Professional Development Scholarship, 2011-2012 Professional Development Travel Grant for Practicing ESL/EFL Teacher) officially given to him in Baltimore and in Philadelphia, respectively by the TESOL International Association.

Glen is currently working on a Master of Arts in Teaching English to Speakers of Other Languages (TESOL) from the University of San Francisco.

During his free time, Glen likes to read, taking a walk, and playing with his dog. Other than English and Filipino as his first language, he also knows basic Korean.

*Message from Glen on why he enjoys teaching at ELI--I enjoy teaching students from diverse cultural and linguistic background. At ELI, I feel highly valued and respected.*

### **Vivi Sousa**

Teacher

Vivi graduated from the University of San Francisco with a Bachelor's of Arts in English in 2015. His teaching strategies hinge on communicative language teaching, making communication and self-expression core focuses of his courses. Vivi also specializes in teaching writing and using American literature to develop both his students' cultural competency and their reading ability. He loves teaching at ELI because the staff is passionate, the students are dedicated, and San Francisco is a wonderful setting that facilitates learning in all its forms. Vivi is fluent in Spanish and Portuguese.

*Message from Vivi on why he enjoys teaching at ELI--I enjoy the fact that our students are so engaged at school. They're dedicated to learning English, and to learning about other cultures. I also enjoy working with a team of teachers that feel more like friends than co-workers. I can't wait to meet all our new students coming from all over the world!*

### **Thomas Haggerty**

Teacher

Thomas received his B.A. in English from Drew University. He also has a TESOL Credential from Oxford Seminars. Thomas taught English in China for two years and is fluent in Mandarin Chinese. Overall, he has been teaching for 8 years.

*Message from Thomas on why he enjoys teaching at ELI--I enjoy the diverse class atmosphere with a mixture of culture from every corner of the globe. I am very passionate about teaching and will strive to give you the best and most comprehensive English education I can!*

### **Matthew Muñoz**

Teacher

Matthew received his B.A. in Spanish from UCLA and a M.A. in Teaching English to Speakers of Other Languages (TESOL) from San Francisco State University. He has been teaching for 4 years. He taught English internationally for a year in Santiago Chile.

Message from Matthew on why he enjoys teaching at ELI--*I love interacting with a diverse student population as well as exposing them to cultural aspects of language that aren't usually covered in textbooks.*

## **OUR FACILITIES**

We are located in the One Embarcadero Center in the heart of downtown San Francisco.

The Institute is located on the 2nd floor accessible both by elevators and stairs. There are twelve classrooms used for instruction. Each classroom is provided with the necessary equipment to conduct a lesson.

Each class is equipped with one radio/tape recorder/CD player as well as an HD TV connected to the Internet for use of Internet resources. There is a student lounge available with an eating area, microwaves and a refrigerator for convenience.

We have a mobile computer lab available for faculty and student use. There is also a resource center/library available for faculty and student use.

Classes usually contain an average of 12 students depending on the time of year, our busiest season being the summer. However, we will not allow classes to exceed a maximum of 25 students

## **PROGRAM**

See Page 25-68 for Course Syllabi and Curricula for all our programs

Our school provides an English as a Second Language Program with courses including High-Beginner, Intermediate, Upper-Intermediate, Advanced, and Academic Advanced levels of instruction (A2-C2 levels on the CEFR). These courses are designed to improve students' skills in Speaking, Listening, Reading, Writing, Pronunciation, Vocabulary, and Grammar as well as critical thinking.

We also provide a TOEFL Test Preparation program with the focus of preparing students to take their college entry iBT TOEFL exam. This course has a strong focus on college-level reading, listening, speaking, and writing skills.

We also offer a University Preparation program with the focus of preparing students for academic success at an English language college or university. This program emphasizes

academic English skills such as college-level reading, listening, speaking, and writing & acclimation with the US college/university application system.

We also provide a Business English for Entrepreneurs Program. This project-based course helps students develop a business plan and business pitch using accurate and effective English.

Our programs offer 18 + hours of instruction per week. Our programs are based on 12-week quarters. There is a midterm and final exam for each 12-week quarter. Student advancement is outlined in the Academic Advancement section of this catalog. All instruction occurs in English.

## ***SCHOOL POLICY AND STUDENT RESPONSIBILITIES***

### ***ADMISSION***

Students are expected to be able to benefit from the instruction offered (Levels A2-C2 on the CEFR). If a student doesn't have the academic preparation necessary to succeed in our classes, the Academic Director and the student and teacher will hold a conference to see if the student should continue. Students must be 16 years of age or older to attend the school. Students under 18 need to have a Release of Liability form signed by their parent or guardian.

### ***ACCEPTANCE of TRANSFER CREDITS or CHALLENGE EXAMS or EXPERIENTIAL LEARNING***

ELI does not accept transfer credits earned at other institutions or through challenge examinations and achievement tests. ELI also does not award credit for prior experiential learning.

### ***ABILITY TO BENEFIT***

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

1. Students may submit a copy of their High School diploma.
2. Students may submit a copy of their University transcripts or a copy of their University Degree.

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

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

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

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

### ***ENROLLMENT***

Application:

Students complete an application on the ELI website or in person in the ELI office. Online applicants are guided through the application process by a member of the Online Admissions Team. In-person applicants are guided through the application process by a member of the Student Services Team. All ELI team members reference the applicable Application Checklist when assisting applicants. Standard Application Emails are used when corresponding with applicants via email.

Enrollment Agreement:

The new student orientation process covers the California government (BPPE) required Enrollment Agreement in detail. The orientation presenter walks students through each section of the Enrollment Agreement. The Enrollment Agreement contains a copy of the **School Performance Fact Sheet** (required by the BPPE). The Enrollment Agreement is written in as basic English as possible (while meeting all BPPE requirements). The Enrollment Agreement is available on our website to allow students to review it in detail before enrolling. Every effort is made by our staff to assist students with understanding the conditions of the Enrollment Agreement, disclosures, and statements. Our staff will attempt to explain the documents in the student's native language if possible or attempt to find someone who can explain the documents if requested. If an explanation in the student's native language is not possible, the student will be given the chance to have the document translated before signing it.

In Q3 of 2019, we started emailing new students their enrollment agreements via Adobe Sign. This allows new students to review the specific details of their enrollment agreement before it is reviewed during the new student orientation.

Any written contract or agreement signed by a prospective student shall not become operative until the student attends the first class or session of instruction.

## ***PLACEMENT TESTING***

New students take the CELT placement test (listening and structure sections) or the CaMLA placement test (listening, reading, vocabulary, and grammar sections) either prior to or during the new student orientation. The CaMLA test is most often used when there is uncertainty about an applicant's level during the online application process. Applicants are sent an access code which allows them to take the test remotely to verify that their current English level falls into the range of English proficiency levels taught at ELI. Applicants who take the CaMLA test remotely also take the CELT test on campus as part of the orientation process.

Students are placed in the appropriate instructional level based on their placement test score and the results of their oral placement evaluation and with reference to the Entrance Exam Placement Guide. Students whose placement test scores fall outside of the study options offered at ELI will be advised of alternative options at institutions with study options suited for their level.

We currently provide instructional levels A2 through C2 on the CEFR.

<https://www.coe.int/en/web/common-european-framework-reference-languages/table-1-cefr-3.3-common-reference-levels-global-scale>

## ***TEXTBOOKS***

Students may not attend class without a textbook.

## ***COPYRIGHT INFRINGEMENT POLICY***

ELI adheres to the Copyright law of the United States of America. We prohibit unauthorized photocopying of any copyrighted texts for use in the classroom.

## ***FINANCIAL AID***

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

## ***ACCOMMODATIONS***

The California government requires us to state that, "our institution has no responsibility to find or assist a student in finding housing." However, there are a variety of housing options in San Francisco. These options include hostels, student residence hotels, host families, and rooms/apartments/homes for rent. We estimate the monthly cost of student housing to range from \$720-\$2000. A number of local residence hotels offer special discounts to ELI students

More information about accommodations (including ELI student discounts) is available at <http://www.eli.edu/eli-san-francisco-housing/>

### ***NO DISCRIMINATION POLICY***

English Language Institute does not discriminate on the basis of sex, gender identity, race, sexual orientation, ethnic origin, religion, or any other protected classification under federal, state or local law. Any incident of harassment or discrimination should be immediately reported to the Executive Director.

### ***SEXUAL HARASSMENT POLICY***

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

### ***ATTENDANCE POLICY***

Students must maintain 80% attendance or higher to be considered in status. If a student (enrolled for a minimum of 6 weeks) has an attendance rate of less than 60% for a quarter, that student's I-20 will be terminated. If a student is absent for 4 consecutive weeks of class without contacting the school, their I-20 will be terminated. A student whose I-20 is terminated, must seek reinstatement at another school or leave the United States immediately.

**Attendance Probation:** Students who fail to maintain 80% attendance or higher for a quarter are placed on Attendance Probation and issued a written Notice of Attendance Probation.

Students placed on Attendance Probation must achieve an attendance rate of 80% or higher for the next quarter after being placed on Attendance Probation.

If a student on Attendance Probation fails to achieve an attendance rate of 80% or higher for the next quarter after being placed on Attendance Probation, their I-20 will be terminated. If a student's I-20 is terminated, the student must seek reinstatement at another school or leave the United States immediately. A student whose I-20 is terminated for failure to maintain status has the right to have their terminated I-20 transferred to another school for reinstatement.

Students can only successfully finish Attendance Probation by achieving 80% attendance or higher for the full quarter after being placed on probation.

Students must have a cumulative attendance rate of 80% or higher and not be on Attendance Probation to successfully complete our program.

**Appealing Probation:** Students may appeal their probation. Students must submit a written request for appeal within one week of receiving their probation notice. The Academic Director will review the appeal and request supporting documentation if needed. The Academic Director will then refer the appeal to the review committee (consisting of the Director of Compliance, Student Services Coordinator, and Executive Director). If any member of the review committee is directly involved in the issuing of the probation, he or she will be removed from the committee and replaced by a staff member not involved with the issuing of the probation. The review committee will respond to the appeal within 5 business days of receiving the written request for appeal and any required supporting documentation.

### ***TARDY POLICY***

If a student is more than 15 minutes late for any class period, the student is marked absent for that period.

### ***LEAVING CLASS EARLY***

If a student leaves class 15 or more minutes early, the student will be marked absent for that period.

### ***VACATION POLICY***

A student must study for a minimum of three months before they are eligible for a vacation. Students must also have a minimum of 2 weeks of study left after their vacation end date to qualify for vacation.

Students earn 2 weeks of vacation for each 3 months of study at our school. Students may take a maximum of 4 weeks of vacation at a time. Students must study for a minimum of 4 weeks between vacations. Students are limited to taking a maximum of 8 weeks of vacation in a calendar year.

A student who wishes to take a vacation must notify the school in writing by completing an official vacation request form in the school office at least one week prior to the proposed vacation start date. This is required in order to allow for time to process the vacation request, verify the student's eligibility for a vacation, and remind the student of the attendance and academic progress implications of taking a vacation.

A DSO will terminate the I-20 (authorized early withdrawal) of any F-1 student who will leave the country for more than 30 days while on vacation. At least 30 days prior to their reentry into the USA, the student must provide travel evidence showing that they will return to the USA. A DSO will then submit a correction request in SEVIS to return the student's record to active status.

This termination procedure is not required when the student's earned international vacation is combined with ELI's annual winter holiday break.

### ***LEAVE OF ABSENCE POLICY***

Students may take a leave of absence for serious medical reasons or family emergencies. Students must document the reason for the leave of absence. Any paid tuition will be carried forward. Students must complete a leave of absence form prior to their departure unless the nature of the cause for the leave of absence makes this impossible. Students placed on a leave of absence will have a maximum of 60 days or 50% of the study period listed on their I-20, whichever is shorter, to resume classes at ELI or their I-20 will be terminated for failure to maintain status.

A leave of absence may take two forms. **1. Standard Leave of Absence** = When student leaves the USA while on the leave of absence. **2. Medical Leave** = When the student remains in the USA during the leave of absence.

An ELI DSO will update the SEVIS record of any student placed on a leave of absence who will remain in the USA while on the leave of absence (**Medical Leave**). The DSO will request that the student's record be dropped below a full course of study for the period detailed on the leave of absence form.

An ELI DSO will terminate the I-20 (authorized early withdrawal) of any F-1 student who will leave the country for more than 30 days while on a leave of absence (**Standard Leave of Absence**). At least 30 days prior to their reentry into the USA, the student must provide travel evidence showing that they will return to the USA. An ELI DSO will then submit a correction request in SEVIS to return the student's record to active status.

### ***TRANSFER POLICY***

Students have the right to transfer to another school. However, a student's file will only be considered in good standing and therefore "in status" if they have complied with ELI's attendance and academic progress policies. A student who has not complied with ELI's attendance and academic progress policies may still request a transfer, but their I-20 will be terminated before being transferred.

### ***CHANGE OF ADDRESS, VISA STATUS, LENGTH OF STUDY***

Students must inform the office immediately if they change their address, phone number, email address, visa status, or length of study. F-1 visa students should review <http://studyinthestates.dhs.gov/maintaining-your-status> to make sure that they understand what is required of them as visa students and how to maintain their F-1 visa status.

## **VISITS ABROAD AND REENTRY**

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

## **REPLACEMENT OF LOST DOCUMENTS**

If you lose your passport or your Form I-20 please tell a member of our student services team immediately.

## **GRADING POLICY**

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

|                |                            |                               |
|----------------|----------------------------|-------------------------------|
| Grading Scale: | 90% - 100% = excellent     | 80% - 89% = good              |
|                | 75% - 79% = satisfactory   | 60% - 74% = needs improvement |
|                | below 60% = unsatisfactory |                               |

### Midterm and Final Examinations

Comprehensive midterm and final exams are conducted each academic quarter (12 weeks of instruction) in order to measure students' academic progress. For this purpose, the institution employs tests produced in part by Pearson Longman (The publishing company which publishes the school's textbook series) for the ESL program and tests produced in part by ETS for the TOEFL program. Starting in Q4 of 2019, ELI will also use tests created in part by Cengage (The publishing company which publishes the textbook series Grammar Explorer). Our Business English for Entrepreneurs program uses midterm and final projects in place of midterm and final exams. The grade weighting is the same at 25% of the overall grade for both the midterm and final project.

### Grade Reports

Students are issued a midterm and final grade report for each academic quarter (12 weeks of instruction). These reports indicate the student's current level, attendance, quiz and graded assignment average, midterm and final exam scores, participation score, teacher assigned benchmark scores for vocabulary, grammar, speaking, listening, reading, and writing, and their

overall grade for the period of evaluation. The overall grade is a combination of all student evaluation for a quarter. It is based on the following percentages.

Midterm Exam = 25%

Final Exam = 25%

Average of 6 Teacher Benchmarks = 20%

Average of Weekly Quiz Scores and Graded Assignments = 20%

Participation = 10%

\*\*If a student studies for less than half of an academic quarter, a grade report for their period of enrollment will be issued.

### ***ACADEMIC PROGRESS***

Student evaluation is based on academic quarters (12 weeks of instruction). Students are issued a midterm and final grade report for each academic quarter (12 weeks of instruction). These reports indicate the student's current level, attendance, quiz and graded assignment average, midterm and final exam scores, participation score, teacher assigned benchmark scores for vocabulary, grammar, speaking, listening, reading, and writing, and their overall grade for the period of evaluation. The overall grade is a combination of all student evaluation for a quarter. It is based on the following percentages.

Midterm Exam = 25%

Final Exam = 25%

Average of 6 Teacher Benchmarks = 20%

Average of Weekly Quiz Scores and Graded Assignments = 20%

Participation = 10%

Students qualify for advancement to the next level of instruction by obtaining an overall grade of 75% or higher for a quarter.

The final grade report for each quarter indicates if the student has qualified to advance to the next level of instruction.

Students who fail to obtain an overall grade of 75% or higher for a level of instruction will be required to repeat the level. A Notice of Repeating Level is issued for students who are required to repeat a level or who elect to repeat a level. This form includes a study plan and goal for students. It is signed by the student, teacher, and Academic Director. Students are only allowed to repeat a level twice. A student who fails to achieve an overall score of 75% or higher for a level in which (due to their enrollment) they did not cover all the material, will not be considered to be repeating the level.

Under no circumstances may a student study at ELI for a period exceeding 36 months.

Students must have a cumulative academic score of 60% or higher and not be on Academic Probation to successfully complete their program.

### ***MAKE-UP WORK***

Teachers are not expected to accommodate make-up work. However, regarding special circumstances students may have an opportunity to make-up course work or exams. Students are not able to make up any absences to improve their attendance percentage.

### ***ACADEMIC PROBATION***

Students must maintain a satisfactory level of academic performance. At our school this means achieving an overall grade of 60% for each academic quarter (12 weeks of instruction). If a student fails to achieve an overall grade of 60% or higher for an academic quarter, the student is placed on Academic Probation for the next academic quarter. The student must achieve an overall grade of 60% or higher for the next academic quarter or we will be forced to terminate their I-20. Academic Probation lasts for the full academic quarter after being placed on probation. A written notice of probation is issued to the student. The final report for each quarter also indicates if the student has been placed on probation and lists the consequences of not achieving an overall grade of 60% or higher while on Academic Probation.

**Appealing Probation:** Students may appeal their probation. Students must submit a written request for appeal within one week of receiving their probation notice. The Academic Director will review the appeal and request supporting documentation if needed. The Academic Director will then refer the appeal to the review committee (consisting of the Director of Compliance, Student Services Coordinator, and Executive Director). If any member of the review committee is directly involved in the issuing of the probation, he or she will be removed from the committee and replaced by a staff member not involved with the issuing of the probation. The review committee will respond to the appeal within 5 business days of receiving the written request for appeal and any required supporting documentation.

### ***CERTIFICATE OF COMPLETION***

A Certificate of Completion is awarded to students that successfully complete a course of study at English Language Institute. The schedule for completion is outlined in the Enrollment Agreement. Students must have a cumulative academic score of 60% or higher as well as a cumulative attendance rate of 80% or higher to successfully complete their program. Students must also not be on Attendance or Academic Probation in order to successfully complete their program.

### ***PRE AND POST TEST***

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

### ***INSTITUTIONAL TOEFL TEST***

Students may take the Institutional TOEFL Test at the school (paper-based test). The test is only offered when 10 or more students are interested. The tests are sent to the Educational Testing Service for official scoring. Students receive their results in about two weeks. Institutional TOEFL Test scores are accepted by City College of San Francisco, Diablo Valley Community College, Foothill College and many more local colleges.

### ***COLLEGE AND UNIVERSITY COUNSELING***

The office staff is familiar with educational opportunities available to foreign students in the Bay Area and is happy to provide students with college and university counseling. ELI has forged ties with local community colleges and can facilitate students' transfer to these institutions, once they have acquired the necessary English language skills. ELI has conditional acceptance and transfer agreements with City College of San Francisco, The San Mateo County Community College District, Lake Tahoe Community College District, and Seattle Central Community College.

### ***STUDENT CONDUCT***

Students should in no way endanger other students. Doing so is a cause for expulsion. Minor acts of disruption can be handled by counseling and lesser penalties.

In cases of unacceptable student conduct, and at the discretion of the Executive Director, a student may be placed on probation and given an opportunity to demonstrate a change of conduct. Should no improvement take place and should the director and staff feel expulsion is warranted, the student will be asked to leave and unused tuition will be refunded according to the ELI refund policy.

### ***DESIGNATED PERSON FOR COMPLAINTS***

Complaints may be submitted either orally or in writing at any time to a member of the ELI Student Services Team or a member of the ELI Management Team. It is suggested that serious complaints be submitted in writing. A Complaint Form will be provided upon request. The

Executive Director will investigate all complaints. The Executive Director will interview all people concerned and review all documents that may relate to the complaint. The Executive Director will attempt to resolve the complaint in a reasonable manner. The Executive Director may reject the complaint if, after investigation, it is determined to be unfounded. The Executive Director will record a summary of the complaint and its disposition and place a copy of the summary along with any other related documents in the student's file.

Students have the right to appeal a complaint decision.

**Appealing a Complaint Decision:** Students may appeal the results of their complaint. Students must submit a written request for appeal within one week of receiving the decision on their complaint. The Executive Director will review the appeal and request supporting documentation if needed. The Executive Director will then refer the appeal to the review committee (consisting of the Director of Compliance, Student Services Coordinator, and Academic Director). If any member of the review committee is directly involved in the complaint, he or she will be removed from the committee and replaced by a staff member not involved with the complaint. The review committee will respond to the appeal within 5 business days of receiving the written request for appeal and any required supporting documentation.

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589 or by completing a complaint form, which can be obtained on the bureau's Internet Web site [www.bppe.ca.gov](http://www.bppe.ca.gov). Complaints may also be directed to our accreditation agency, ACCET—Accrediting Council for Continuing Education and Training by calling 202-955-1113 or emailing [jhendrickson@accet.org](mailto:jhendrickson@accet.org).

### ***STUDENT RECORDS***

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

Student records may include:

1. Written records and transcripts of any formal education or training relevant to the student's qualifications for admission to the institution including proof of the student's ability to benefit from our educational program;
2. Copies of all documents signed by the student including the application and/or enrollment agreement;
3. Copies of all tests given to the student before admission, including ability to benefit tests and tests required by Section 94319.2 of the Code;
4. Copies of the student's passport, visa, and I-20;

5. Records of the dates of enrollment and, if applicable, withdrawal, leaves of absence, and graduation;
6. A transcript showing all of the classes and courses or other educational services that were completed or were attempted but not completed and grades or evaluations given to the student;
7. A document showing the total amount of money received from or on behalf of the student and the date or dates on which the money was received;
8. A document specifying the amount of any refund, including the amounts refunded for tuition, the method of calculating the refund, the date the refund was requested, the date it was made, the check number of the refund, and the name and address of the person or entity to which the refund was sent;
9. Copies of any official advisory notice or warnings regarding the student's progress;
10. Complaints received from the student, including any correspondence, notes, memoranda, or telephone logs relating to any complaint;
11. Student transfer information;
12. Student correspondence;
13. Records release authorization; and
14. Records of student attendance.

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

“The State of California established the Student Tuition Recovery Fund (STRF) to relieve or mitigate economic loss suffered by a student in an educational program at a qualifying institution, who is or was a California resident while enrolled, or was enrolled in a residency program, if the student enrolled in the institution, prepaid tuition, and suffered an economic loss. Unless relieved of the obligation to do so, you must pay the state-imposed assessment for the STRF, or it must be paid on your behalf, if you are a student in an educational program, who is a California resident, or are enrolled in a residency program, and prepay all or part of your tuition. It is important that you keep copies of your enrollment agreement, financial aid documents, receipts, or any other information that documents the amount paid to the school. Questions regarding the STRF may be directed to the Bureau for Private Postsecondary Education, 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, (916) 431-6959 or (888) 370-7589.

To be eligible for STRF, you must be a California resident or are enrolled in a residency program, prepaid tuition, paid or deemed to have paid the STRF assessment, and suffered an economic loss as a result of any of the following:

1. The institution, a location of the institution, or an educational program offered by the institution was closed or discontinued, and you did not choose to participate in a teach-out plan approved by the Bureau or did not complete a chosen teach-out plan approved by the Bureau.
2. You were enrolled at an institution or a location of the institution within the 120 day period before the closure of the institution or location of the institution, or were enrolled in an educational program within the 120 day period before the program was discontinued.
3. You were enrolled at an institution or a location of the institution more than 120 days before the closure of the institution or location of the institution, in an educational program offered by the institution as to which the Bureau determined there was a significant decline in the quality or value of the program more than 120 days before closure.

4. The institution has been ordered to pay a refund by the Bureau but has failed to do so.
5. The institution has failed to pay or reimburse loan proceeds under a federal student loan program as required by law, or has failed to pay or reimburse proceeds received by the institution in excess of tuition and other costs.
6. You have been awarded restitution, a refund, or other monetary award by an arbitrator or court, based on a violation of this chapter by an institution or representative of an institution, but have been unable to collect the award from the institution.
7. You sought legal counsel that resulted in the cancellation of one or more of your student loans and have an invoice for services rendered and evidence of the cancellation of the student loan or loans.

To qualify for STRF reimbursement, the application must be received within four (4) years from the date of the action or event that made the student eligible for recovery from STRF.

A student whose loan is revived by a loan holder or debt collector after a period of noncollection may, at any time, file a written application for recovery from STRF for the debt that would have otherwise been eligible for recovery. If it has been more than four (4) years since the action or event that made the student eligible, the student must have filed a written application for recovery within the original four (4) year period, unless the period has been extended by another act of law.

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

### ***REFUND RIGHTS NOTICE***

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

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

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

**REFUND INFORMATION.** You may withdraw from the program through 60% of your period of financial obligation and receive a prorated refund for the unused portion of the tuition. Your period of financial obligation is indicated on your enrollment agreement. After you study for 60% of your period of financial obligation, no refund is available. For example, if you enrolled for and paid for 12 weeks of study (48 class days of financial obligation), you could withdraw and receive a prorated refund through the first day of the 8<sup>th</sup> week (29 class days of financial

obligation). After the first day of the 8<sup>th</sup> week there would be no refund available ( $29/48 = 60.4\%$  = over 60% of period of financial obligation). If after your original 12 weeks you extended your studies for 4 additional weeks and paid tuition for these 4 weeks (16 class days of financial obligation), you could withdraw and receive a prorated refund through the first day of the 3<sup>rd</sup> week (9 class days of financial obligation). After the first day of the 3<sup>rd</sup> week there would be no refund available ( $10/16 = 62.5\%$  = over 60% of period of financial obligation).

Prorated refunds are calculated by the day based on your last day of attendance. Refunds will be paid within 45 calendar days of your withdrawal. Refunds can only be paid to the person or company from whom the funds originated and in the form of the original payment. The application fee is nonrefundable. If you received a discount for enrolling in and paying for a set number of weeks in advance and withdraw early, your discount will be deducted from the amount refunded. You lose the discount if you withdraw early after one or more weeks of enrollment. Commission paid to agencies is also deducted from the refund amount.

Failure to comply with school policies such as attendance or academic progress can result in automatic withdrawal. If it becomes necessary for the school to automatically withdraw you from our program, the refund policy above will be used to calculate your refund. Any refund due will be paid within 45 days of your automatic withdrawal.

If the school cancels or discontinues a course or educational program in which you are enrolled before your start date, the school will make a full refund of all charges paid for that program. If the school cancels or discontinues a course or educational program in which you are enrolled after your start date, the school will make a full refund of all unused charges paid for that program.

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

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

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

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

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

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

\*\* This institution is Accredited by the Accrediting Council for Continuing Education & Training (ACCET). It is the mutual goal of ACCET and the institution you are attending to provide educational training programs of quality. When problems arise, students should make every

attempt through the formal complaint procedure within the institution to find a fair and reasonable solution.

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

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

1. Send the letter to:

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

ACCET's Notice to Students about their complaint procedure is posted at our school and available at the link below.

[http://docs.accet.org/downloads/docs/doc49\\_1.pdf](http://docs.accet.org/downloads/docs/doc49_1.pdf)

### ***HEALTH INSURANCE***

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

## **QUESTIONS ABOUT THE SCHOOL CATALOG**

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

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

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

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

## **ARTICULATION OR TRANSFER AGREEMENT**

Our institution has not entered into any articulation or transfer agreement with any other institutions. However, City College of San Francisco, the San Mateo County Community College District, The Peralta Community College District, Southwestern Oregon Community College, and Lincoln University in Oakland California have agreed to waive their TOEFL or other English language proficiency requirements for students who successfully complete varying levels of instruction (B2-C2 level depending on institution) at ELI.

## **REPAYMENT OF STUDENT LOANS NOTICE**

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

**BPPE NOTICE ON FINANCIAL STATUS:** ELI does **not** have a pending petition in bankruptcy, is **not** operating as a debtor in possession, has **not** filed a petition within the preceding five years, and has **not** had a petition in bankruptcy filed against it within the preceding five years that resulted in reorganization under Chapter 11 of the United States Bankruptcy Code (11 U.S.C. Sec. 1101 et seq.).

## ***STUDENT SERVICES***

### **Student Center**

Whether you want to find information about upcoming events, student support services, volunteer opportunities, or college/university transfer options or you want to relax with friends/classmates over coffee/tea/food during breaks or you just want to check your email to keep in touch with friends back home----our Student Center has it all.

### **Student Activities and Community Engagement Coordinator**

Dedicated staff member to organize outstanding events for student enrichment and to help students engage with the local community

### **Free Morning Coffee and Snacks**

If you need your morning coffee or a snack, feel free to come to the school office and help yourself to some coffee and snacks before class!

### **Student Assistance**

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

### **Special Events**

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

We also hold school-wide parties after class to celebrate holidays like Halloween and Christmas.



## English Language Institute

ESOL 1 (Beginning)

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

Time to cover all material: 24 weeks = 432 clock hours

(Divided into two 12-week quarters consisting of 216 clock hours each)

Instructor:

Room:

### Course Objectives:

The basic objective of ESOL 1 is for students to learn survival English, both spoken and written, which will allow them to function independently. Emphasis is placed on the students' developing the skills to allow them to respond to simple spoken instructions or directions and to informational questions and on the developing "social English" (e.g. introduction, apologies, leave-takings and expressing thanks). A second important objective is to teach fundamentals of grammar and pronunciation, and lay the basis for the development of more advanced reading, writing, speaking and listening skills. The vocabulary of grammar and basic grammatical notions are introduced to allow for future linguistic development.

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

- Using course vocabulary
- Using an English textbook
- Understanding simple questions and instructions when addressed directly
- Using simple social English appropriately

### Requirements:

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

Achieve an overall score of 75%

Overall score =

**Midterm Exam = 25%**

**Final Exam = 25%**

**Average of 6 Teacher Benchmarks = 20%**

**Average of Weekly Quiz Scores and Graded Assignments = 20%**

**Participation = 10%**

### Homework and Tests:

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

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

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

### Course Materials:

Required Textbook: *Focus on Grammar 1: An Integrated Skills Approach*, Fourth Edition, Pearson Education, New York, 2012

## ESOL 1

### COURSE GOALS AND OBJECTIVES:

1. The basic focus of ESOL 1 is for students to learn survival English, both spoken and written, which will allow them to function independently. Emphasis is placed on the students' developing the skills to allow them to respond to simple spoken instructions or directions and to informational questions and on the developing "social English"(e.g. introduction, apologies, leave-takings and expressing thanks).
2. A second important objective is to teach fundamentals of grammar and pronunciation, and lay the basis for the development of more advanced reading, writing, speaking and listening skills. The vocabulary of grammar and basic grammatical notions are introduced to allow for future linguistic development.
3. Specific course objectives are listed below in the sections on grammar, vocabulary, reading, writing, speaking, listening, and general skills. The student will have mastered at least 75% of this material before advancing to the next level.

### GRAMMAR

- I. Present Tense of *Be*
  - A. Affirmative Statements with *Be*
  - B. Contractions of Affirmative Statements with *Be*
  - C. Negative Statements and Contractions with *Be*
  - D. *Yes/No* Questions and Short Answers
  - E. *It's* + Time
- II. Nouns, Adjectives, and Prepositions
  - A. Count Nouns; *A/An*
  - B. Descriptive Adjectives
  - C. Possessive Adjectives
  - D. *This/These*
  - E. Prepositions of Place
- III. Prepositions of Time and Place
  - A. Questions with *Who, What* and *Where*
  - B. Possessive Nouns and Questions with *Whose*
  - C. Questions with *When* and *What* + Noun; Prepositions of Time
  - D. Ordinal Numbers
- IV. Imperatives; *There is/There are*

- A. Imperatives; Suggestions with *Let's*
  - B. Subject and Object Pronouns
  - C. *There is/There are*
  - D. Numbers and Quantifiers
  - E. Questions with *Is there, Are there, and How many*
  - F. *And/But*
- V. Present Progressive
- A. Present Progressive: Affirmative and Negative Statements
  - B. Present Progressive: *Yes/No* Questions and Short Answers
  - C. Present Progressive: Wh- Questions
  - D. Present Progressive: Extended Time
- VI. Simple Present Tense
- A. Simple Present Tense: Affirmative and Negative Statements
  - B. Simple Present Tense: *Yes/No* Questions and Short Answers
  - C. Simple Present Tense: Wh-Questions
  - D. Simple Present Tense and *This/That/These/Those*
  - E. *One/Ones*
- VII. Simple Present Tense and Present Progressive
- A. Simple Present Tense and Present Progressive: *How Often*; Questions of Frequency; Adverbs and Expressions of Frequency
  - B. Non-Action (Stative) Verbs
  - C. Verbs + Noun or Infinitive: *Like, Prefer, Want, Need*
  - D. Possessive Adjectives and Possessive Pronouns
- VIII. Simple Past Tense
- A. Simple Past Tense: Regular Verbs: Affirmative and Negative Statements
  - B. Simple Past Tense: Irregular Verbs: Affirmative and Negative Statements
  - C. Simple Past Tense: *Yes/No* Questions and Short Answers
  - D. Simple Past Tense: Wh- Questions
- IX. Past Tense of *Be*
- A. Past Tense of *Be*: Affirmative and Negative Statements, *Yes/No* Questions, and Short Answers
  - B. Past Tense of *Be*: Wh-Questions
  - C. Past Tense of *Be*: *There was/There were*
- X. Nouns and Quantifiers; Modals: *Can, Could, Would*
- A. Count and Non-count Nouns and Quantifiers
  - B. Count and Non-count Nouns: *Yes/No* Questions; Questions about Quantity: *How much and How many*

- C. *Enough* + Noun; *Too much, Too many, Too little, Too few* + Noun
- D. Modals: *Can* and *Could* for Ability and Possibility; *May I, Can I, and Could I* for

Polite Requests

- E. Desires, Invitations, and Polite Requests: *Would like, Would you like, Would you please, Could you please*

XI. Future; Modals; *May* and *Might*

- A. *Be going to* for the Future
- B. Present Progressive for the Future
- C. *Will* for the Future
- D. Modals: *May* or *Might* for Possibility

XII. Comparisons

- A. Comparative Form of Adjectives
- B. Adverbs of Manner; Comparative Form of Adverbs
- C. Adjective + *Enough*; *Too* + Adjective; *Very* + Adjective
- D. *As* + Adjective/Adverb + *As*; *The Same* + Noun + *As*; *The Same as*; *Different from*
- E. *More/Less/Fewer* + Noun; Comparative Form of Adjective + Noun

XIII. Past Progressive; Direct and Indirect Object

- A. Past Progressive: Affirmative and Negative Statements, *Yes/No* Questions and Answers; *Wh-* Questions
- B. Direct and Indirect Objects
- C. *Too/Either*
- D. Phrasal Verbs with Direct Objects
- E. Phrasal Verbs without Objects

XIV. Modals: *Should*, *Had better*, *Have to*, *Must*; Superlatives

- A. *Should*
- B. *Had better*
- C. *Have to, Don't have to, and Must*
- D. Superlative Form of Adjectives and Adverbs

VOCABULARY

1. Parts of the body.
2. Countries, nationalities, and geographical names
3. Typical American recreational activities
4. Dates (month, day, year), days of the week, months of the year, seasons, weather
5. Food, meals, utensils, dishes
6. Articles of clothing.
7. Medical vocabulary

8. Public transportation vocabulary
9. Recreational vocabulary
10. Common verbs
11. Common expressions of emotion (oh, great, you're kidding)
12. Numbers: monetary units, phone numbers, counting.

#### READING

1. Learn the alphabet
2. Learn basic sight words: women, men, stop, name.
3. Read cues and sentences for drills.
4. Read simple conversations and paragraphs.

#### WRITING

1. Form correctly all the letters of the alphabet in printing and cursive.
2. Write Arabic numbers.
3. Copy words and sentences using correct punctuation.
4. Take simple spelling dictation.

#### SPEAKING

1. Give oral responses to questions and commands.
2. Give short answers to "yes/no" and information questions.
3. Ask simple questions.
4. Generate sounds, words, and sentences similar to a model with some degree of accuracy.
5. Give limited unsolicited information or messages.

#### LISTENING

1. Respond to teachers and classmates' questions, statements, and requests.
2. Respond physically to requests and commands
3. Request simple services
4. Ask for a repetition
5. Repeat questions, requests, or statements when unclear

#### GENERAL SKILLS

1. Provide basic information about self orally and in writing (name, age, gender, telephone number, address, birthday, marital status, and native country)
2. Use standard polite expressions, including greetings, introductions, and leave-takings.
3. Be able to call for help from the police, the fire department, the hospital and the doctor.
4. Describe simple medical symptoms and illnesses.

5. Locate places in the community from a map (neighborhoods, landmarks, and places of interest).
6. Tell time.
7. Use the telephone
8. Use public transportation.
9. Shop for necessities.
10. Read a calendar
11. Count US money.
12. Pronounce common first names (Steve, Jerry, Bill, Frank, Jim, Karen, Pam).

#### METHODS AND MATERIALS

At this level, students can be very easily discouraged, but as they begin to successfully use controlled fundamentals of the language, they realize English is learnable. It is essential for the teacher to be patient and encouraging.

In ESOL 1, basic survival skills are the students' greatest need. Reading and writing are introduced, but should be given less emphasis than oral skills. The pace should be fairly slow, but the exercises varied, to foster student interest.

Grammar must be systematically introduced using the course textbook as well as teacher-made materials, and reinforced in "spontaneous" conversations and discussions. In addition, the teacher must introduce grammatical terms and concepts, and encourage students to make comparisons with their native languages.

At this level, visual materials are essential teaching tools. The teacher is encouraged to use the Oxford Picture Dictionary of English to develop vocabulary as well as other student-generated visual aids.

#### EVALUATION

Student evaluation is based on 12-week quarters. Students are issued a midterm and final grade report for each 12-week quarter. This report indicates the student's level, attendance, quiz and graded assignment average, midterm and final exam score, teacher assigned benchmark scores for vocabulary, grammar, speaking, listening, reading, and writing, and their overall score. The overall score is a combination of all student evaluation for a quarter. It is based on the following percentages.

Overall score =

**Midterm Exam = 25%**

**Final Exam = 25%**

**Average of 6 Teacher Benchmarks = 20%**

**Average of Weekly Quiz Scores and Graded Assignments = 20%**

**Participation = 10%**



## English Language Institute

ESOL 2 (High Beginning)

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

Time to cover all material: 24 weeks = 432 clock hours

(Divided into two 12-week quarters consisting of 216 clock hours each)

Instructor:

Room:

### Course Objectives:

The basic focus of ESOL 2 is for students to continue gaining communicative ability to function in practical areas. This is achieved with a two-pronged strategy involving a thorough review of basic grammar and the introduction of new vocabulary in order to develop fluency and accuracy on a low level. Students reinforce their basic understanding by generating appropriate language in new contexts. The course teaches skills for vocabulary acquisition through conversation, media, and reading. By the end of ESOL 2 students will be able to communicate their likes and dislikes and make themselves understood in a simple manner; they will understand simple signs and directions and be able to obtain information from simple written English; they will be able to understand simple, clearly spoken words and commands and simple English phrases.

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

- Using course vocabulary
- Using grammar points both orally and in writing
- Reading signs and directions and using simple reference materials (phone book, dictionary)
- Communicating simple needs, desires and opinions in one-on-one conversations
- Understanding simple spoken English, when addressed directly

### Requirements:

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

Achieve an overall score of 75%

Overall score =

**Midterm Exam = 25%**

**Final Exam = 25%**

**Average of 6 Teacher Benchmarks = 20%**

**Average of Weekly Quiz Scores and Graded Assignments = 20%**

**Participation = 10%**

### Homework and Tests:

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

Class participation is an important part of your instruction. All students are expected to participate in every class. Written tests will cover grammar points, vocabulary and other material discussed in class. Students must also participate in school-wide midterm and final exams.

### Course Materials:

Required Textbook: *Focus on Grammar 2: An Integrated Skills Approach*, Fourth Edition, Pearson Education, New York, 2012.

## ESOL 2

### COURSE GOALS AND OBJECTIVES:

1. The basic focus of ESOL 2 is for students to continue gaining communicative ability to function in practical areas. This is achieved with a two-pronged strategy involving a thorough review of basic grammar and the introduction of new vocabulary in order to develop fluency and accuracy on a low level. Students reinforce their basic understanding by generating appropriate language in new contexts. The course teaches skills for vocabulary acquisition through conversation, media, and reading, in order to prepare them for the more advanced levels.
2. By the end of ESOL 2 students will be able to communicate their likes and dislikes and make themselves understood in a simple manner; they will understand simple signs and directions and be able to obtain information from simple written English; they will be able to understand simple, clearly spoken words and commands and simple English phrases.
3. Specific course objectives are listed below in the sections on grammar, vocabulary, reading, writing, listening, and special skills. The student will have mastered at least 75% of this material before advancing to the next level.

### GRAMMAR

- I. Present Tense of *Be*
  - A. Affirmative Statements with *Be*
  - B. Contractions of Affirmative Statements with *Be*
  - C. Negative Statements and Contractions with *Be*
  - D. *Yes/No* Questions and Short Answers
  - E. *It's* + Time
- II. Nouns, Adjectives, and Prepositions
  - A. Count Nouns; *A/An*
  - B. Descriptive Adjectives
  - C. Possessive Adjectives
  - D. *This/These*
  - E. Prepositions of Place
- III. Prepositions of Time and Place
  - A. Questions with *Who, What* and *Where*
  - B. Possessive Nouns and Questions with *Whose*
  - C. Questions with *When* and *What* + Noun; Prepositions of Time

- D. Ordinal Numbers
- IV. Imperatives; *There is/There are*
  - A. Imperatives; Suggestions with *Let's*
  - B. Subject and Object Pronouns
  - C. *There is/There are*
  - D. Numbers and Quantifiers
  - E. Questions with *Is there, Are there, and How many*
  - F. *And/But*
- V. Present Progressive
  - A. Present Progressive: Affirmative and Negative Statements
  - B. Present Progressive: *Yes/No* Questions and Short Answers
  - C. Present Progressive: Wh- Questions
  - D. Present Progressive: Extended Time
- VI. Simple Present Tense
  - A. Simple Present Tense: Affirmative and Negative Statements
  - B. Simple Present Tense: *Yes/No* Questions and Short Answers
  - C. Simple Present Tense: Wh-Questions
  - D. Simple Present Tense and *This/That/These/Those*
  - E. *One/Ones*
- VII. Simple Present Tense and Present Progressive
  - A. Simple Present Tense and Present Progressive: *How Often*; Questions of Frequency; Adverbs and Expressions of Frequency
  - B. Non-Action (Stative) Verbs
  - C. Verbs + Noun or Infinitive: *Like, Prefer, Want, Need*
  - D. Possessive Adjectives and Possessive Pronouns
- VIII. Simple Past Tense
  - A. Simple Past Tense: Regular Verbs: Affirmative and Negative Statements
  - B. Simple Past Tense: Irregular Verbs: Affirmative and Negative Statements
  - C. Simple Past Tense: *Yes/No* Questions and Short Answers
  - D. Simple Past Tense: Wh- Questions
- IX. Past Tense of *Be*
  - A. Past Tense of *Be*: Affirmative and Negative Statements, *Yes/No* Questions, and Short Answers
  - B. Past Tense of *Be*: Wh-Questions
  - C. Past Tense of *Be*: *There was/There were*
- X. Nouns and Quantifiers; Modals: *Can, Could, Would*
  - A. Count and Non-count Nouns and Quantifiers

- B. Count and Non-count Nouns: *Yes/No* Questions; Questions about Quantity:  
*How much and How many*
- C. *Enough* + Noun; *Too much, Too many, Too little, Too few* + Noun
- D. Modals: *Can* and *Could* for Ability and Possibility; *May I, Can I, and Could I* for Polite Requests
- E. Desires, Invitations, and Polite Requests: *Would like, Would you like, Would you please, Could you please*
- XI. Future; Modals; *May* and *Might*
- A. *Be going to* for the Future
- B. Present Progressive for the Future
- C. *Will* for the Future
- D. Modals: *May* or *Might* for Possibility
- XII. Comparisons
- A. Comparative Form of Adjectives
- B. Adverbs of Manner; Comparative Form of Adverbs
- C. Adjective + *Enough*; *Too* + Adjective; *Very* + Adjective
- D. *As* + Adjective/Adverb + *As*; *The Same* + Noun + *As*; *The Same as*; *Different from*
- E. *More/Less/Fewer* + Noun; Comparative Form of Adjective + Noun
- XIII. Past Progressive; Direct and Indirect Object
- A. Past Progressive: Affirmative and Negative Statements, *Yes/No* Questions and Answers; *Wh-* Questions
- B. Direct and Indirect Objects
- C. *Too/Either*
- D. Phrasal Verbs with Direct Objects
- E. Phrasal Verbs without Objects
- XIV. Modals: *Should, Had better, Have to, Must*; Superlatives
- A. *Should*
- B. *Had better*
- C. *Have to, Don't have to, and Must*
- D. Superlative Form of Adjectives and Adverbs

## VOCABULARY

1. Transportation vocabulary.
2. Recreational vocabulary.
3. Names of rooms, floors, furniture, and appliances.
4. Banking and financial vocabulary.
5. Educational vocabulary.

6. Governmental vocabulary.
7. Office vocabulary.
8. Entertainment vocabulary.
9. Equipment vocabulary.
10. Synonyms, antonyms, homonyms
11. Idioms including two-word verbs

## READING

1. Read cues for sentences and drills
2. Read silently for comprehension
3. Read simple conversations and paragraphs

## WRITING

1. Capitalization: pronoun "I", names and initials, titles (Mr., Mrs., Miss, Ms., Dr.), first word in sentence, street names, cities, countries, days of the week, months of the year.
2. Punctuation: period, question mark, apostrophe in contraction, comma in dates and addresses.
3. Dictation: spelling, number, sentence.
4. Academic: answer simple questions, write questions to given answers, transform statements to questions, transform affirmatives to negatives, complete sentences, fill in vocabulary words
5. Other: fill out simple forms, correctly position first and last name, write own address, recognize the difference between print and cursive, print and write legibly, write date correctly, write address correctly

## LISTENING

1. Distinguish singular from plural
2. Distinguish time reference
3. Differentiate minimal pairs (e.g., eat/it, nine/night, Jones/John's)
4. Ask for and pass on information
5. Ask for a short, simple explanation
6. Repeat and rephrase questions, requests, or statements when unclear
7. Practice intonation rhythm and phrasing

## SPECIAL SKILLS

1. Read and write checks and deposit and withdrawal slips
2. Get price information (bills, advertisements, price tags)

3. Understand menus and order food in restaurants.
4. Shop for food, clothing and other necessities.
5. Get information from schedules and maps.
6. Read traffic and emergency signs.
7. Give and follow directions to specific destinations.
8. Use recreational facilities (parks, swimming pools, zoo, etc.).
9. Request emergency and community services (police, fire, ambulance, health department, etc.)
10. Use postal services (money, orders, stamps, parcel post, etc.)
11. Pronounce common first names.
12. Find telephone numbers in the white pages
13. Locate words in a bilingual dictionary.

### METHODS AND MATERIALS

In ESOL 2, reading for vocabulary is introduced. All manner of written materials may be used to introduce students to the resources available in daily life and academia, including: encyclopedias, almanacs, tourist guides, maps, newspapers, magazines, phone books, labels, street signs, brochures, etc. The pace should be careful: the teacher should not speak slower than is done in normal speech, but should pause between utterances to allow the students to "get it."

Grammar will be drilled orally and using written materials. Explanations of grammatical notions will include exceptions and introductions to material to be covered on higher levels. Grammatical terms and concepts are reviewed; serious attention should be given to pronunciation.

Visual materials of all varieties should be used, including advertisements, photographs, television, comics, etc. Students should begin to work in pairs and small groups, creating dialogues to practice interacting in real world situations.

### EVALUATION

Student evaluation is based on 12-week quarters. Students are issued a midterm and final grade report for each 12-week quarter. This report indicates the student's level, attendance, quiz and graded assignment average, midterm and final exam score, teacher assigned benchmark scores for vocabulary, grammar, speaking, listening, reading, and writing, and their overall score. The overall score is a combination of all student evaluation for a quarter. It is based on the following percentages.

Overall score =

**Midterm Exam = 25%**

**Final Exam = 25%**

**Average of 6 Teacher Benchmarks = 20%**

**Average of Weekly Quiz Scores and Graded Assignments = 20%**

**Participation = 10%**



## English Language Institute

ESOL 3 (Intermediate)

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

Time to cover all material: 24 weeks = 432 clock hours

(Divided into two 12-week quarters consisting of 216 clock hours each)

Instructor:

Room:

### Course Objectives:

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

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

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

### Requirements:

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

Achieve an overall score of 75%

Overall score =

**Midterm Exam = 25%**

**Final Exam = 25%**

**Average of 6 Teacher Benchmarks = 20%**

**Average of Weekly Quiz Scores and Graded Assignments = 20%**

**Participation = 10%**

### Homework and Tests:

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

Class participation is an important part of your instruction. All students are expected to participate in every class. Written tests will cover grammar points, vocabulary and other material discussed in class. Students must also participate in school-wide midterm and final exams.

### Course Materials:

Required Textbook: *Focus on Grammar 3: An Integrated Skills Approach*, Fourth Edition, Pearson Education, New York, 2012.

## ESOL 3

### COURSE GOALS AND OBJECTIVES:

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

### GRAMMAR

- I. Present
  - A. Present Progressive
  - B. Simple Present Tense
  - C. Contrast: Simple Present Tense and Present Progressive
  - D. Imperative
- II. Past
  - A. Simple Past Tense
  - B. *Used to*
  - C. Past Progressive and Simple Past Tense
  - D. Wh- Questions: Subject and Predicate
- III. Future
  - A. Future
  - B. Future Time Clauses
- IV. Present Perfect

- A. Present Perfect: For and Since
- B. Present Perfect: *Already* and *Yet*
- C. Present Perfect: Indefinite Past
- D. Contrast: Present Perfect and Simple Past Tense
- E. Present Perfect Progressive
- F. Contrast: Present Perfect and Present Perfect Progressive

V. Adjectives and Adverbs

- A. Adjectives and Adverbs
- B. Adjectives: Equatives and Comparatives
- C. Adjectives: Superlatives
- D. Adverbs: Equatives, Comparatives, Superlatives

VI. Gerunds and Infinitives

- A. Gerunds: Subject and Object
- B. Gerunds after Prepositions
- C. Infinitives after Certain Verbs
- D. Infinitive of Purpose
- E. Infinitives with *Too* and *Enough*
- F. Contrast: Gerunds and Infinitives

VII. Modals and Related Verbs and Expressions

- A. Ability: *Can, Could, Be able to*
- B. Permission: *May, Could, Can, Do you mind if...*
- C. Requests: *Will, Would, Could, Can, Would you mind...*
- D. Advice: *Should, Ought to, Had better*
- E. Suggestions: *Let's, How about, Why don't, Could, Why not*
- F. Preferences: *Prefer, Would prefer, Would rather*
- G. Necessity: *Must, Have (got) to, Must not, Don't have to*
- H. Expectations: *Be supposed to*
- I. Future Possibility: *May, Might, Could*
- J. Assumptions: *May, Might, Could, Must, Have to, Have got to, Can't*

VIII. Nouns and Articles

- A. Nouns and Quantifiers
- B. Articles: Definite and Indefinite

VOCABULARY

1. Idioms and slang expressions
2. Prefixes, suffixes and roots
3. Synonyms, antonyms and homonyms
4. Holidays and celebrations

5. Geography
6. Places of interest (museums, parks, libraries, etc.)
7. Topics of student interest

#### READING

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

#### WRITING

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

#### LISTENING

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

#### SPEAKING

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

#### SPECIAL SKILLS

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

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

## METHODS AND MATERIALS

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

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

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

## EVALUATION

Student evaluation is based on 12-week quarters. Students are issued a midterm and final grade report for each 12-week quarter. This report indicates the student's level, attendance, quiz and graded assignment average, midterm and final exam score, teacher assigned benchmark scores for vocabulary, grammar, speaking, listening, reading, and writing, and their overall score. The overall score is a combination of all student evaluation for a quarter. It is based on the following percentages.

Overall score =

**Midterm Exam = 25%**

**Final Exam = 25%**

**Average of 6 Teacher Benchmarks = 20%**

**Average of Weekly Quiz Scores and Graded Assignments = 20%**

**Participation = 10%**



## English Language Institute

ESOL 4 (High Intermediate)

Instructor:

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

Room:

Time to cover all material: 24 weeks = 432 clock hours

(Divided into two 12-week quarters consisting of 216 clock hours each)

### Course Objectives:

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

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

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

### Requirements:

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

Achieve an overall score of 75%

Overall score =

**Midterm Exam = 25%**

**Final Exam = 25%**

**Average of 6 Teacher Benchmarks = 20%**

**Average of Weekly Quiz Scores and Graded Assignments = 20%**

**Participation = 10%**

### Homework and Tests:

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

Class participation is an important part of your instruction. All students are expected to participate in every class. Written tests will cover grammar points, vocabulary and other material discussed in class. Students must also participate in school-wide midterm and final exams.

### Course Materials:

Required Textbook: *Focus on Grammar 4: An Integrated Skills Approach*, Fourth Edition, Pearson Education, New York, 2012.

## ESOL 4

### COURSE GOALS AND OBJECTIVES:

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

### GRAMMAR

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

- A. Adjective Clauses with Subject Relative Pronouns
- B. Adjective Clauses with Object Relative Pronouns

VI. Pronouns and Phrasal Verbs

- A. Reflexive and Reciprocal Pronouns
- B. Phrasal Verbs

VII. Present and Past (Review as Narrative Tenses)

- A. Review Present, Past, Present Perfect
- B. Past Perfect
- C. Past Perfect Progressive

VIII. Passive

- A. The Passive: Overview
- B. The Passive with Modals
- C. Passive Causatives

IX. Modals

- A. Advisability and Obligation in the Past: Should have, Ought to have, Could have, Might have
- B. Speculations and Conclusions about the Past: May have, Might have, Must have, Had to have

X. Conditionals

- A. Factual Conditionals: Present
- B. Factual Conditionals: Future
- C. Unreal Conditionals: Present
- D. Unreal Conditionals: Past

XI. Indirect Speech and Embedded Questions

- A. Direct and Indirect Speech
- B. Indirect Speech: Tense Changes
- C. Indirect Instructions, Commands, Requests, and Invitations
- D. Indirect Questions
- E. Embedded Questions

VOCABULARY

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

#### LISTENING

1. Respond to oral directions and instructions
2. Understand and respond to English spoken at a normal speed in specific content areas
3. Participate in English language discussion of readings with classmates
4. Prepare weekly topics for critical-thinking debates
5. Participate in problem-solving situations (e.g. creative projects, games, interpretations)
6. Develop knowledge of idiomatic English through listening activities

#### SPEAKING

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

#### READING

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

#### WRITING

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

## SPECIAL SKILLS

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

## METHODS AND MATERIALS

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

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

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

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

## EVALUATION

Student evaluation is based on 12-week quarters. Students are issued a midterm and final grade report for each 12-week quarter. This report indicates the student's level, attendance, quiz and graded assignment average, midterm and final exam score, teacher assigned benchmark scores for vocabulary, grammar, speaking, listening, reading, and writing, and their overall score. The overall score is a combination of all student evaluation for a quarter. It is based on the following percentages.

Overall score =

**Midterm Exam = 25%**

**Final Exam = 25%**

**Average of 6 Teacher Benchmarks = 20%**

**Average of Weekly Quiz Scores and Graded Assignments = 20%**

**Participation = 10%**



## English Language Institute

ESOL 5 (Advanced)

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

Time to cover all material: 24 weeks = 432 clock hours

(Divided into two 12-week quarters consisting of 216 clock hours each)

Instructor:

Room:

### Course Objectives:

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

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

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

### Requirements:

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

Achieve an overall score of 75%

Overall score =

**Midterm Exam = 25%**

**Final Exam = 25%**

**Average of 6 Teacher Benchmarks = 20%**

**Average of Weekly Quiz Scores and Graded Assignments = 20%**

**Participation = 10%**

### Homework and Tests:

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

Class participation is an important part of your instruction. All students are expected to participate in every class. Written tests will cover grammar points, vocabulary and other material discussed in class. Students must also participate in school-wide midterm and final exams.

### Course Materials:

Required Textbook: *Focus on Grammar 5: An Integrated Skills Approach*, Fourth edition, Pearson Education, New York, 2012.

## ESOL 5

### COURSE GOALS AND OBJECTIVES:

1. In ESOL 5, students work toward greater fluency, accuracy, and confidence in the use of standard English and are given instruction in a wide variety of intellectual topics. They are introduced to local culture through field trips, articles, documentaries and oral presentations. In preparation for further, non-linguistic academic endeavors, students read and discuss articles in such areas as science (biology, psychology, medicine, sociology), politics and current events, business and economics, and literature. Intensive study of advanced grammatical structures focuses especially on exceptions to general rules and inconsistencies between spoken and written English. Students are given instruction in writing, especially essay writing, to help them prepare for college entrance examinations.
2. By the end of ESOL 5, students will be able to converse accurately and fluently on unfamiliar topics, comprehend newspaper and magazine articles on topics of general interest, understand films, documentaries, and multi-media presentations, understand spoken news broadcasts, and subtle distinctions of usage, and write a well-structured English composition on topics of general interest. They will be able to give a well organized oral presentation.
3. Specific course objectives are listed below in the sections on grammar, vocabulary, reading, writing, listening, and special skills. The student will have mastered at least 75% of this material before advancing to the next level.

### GRAMMAR

- I. The Verb Phrase
  - A. Tense and Time
  - B. Certainty and Necessity (Modals)
  - C. Contrast and Emphasis (Auxiliaries)
- II. The Noun Phrase
  - A. Non-Count Nouns: Count and Non-Count Use
  - B. Definite and Indefinite Articles
  - C. Modification of Nouns
  - D. Quantifiers
- III. Passive Voice
  - A. The Passive: Review and Expansion
  - B. Reporting Ideas and Facts with Passives
- IV. Gerunds and Infinitives

- A. Gerunds
  - B. Infinitives
- V. Adverbials and Discourse Connectors
- A. Adverb Clause
  - B. Adverbials: Viewpoint, Focus, and Negative
  - C. Other Discourse Connectors
  - D. Adverbial Modifying Phrases
- VI. Adjective Clauses
- A. Adjective Clauses: Review and Expansion
  - B. Adjective Clauses with Quantifiers; Adjectival Modifying Phrases
- VII. Noun Clauses
- A. Noun Clauses: Subjects and Objects
  - B. Complementation
- VIII. Unreal Conditions
- A. Unreal Conditionals and Other Ways to Express Unreality
  - B. Inverted and Implied Conditionals; Subjunctive in Noun Clauses

## VOCABULARY

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

## READING

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

## WRITING

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

#### LISTENING

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

#### SPEAKING

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

#### SPECIAL SKILLS

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

#### METHODS AND MATERIALS

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

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

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

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

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

## EVALUATION

Student evaluation is based on 12-week quarters. Students are issued a midterm and final grade report for each 12-week quarter. This report indicates the student's level, attendance, quiz and graded assignment average, midterm and final exam score, teacher assigned benchmark scores for vocabulary, grammar, speaking, listening, reading, and writing, and their overall score. The overall score is a combination of all student evaluation for a quarter. It is based on the following percentages.

Overall score =

**Midterm Exam = 25%**

**Final Exam = 25%**

**Average of 6 Teacher Benchmarks = 20%**

**Average of Weekly Quiz Scores and Graded Assignments = 20%**

**Participation = 10%**



## English Language Institute

ESOL 6 (Academic Advanced)

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

Time to cover all material: 24 weeks = 432 clock hours

(Divided into two 12-week quarters consisting of 216 clock hours each)

Instructor:

Room:

### Course Objectives:

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

#### Speaking

- Vocabulary - express complex ideas using college entry-level vocabulary.
- Accent Reduction – easily be understood by native English speakers in everyday situations.
- Idioms and Phrasal Verbs - converse confidently on unfamiliar topics, using and understanding appropriate American idioms and phrasal verbs.

#### Reading

- Comprehension – understand articles on unfamiliar topics and infer the meaning of new vocabulary from context.
- Academic Level Texts - comprehend articles, short stories and novels at a college-entry level.

#### Listening

- Media - understand news broadcasts, radio announcements and music lyrics.
- American Idioms – recognize idioms used by native speakers in every day circumstances.

#### Writing

- Grammar - write grammatically correct sentences and paragraphs in Academic English.
- Composition - achieve college-entry level essay writing skills in English.

### Course Requirements and Evaluation:

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

Achieve an overall score of 75%

Overall score =

**Midterm Exam = 25%**

**Final Exam = 25%**

**Average of 6 Teacher Benchmarks = 20%**

**Average of Weekly Quiz Scores and Graded Assignments = 20%**

**Participation = 10%**

### Course Materials:

Required Textbook: *Understanding and Using English Grammar*, fourth edition – by Betty Azar & Stacy Hagen, Pearson Education, New York, 2009.

## ESOL 6 COURSE GOALS AND OBJECTIVES:

1. In ESOL 6 students work toward fluency, accuracy, and confidence in the use of both standard and academic English. They are introduced to local San Francisco culture and history through field trips, articles, documentaries and oral presentations. Accent reduction is achieved through weekly pronunciation exercise, targeted at problem sound combinations, as well as daily speaking practice.
2. In preparation for academic and professional endeavors, students read and discuss articles on numerous topics, including: history, art, current events, business, science, psychology, literature and American culture. Intensive study of advanced grammatical structures focuses on exceptions to general rules, correct punctuation of written English, correct preposition use and inconsistencies between spoken and academic written English. To prepare them for college entrance examinations, college courses and professional environments, students practice essay writing and peer editing extensively, as well as oral presentation skills.
2. By the end of ESOL 6, students will accurately and fluently converse about unfamiliar topics, comprehend newspaper and magazine articles, as well as understand films, spoken news broadcasts and subtle distinctions of spoken English. They will also develop the skills to write a college-entry level English composition and give a well-organized oral presentation.

## ESOL 6 GRAMMAR TOPICS

- I. Overview of Verb Tenses and Agreement
  - A. Simple Tenses
  - B. Progressive Tenses
  - C. Perfect Tenses
  - D. Perfect Progressive Tenses
  - E. Subject-Verb Agreement
- II. Nouns and Pronouns
  - A. Regular and Irregular Plurals
  - B. Count and Non-Count Nouns
  - C. Articles and Quantifiers
  - D. Possessive Nouns and Pronouns
  - E. Reflexive Pronouns
- III. Modals
  - A. Necessity, Obligation, Prohibition, Advisability and Suggestion
  - B. Polite Requests
  - C. Unfulfilled Intentions

- D. Degrees of Certainty
  
- IV. Passive Verbs
  - A. Verb Tenses in the Passive
  - B. Passive Forms of Modals
  - C. Passive Causative
  - D. Passive Verbs + Prepositions
  
- V. Noun and Adjective Clauses
  - A. Noun Clauses
  - B. Quoted and Reported Speech
  - C. Adjective Clauses
  - D. Punctuating Adjective Clauses
  - E. Adjective Clauses with Quantifiers
  - F. Adjective Phrases
  
- VI. Gerunds and Infinitives
  - A. Verbs that Require Gerunds or Infinitives
  - B. Verbs that Change Meaning with Gerunds or Infinitives
  - C. Infinitives of Purpose
  - D. Passive Gerunds and Infinitives
  
- VII. Conjunctions and Connectors
  - A. Coordinating Conjunctions
  - B. Paired Conjunctions
  - C. Parallel Structure
  - D. Punctuating Conjunctions and Clauses
  - E. Subordinating Conjunctions to Express Cause, Condition and Contrast
  
- VIII. Adverb Clauses and Phrases
  - A. Adverb Clauses of Time, Cause, Result, Contrast and Condition
  - B. Adverbial Phrases
  - C. Punctuation of Adverb Clauses and Phrases
  
- IX. Conditional Sentences and Wishes
  - A. Verb Forms in Conditional Sentences
  - B. Real vs. Unreal Conditions
  - C. Inverted and Implied Conditionals
  - D. Wish Form

## ESOL 6 VOCABULARY BUILDING

- Weekly vocabulary-in-context readings on academic topics
- Idioms, two and three-word phrasal verbs, metaphorical expressions and proverbs
- Review and expansion of synonym, antonym and homonym vocabulary

## METHODS AND MATERIALS

ESOL 6 provides an overview of both academic written English and casual spoken English.

Academic articles, newspapers, short stories, writing textbooks, famous literature and other sources are used to illustrate complex sentence structure and good writing style, as well as introduce conversation topics. Special attention is given to topics requested by students. Written homework is assigned at least two times per week and reviewed by the teacher in class.

Audio recordings, videos, television and song lyrics are used to practice listening comprehension and hear vocabulary in context.

Guided conversation and group work assist students in practicing new vocabulary in plausible scenarios. Word games are played as a fun way to help students practice and retain passive vocabulary knowledge. Oral reading is conducted to refine pronunciation and intonation, as are targeted pronunciation exercises. Conversation techniques such as polite suggestions, appropriate interruptions, diplomacy, short answers, making excuses and leave taking are role-played.

## EVALUATION

Student evaluation is based on 12-week quarters. Students are issued a midterm and final grade report for each 12-week quarter. This report indicates the student's level, attendance, quiz and graded assignment average, midterm and final exam score, teacher assigned benchmark scores for vocabulary, grammar, speaking, listening, reading, and writing, and their overall score. The overall score is a combination of all student evaluation for a quarter. It is based on the following percentages.

Overall score =

**Midterm Exam = 25%**

**Final Exam = 25%**

**Average of 6 Teacher Benchmarks = 20%**

**Average of Weekly Quiz Scores and Graded Assignments = 20%**

**Participation = 10%**



## English Language Institute

TOEFL and University Preparation Program

Schedule: Monday through Thursday, 9:00-11:30 a.m. 12:30-2:30 p.m.

Time to cover all material: 12 weeks = 216 clock hours

Instructor:

Room:

### Course Objectives:

The TOEFL and University Preparation Program is specially designed to meet the basic needs of students in preparation for taking the actual TOEFL iBT exam as a requirement for matriculating at an institution of higher education. Specifically, the course provides students with test-taking strategies and a thorough understanding and application of language skills, namely reading, listening, speaking, and writing, to TOEFL iBT exam. Supplementary activities for the course include lectures on grammar, sentence structures and construction, academic vocabulary, idiomatic expressions, pronunciation, and intonation as well as lessons on paraphrasing and summarizing. Through said supplements, the course will get students to explore various ways of enhancing their overall English skills necessary for taking the actual TOEFL iBT exam.

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

- Demonstrating comprehension of academic lectures
- Demonstrating English grammar and academic vocabulary competence
- Applying test-taking strategies to TOEFL reading, listening, speaking, and writing practice tests
- Academic communication (college level writing and formal presentation skills)

### Requirements:

This course is preparation to take a standardized college admission examination for international students. Students may study in TOEFL for a maximum of three 12-week sessions in an effort to obtain the score necessary to gain admission to the college/university of their choice.

### Homework and Tests:

Class participation is an important part of the course. All students are expected to actively participate in every class. Students must complete assigned homework. Students demonstrate satisfactory academic progress by completing skill exercises and practice tests. Each 12-week session includes a midterm and final exam.

### Course Material:

TOEFL and University Preparation Program students are required to purchase the Official Guide to the TOEFL Test, a book published by Educational Testing Service (ETS), the makers of TOEFL iBT test. In addition to the textbook, each student is given an access to a computer as TOEFL is an internet-based test.

## TOEFL and University Preparation Program

### COURSE GOALS AND OBJECTIVES

1. In the TOEFL and University Preparation Program, students prepare to take the TOEFL iBT exam as a requirement for admission to an institution of higher education. This course covers a wide variety of skills from reading, listening, speaking, and writing to grammar, idioms, academic vocabulary, intonation and pronunciation as well as lectures on test-taking tips and strategies.

2. TOEFL and University Preparation presents questions and answers about the TOEFL iBT exam and discusses what it is like to take a standardized test.

3. By the end of TOEFL and University Preparation, students will have been able to discuss abstract concepts with clarity and precision, convey emotive and emphatic nuances fluently and accurately, comprehend complex written English on academic topics, and understand the conversation of two native speakers when not directly addressed.

4. The specific course objectives are listed below in the sections on reading, listening, speaking, and writing. Required TOEFL iBT test scores vary from institution to institution, but most students require a score of at least 80. Students may repeat the course up to two times in order to achieve their desired iBT TOEFL test score.

- I. Introduction to TOEFL iBT Test (1<sup>st</sup> Week)
  - A. Diagnostic Test
  - B. The TOEFL Test: Your Passport to the World
  - C. TOEFL Resources: An Overview for Students
  - D. TOEFL Structure and Skills for iBT Success
  - E. Introduction to Academic English

- II. Reading Section
  - 1. Skill 1: Understand Vocabulary from Context
  - 2. Skill 2: Recognize Referents
  - 3. Skill 3: Simplify Meanings of Sentences
  - 4. Skill 4: Insert Sentences into the Passage
  - 5. Skill 5: Find Factual Information
  - 6. Skill 6: Understand Negative Facts
  - 7. Skill 7: Make Inferences from Stated Facts
  - 8. Skill 8: Infer Rhetorical Purpose
  - 9. Skill 9: Select Summary Information
  - 10. Skill 10: Complete Schematic Tables

11. Reading Skills Exercise (Weekly Test)
12. Reading Post-Test (Progress Test)

III. Listening Section

1. Skill 1: Understand the Gist
2. Skill 2: Understand the Detail
3. Skill 3: Understand the Function
4. Skill 4: Understand the Speaker's Stance
5. Skill 5: Understand the Organization
6. Skill 6: Understand Relationships
7. Listening Skills Exercise (Weekly Test)
8. Listening Post-Test (Progress Test)

IV. Speaking Section

Independent Tasks

1. Skill 1: Plan the Free-Choice Response
2. Skill 2: Make the Free-Choice Response
3. Skill 3: Plan the Paired-Choice Response
4. Skill 4: Make the Paired-Choice Response

Integrated Tasks (Reading and Listening)

1. Skill 5: Note the Main Points as You Read (Campus Setting)
2. Skill 6: Note the Main Points as You Listen (Campus Situation)
3. Skill 7: Plan Before You Speak
4. Skill 8: Make the Response
5. Skill 9: Note the Main Points as You Read (Academic Passage)
6. Skill 10: Note the Main Points as You Listen (Academic Lecture)
7. Skill 11: Plan Before You Speak
8. Skill 12: Make the Response

Integrated Tasks (Listening)

1. Skill 13: Note the Main Points as You Listen (Campus Topic)
2. Skill 14: Plan Before You Speak
3. Skill 15: Make the Response
4. Skill 16: Note the Main Points as You Listen (Academic Topic)
5. Skill 17: Plan Before You Speak
6. Skill 18: Make the Response
7. Speaking Skills Exercise(Weekly Test)
8. Speaking Post-Test (Progress Test)

V. Writing Section

#### Integrated task

1. Skill 1: Note the Main Points as You Read
2. Skill 2: Note the Main Points as You Listen
3. Skill 3: Plan Before You Write
4. Skill 4: Write a Topic Statement
5. Skill 5: Write Supporting Paragraphs on Reading Passages
6. Skill 6: Write Supporting Paragraphs on Listening Passages
7. Skill 7: Review Sentence Structure

#### Independent Task

1. Skill 9: Plan Before You Write
2. Skill 10: Write the Introduction
3. Skill 11: Write Unified Supporting Paragraphs
4. Skill 12: Connect the Supporting Paragraphs
5. Skill 13: Write the Conclusion
6. Skill 14: Review Sentence Structure
7. Skill 15: Review Grammar
8. Writing Skills Exercises (Weekly Test)
9. Writing Post-Test (Progress Test)

#### VI. 3 Full-length Practice Tests

1. Reading
2. Listening
3. Writing
4. Speaking

#### VII. Additional Lectures

1. Feedback on Students' Full-length Practice Tests Performance
2. Additional Tips and Strategies for Taking TOEFL iBT Test
3. Skill Enhancement Lectures and Exercises (academic writing and speaking)

#### VIII. TOEFL iBT Proficiency Test

1. Reading
2. Listening
3. Speaking
4. Writing

### METHODS AND MATERIALS

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

Required Textbook: *The Official Guide to the TOEFL Test* (Students are required to purchase said book.)

## EVALUATION

Student evaluation is based on 12-week quarters. Students are issued a midterm and final grade report for each 12-week quarter. This report indicates the student's level, attendance, quiz and graded assignment average, midterm and final exam score, teacher assigned benchmark scores for vocabulary, grammar, speaking, listening, reading, and writing, and their overall score. The overall score is a combination of all student evaluation for a quarter. It is based on the following percentages.

Overall score =

**Midterm Exam = 25%**

**Final Exam = 25%**

**Average of 6 Teacher Benchmarks = 20%**

**Average of Weekly Quiz Scores and Graded Assignments = 20%**

**Participation = 10%**



## English Language Institute

ESL + TOEFL Program

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

Total Length of Program: 96 weeks/1728 clock hours (to complete all 4 levels)

Each Level of instruction is 24 weeks = 432 clock hours

(Divided into two 12-week quarters consisting of 216 clock hours each)

Instructor:

Room:

### Program Objectives:

In the ESL + TOEFL Program, students build their overall English language skills by studying our English as a Second Language curriculum for 13.5 hours per week and start preparing for success on the TOEFL iBT exam by studying our TOEFL Test Preparation curriculum for 4.5 hours per week. This hybrid program is designed for students who are either not interested in studying TOEFL full-time or who feel that their overall English skills are not yet high enough for the TOEFL Test Preparation Program but who want to start working on TOEFL test strategies and gain familiarity with the TOEFL test as they build their overall ESL skills.

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

- Their mastery of the course objectives of their corresponding ESL course
- Their understanding of the various section of the iBT TOEFL test
- Their ability to employ simplified test strategies corresponding to each section of the iBT TOEFL exam

### Requirements and Evaluation:

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

Achieve an overall score of 75%

Overall score =

**Midterm Exam = 25%**

**Final Exam = 25%**

**Average of 6 Teacher Benchmarks = 20%**

**Average of Weekly Quiz Scores and Graded Assignments = 20%**

**Participation = 10%**

**For ESL + TOEFL students the overall score is weighted as 66% ESL and 33% TOEFL**

### Course Materials:

Required Textbooks:

1. Corresponding *Focus on Grammar* textbook for ESL level of instruction (levels 3,4,5) or *Understanding and Using English Grammar*, fourth edition – by Betty Azar & Stacy Hagen, Pearson Education, New York, 2009 for (level 6).
2. *Official Guide to the TOEFL Test*, published by Educational Testing Service (ETS), the makers of TOEFL iBT test.

## ESL + TOEFL

### COURSE GOALS AND OBJECTIVES

1. In the ESL + TOEFL Program students work to improve their overall English proficiency by achieving the specific goals and objectives of their corresponding ESL level (levels 3-6). These are outlined on the Syllabus/Curriculum for each ESL level.
2. Students are also introduced to each section of the iBT TOEFL test and work to build the basic test taking strategies required for success on each section.
3. The specific TOEFL course objectives are listed below.
  - I. Introduction to TOEFL iBT Test (1<sup>st</sup> Week)
    - A. Sample Test: Intro to each section
    - B. Introduction to the textbook and how to use it
  - II. Reading Section
    1. Introduction to reading skills: Understanding Vocabulary from Context, Recognizing Referents, Simplifying Meanings of Sentences, Inserting Sentences into Passages, Finding Factual Information, Understand Negative Facts, Making Inferences from Stated Facts Inferring Rhetorical Purpose, Selecting Summary Information
    2. Reading Skills Exercise (Weekly Test)
  - III. Listening Section
    1. Understanding the gist, detail, and function of a listening passage.
    2. Identifying a speaker's stance.
    3. Understanding the organization of a passage.
    4. Identifying relationships in the passage
    5. Listening Skills Exercise (Weekly Test)
  - IV. Speaking Section
    - A. Introduction to Independent Speaking Tasks: Free-Choice and Paired-Choice Responses

B. Introduction to Integrated Tasks (Reading and Listening): Identifying main points in listening and reading, planning your response (combining points from listening and from reading portion), delivering your response.

C. Introduction to Integrated Tasks (Listening): Identifying main points in listening passage, planning your response, delivering your response.

D. Speaking Skills Exercise(Weekly Test)

V. Writing Section (5<sup>th</sup> Week)

A. Introduction to Integrated writing tasks: Identifying main points in listening and reading, planning your response, writing a topic statement, writing supporting paragraphs using information from listening and reading passages, brief review of sentence structure.

B. Introduction to Independent writing tasks: Planing your writing, keys to a effective introduction, writing unified paragraphs, connecting paragraphs for flow, review of various types of essays and the corresponding organizational structure.

VI. Guided Practice Tests to Build Skills and Awareness on iBT Test Sections

1. Reading
2. Listening
3. Writing
4. Speaking

VII. Additional Lectures

1. Feedback on Students' Practice Tests Performance
2. Additional Tips and Strategies for Taking TOEFL iBT Test
3. Skill Enhancement Lectures and Exercises

VIII. TOEFL iBT Proficiency Test

1. Reading
2. Listening
3. Speaking
4. Writing

METHODS AND MATERIALS

Students are provided with an introduction to the material covered on the TOEFL iBT Test, strategies for approaching the test in order to get the highest score, and the opportunity to practice taking iBT tests.

Required Textbooks:

1. Corresponding *Focus on Grammar* textbook for ESL level of instruction (levels 3,4,5) or *Understanding and Using English Grammar*, fourth edition – by Betty Azar & Stacy Hagen, Pearson Education, New York, 2009 for (level 6).
2. *Official Guide to the TOEFL Test*, published by Educational Testing Service (ETS), the makers of TOEFL iBT test.

## EVALUATION

Student evaluation is based on 12-week quarters. Students are issued a midterm and final grade report for each 12-week quarter. This report indicates the student's level, attendance, quiz and graded assignment average, midterm and final exam score, teacher assigned benchmark scores for vocabulary, grammar, speaking, listening, reading, and writing, and their overall score. The overall score is a combination of all student evaluation for a quarter. It is based on the following percentages.

Overall score =

**Midterm Exam = 25%**

**Final Exam = 25%**

**Average of 6 Teacher Benchmarks = 20%**

**Average of Weekly Quiz Scores and Graded Assignments = 20%**

**\*\*\* For ESL + TOEFL students the overall score is weighted as 66% ESL and 33% TOEFL**



## English Language Institute

University Preparation Program

Schedule: Monday - Thursday, 9-11:30 a.m. 12:30-2:30 p.m., Friday 9-11:30 a.m. 12:00 - 1:30 p.m.

Total Length of Program: 96 weeks/2112 clock hours (to complete all 4 levels)

Each Level of instruction is 24 weeks = 528 clock hours

(Divided into two 12-week quarters consisting of 264 clock hours each)

### Program Objectives:

In the University Preparation Program, students build their overall English language skills by studying our English as a Second Language curriculum for 18 hours per week and start preparing for success on the TOEFL iBT exam by studying our TOEFL Test Preparation curriculum for 4 hours per week. This hybrid program is designed for students who are either not interested in studying TOEFL full-time or who feel that their overall English skills are not yet high enough for the TOEFL Test Preparation Program but who want to start working on TOEFL test strategies and gain familiarity with the TOEFL test as they build their overall ESL skills.

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

- Their mastery of the course objectives of their corresponding ESL course
- Their understanding of the various section of the iBT TOEFL test
- Their ability to employ simplified test strategies corresponding to each section of the iBT TOEFL exam
- Their ability to write a college-entry level English composition and give a well-organized oral presentation

### Requirements and Evaluation:

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

Achieve an overall score of 75%

Overall score =

**Midterm Exam = 25%**

**Final Exam = 25%**

**Average of 6 Teacher Benchmarks = 20%**

**Average of Weekly Quiz Scores and Graded Assignments = 20%**

**Participation = 10%**

**For ESL + TOEFL students the overall score is weighted as 80% ESL and 20% TOEFL**

### Course Materials:

Required Textbooks:

1. Corresponding *Focus on Grammar* textbook for ESL level of instruction (levels 3,4,5) or *Understanding and Using English Grammar*, fourth edition – by Betty Azar & Stacy Hagen, Pearson Education, New York, 2009 for (level 6).
2. *Official Guide to the TOEFL Test*, published by Educational Testing Service (ETS), the makers of TOEFL iBT test.

## University Preparation Program

### COURSE GOALS AND OBJECTIVES

1. In the University Preparation Program students work to improve their overall English proficiency by achieving the specific goals and objectives of their corresponding ESL level (levels 3-6). These are outlined on the Syllabus/Curriculum for each ESL level.
2. Students are also introduced to each section of the iBT TOEFL test and work to build the basic test taking strategies required for success on each section.
3. The specific TOEFL course objectives are listed below.
  - I. Introduction to TOEFL iBT Test (1<sup>st</sup> Week)
    - A. Sample Test: Intro to each section
    - B. Introduction to the textbook and how to use it
  - II. Reading Section
    1. Introduction to reading skills: Understanding Vocabulary from Context, Recognizing Referents, Simplifying Meanings of Sentences, Inserting Sentences into Passages, Finding Factual Information, Understand Negative Facts, Making Inferences from Stated Facts Inferring Rhetorical Purpose, Selecting Summary Information
    2. Reading Skills Exercise (Weekly Test)
  - III. Listening Section
    1. Understanding the gist, detail, and function of a listening passage.
    2. Identifying a speaker's stance.
    3. Understanding the organization of a passage.
    4. Identifying relationships in the passage
    5. Listening Skills Exercise (Weekly Test)
  - IV. Speaking Section
    - A. Introduction to Independent Speaking Tasks: Free-Choice and Paired-Choice Responses

B. Introduction to Integrated Tasks (Reading and Listening): Identifying main points in listening and reading, planning your response (combining points from listening and from reading portion), delivering your response.

C. Introduction to Integrated Tasks (Listening): Identifying main points in listening passage, planning your response, delivering your response.

D. Speaking Skills Exercise(Weekly Test)

V. Writing Section (5<sup>th</sup> Week)

A. Introduction to Integrated writing tasks: Identifying main points in listening and reading, planning your response, writing a topic statement, writing supporting paragraphs using information from listening and reading passages, brief review of sentence structure.

B. Introduction to Independent writing tasks: Planning your writing, keys to an effective introduction, writing unified paragraphs, connecting paragraphs for flow, review of various types of essays and the corresponding organizational structure.

VI. Guided Practice Tests to Build Skills and Awareness on iBT Test Sections

1. Reading
2. Listening
3. Writing
4. Speaking

VII. Additional Lectures

1. Feedback on Students' Practice Tests Performance
2. Additional Tips and Strategies for Taking TOEFL iBT Test
3. Skill Enhancement Lectures and Exercises

VIII. TOEFL iBT Proficiency Test

1. Reading
2. Listening
3. Speaking
4. Writing

METHODS AND MATERIALS

Students are provided with an introduction to the material covered on the TOEFL iBT Test, strategies for approaching the test in order to get the highest score, and the opportunity to practice taking iBT tests.

Required Textbooks:

1. Corresponding *Focus on Grammar* textbook for ESL level of instruction (levels 3,4,5) or *Understanding and Using English Grammar*, fourth edition – by Betty Azar & Stacy Hagen, Pearson Education, New York, 2009 for (level 6).
2. *Official Guide to the TOEFL Test*, published by Educational Testing Service (ETS), the makers of TOEFL iBT test.

## EVALUATION

Student evaluation is based on 12-week quarters. Students are issued a midterm and final grade report for each 12-week quarter. This report indicates the student's level, attendance, quiz and graded assignment average, midterm and final exam score, teacher assigned benchmark scores for vocabulary, grammar, speaking, listening, reading, and writing, and their overall score. The overall score is a combination of all student evaluation for a quarter. It is based on the following percentages.

Overall score =

**Midterm Exam = 25%**

**Final Exam = 25%**

**Average of 6 Teacher Benchmarks = 20%**

**Average of Weekly Quiz Scores and Graded Assignments = 20%**

**\*\*\*For University Preparation students the overall score is weighted as 80% ESL and 20% TOEFL**



## English Language Institute

### **Business English for Entrepreneurs (Intermediate Level)**

Room:      Instructor:

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

Time to cover all material: 12 weeks = 216 clock hours

Entrance requirements: Placement into ELI's intermediate level ESL class or higher

### **Course Objectives:**

The overall objective of the Business English for Entrepreneurs Intermediate Level course is for students to finish the course with a business plan and business pitch (both in accurate and stylistically appropriate English) that they can use to pitch their prospective business to serious English-speaking investors.

By the end of the course, students will:

- develop a business plan in English that is both accurate and stylistically appropriate
- develop a business pitch in English that is accurate, stylistically appropriate, and effective
- reinforce and build upon key elements of the English language in order to accurately and effectively describe their business plan in both spoken and written communication
- explore key concepts related to creating a business such as: innovation, creativity, Lean Startup design, user/market research, risk management, Value Proposition Design, market testing, growth metrics, funding/financing, company formation, copyright/trademark/patents, and operational best practices

### **Requirements:**

In order to pass the course and be promoted to the next level, students must achieve an overall score of 75%:

Overall score =

**Midterm Project = 25%**

**Final Project = 25%**

**Average of 6 Teacher Benchmarks = 20%**

**Average of Weekly Graded Assignments = 20%**

**Participation = 10%**

### **Evaluation:**

Each week of instruction will include graded written and/or oral assignments, which will not only evaluate the student's mastery of the core concepts presented during the week, but also evaluate and provide feedback on the student's effective use of the English language. Midterm and Final projects will require students to produce business plans and business pitches. These will be evaluated based on the degree to which the student has integrated course content, the format used, and the accuracy and clarity of the English used. Class participation is also an important part of the program. All students are expected to participate in every class.

### **Course Materials:**

Required Textbooks: *Understanding & Using English Grammar*, Betty Azar & Stacy A. Hagen 4th edition

*Keynote Textbook Series*: Levels 3, 4, Proficient, and Advanced

## Business English for Entrepreneurs (Intermediate Level)

### COURSE GOALS AND OBJECTIVES:

The overall objective of the Business English for Entrepreneurs Intermediate Level course is for students to finish the course with a business plan and business pitch (both in accurate and stylistically appropriate English) that they can use to pitch their prospective business to serious English-speaking investors.

By the end of the course, students will:

- develop a business plan in English that is both accurate and stylistically appropriate
- develop a business pitch in English that is accurate, stylistically appropriate, and effective
- reinforce and build upon key elements of the English language in order to accurately and effectively describe their business plan in both spoken and written communication
- explore key concepts related to creating a business such as: innovation, creativity, Lean Startup design, user/market research, risk management, Value Proposition Design, market testing, growth metrics, funding/financing, company formation, copyright/trademark/patents, and operational best practices

| <b>Weekly Syllabus</b>  | <b>Teaching Methodologies and Assessment Tools</b>  |
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| <p>Week 1: <b>Course Introduction</b><br/>           Course Overview, Syllabus Review<br/>           Requirements, Learning Goals, Grading<br/>           Methodology, Academic Honesty, Student<br/>           Expectations</p> <p><b>“Welcome to Silicon Valley”</b><br/>           The Rise of Silicon Valley: 1945-2000<br/>           Silicon Valley in the 21st Century:<br/>           2001-Present<br/>           Rise of the Tech Giants (Google, Facebook,<br/>           Twitter, Apple, Uber, SpaceX, eBay, Tesla,<br/>           AirBnB, et al.)<br/>           Team Formation: Overview, Expectations<br/>           Team Dynamics, Culture, Leadership</p> <p><b>Keynote Advanced, Unit 8 = cause and<br/>           result</b><br/> <b>Keynote Advanced, Unit 3 = cleft<br/>           sentences</b></p> <p><b>Additional Grammar Focus:</b><br/> <b>Understanding &amp; Using English Grammar</b><br/> <b>4th edition, Chapters 1-3 = tense review</b></p> <p>Readings: (Before First Class)<br/>           Renaissance Florence Was a Better Model<br/>           for Innovation than Silicon Valley Is<br/>           How Silicon Valley Came to Be<br/>           How 5 Tech Giants Make Their Billions</p> <p>Video: (Before First Class)<br/>           Secret History of Silicon Valley<br/>           Mariana Mazzucato, on the Role of<br/>           Government in Innovation<br/>           Margaret O'Mara, Professor of History,<br/>           University of Washington</p> | <p>Week 1:</p> <p><b>Teaching Methodologies:</b> Teacher<br/>           presentation of Course Overview, Syllabus<br/>           Review Requirements, Learning Goals,<br/>           Grading Methodology, Academic Honesty,<br/>           and Student Expectations</p> <p>Teacher led coverage of the week’s course<br/>           content including Keynote Advanced units 3<br/>           and 8 and Understanding and Using English<br/>           Grammar units 1-3 with extensive small<br/>           group work by students.</p> <p><b>Assessment Tools</b>--group presentations of<br/>           specific content from the assigned readings<br/>           and video. The teacher assigns each group<br/>           with a specific presentation task. Groups are<br/>           evaluated on content, delivery (organization,<br/>           register, and the clarity and accuracy of<br/>           English used), and group cooperation.</p> |
| <p>Week 2: <b>What is Entrepreneurship?</b><br/>           Ideas vs. Viable Opportunities<br/>           Innovation Ecosystems and Clusters<br/>           The Role of Creativity in Entrepreneurship<br/>           Embracing “Fail Fast” Mentality</p>  | <p>Week 2:</p> <p><b>Teaching Methodologies:</b> A variety of<br/>           teacher designed student centered group<br/>           activities to explore the week’s concepts of</p>  |

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| <p>4 Main Types of Innovation<br/>Practicing Effective Brainstorming</p> <p><b>Keynote 3, Unit 2 = review of future tenses in order to talk about future trends, vocabulary to describe trends, listening based on discussion of trends.</b></p> <p><b>Keynote Advanced, Unit 5 = conditionals and discussing unreal past events.</b></p> <p><b>Additional Grammar Focus:</b><br/>Understanding &amp; Using English Grammar 4th edition, Chapters 4-5 = tense review</p> <p>Readings:<br/>The Role and Promise of Entrepreneurship<br/>We Need to Expand Our Definition of Entrepreneurship<br/>Reclaim Your Creative Confidence</p> <p>Week 3: <b>Launching Your Startup</b><br/>Introduction to Design Thinking and Lean Startup<br/>Introduction to Customer Development<br/>Designing Customer Personas</p> <p><b>Business Model Innovation</b><br/>Introduction to Business Model Design</p> <p>&gt;&gt; Field Trip to Local Shopping Mall to “Get Out of the Building”</p> <p>Readings / Tools:<br/>Why the Lean Startup Changes Everything<br/>Innovation Isn’t the Answer to All Your Problems<br/>Customer Persona Template</p> <p>English Focus: Exploration of business plan templates as well as register and tone in business correspondence.</p> <p><b>Additional Grammar Focus:</b><br/>Understanding &amp; Using English Grammar</p> | <p>creativity, innovation, brainstorming, and ideas vs opportunities.</p> <p>Teacher led coverage of the week’s course content including Keynote Advanced unit 5 and Keynote 3 unit 2 and Understanding and Using English Grammar units 4-5 with extensive small group work by students.</p> <p><b>Assessment Tools--</b>Task based group project in which participants demonstrate their ability to use brainstorming and creativity to develop an innovative opportunity. Groups are evaluated on their ability to effectively utilize the week’s concepts during the project, their use of the week’s grammar focus (future tenses and conditionals), the viability of the opportunity they develop, and group cooperation.</p> <p>Week 3:</p> <p><b>Teaching Methodologies:</b> Teacher lead exploration of the week’s topics with extensive use of the assigned readings and student group work.</p> <p><b>Assessment Tools--</b> Group research project focused on thinking outside the box and branding as part of the field trip. Groups are evaluated on their ability to identify key design and marketing concepts in the real world as well as their skill in critiquing real the real world examples they identify. The format, grammar (focus on nouns and noun clauses), clarity, and register of their writing will be evaluated as well.</p> |
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| <p>4th edition, Chapters 7 and 12 = nouns and noun clauses</p> <p>Week 4: <b>Understanding Your Customers</b><br/> Introduction to User Research Methods<br/> Creating an Interview Guide<br/> Recruiting Early Adopters to Interview</p> <p><b>Keynote 3, Unit 6 = gerunds vs. infinitives, vocabulary connected with communication and communication styles, speaking about communication styles</b></p> <p><b>Keynote 3, Unit 10 = reported speech in order to discuss other people's views and statements, discussing feelings and opinions</b></p> <p><b>Additional Grammar Focus:</b><br/> Understanding &amp; Using English Grammar<br/> 4th edition, Chapter 14 = gerunds &amp; infinitives p1</p> <p>Readings / Tools:<br/> Customer Discovery Interview Techniques &amp; Pitfalls<br/> The Customer Discovery Handbook</p> <p>Week 5: <b>Hypotheses and Experiments</b><br/> Identifying Risky Business Assumptions<br/> Lean Startup in Practice<br/> Examples of Minimum Viable Products (MVP)<br/> What is Product-Market Fit?</p> <p>&gt;&gt; Guest Speaker (TBD)</p> <p><b>Keynote Proficient, Unit 2 = expressions of certainty</b><br/> <b>Keynote Advanced, Unit 10 = passive voice and qualifiers</b></p> <p><b>Additional Grammar Focus:</b><br/> Understanding &amp; Using English Grammar</p> | <p>Week 4:</p> <p><b>Teaching Methodologies:</b> Student presentations of key concepts from the week's readings with elaboration and critique from the teacher.</p> <p>Teacher presentation of the week's grammar topics with extensive student group work to reinforce the material and require student language production.</p> <p><b>Assessment Tools--</b>Group project in which students create and execute a full early adopter interview protocol and present their findings to the class. Groups are evaluated on their mastery of the interview concepts outlined in the week's readings and instruction as well as their ability to effectively use reported speech and gerunds vs. infinitives when presenting their results.</p> <p>Week 5:</p> <p><b>Teaching Methodologies:</b> Teacher lead exploration of experiments to test ideas and assumptions as well as the introduction of the concepts of Minimum Viable Products and Product-Market Fit. Guest speaker to reinforce understanding of concepts and provide real world listening and speaking practice.</p> <p><b>Assessment Tools--</b>Essay with student's reaction to guest speaker. Evaluated on content, clarity, and use of the week's</p> |
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| <p><b>4th edition, Chapter 15 = gerunds &amp; infinitives p2</b></p> <p>Readings:<br/>Experiment Examples to Start Testing Your Ideas</p> <p>Week 6: <b>Review and Midterm</b><br/>Mid-Term Presentations<br/>Written draft of business plan with in class presentation.</p> <p>&gt;&gt; Field Trip to Local Startups and Tech Companies</p> <p>Week 7: <b>Refining Your Value Proposition</b><br/>Value Proposition Design<br/>Product Features and Benefits<br/>Comprehension Testing</p> <p>&gt;&gt; Guest Speaker (tbd)</p> <p><b>Keynote Proficient, Unit 7 = comparatives and expressing preferences</b></p> <p><b>Additional Grammar Focus:</b><br/><b>Understanding &amp; Using English Grammar</b><br/><b>4th edition, Chapter 9 = modals</b></p> <p>Week 8: <b>Market Testing, Validation, &amp; Growth</b><br/>Customer Relationships and Channels<br/>Get, Keep, Grow Funnels</p> | <p>grammar focus.</p> <p>Week 6:</p> <p><b>Teaching Methodologies:</b> Teacher directed, but student centered review activities as well as a field trip to reinforce key concepts and allow for real world use of language skills.</p> <p><b>Assessment Tools--Mid-Term Presentations:</b> Written 1st draft of business plan with in class presentation.</p> <p>Week 7:</p> <p><b>Teaching Methodologies:</b> Guest speaker to help expand students' knowledge of Value Propositions and how to make products and services attractive to consumers. Teacher lead exploration and use of comparatives and constructions for expressing preferences.</p> <p><b>Assessment Tools--Group presentations of written analysis comparing and contrasting the value propositions of comparable products or companies. Groups evaluated on their ability to utilize class content to effectively compare value propositions and their ability to express their written and verbal analysis using grammar and vocabulary from the week/course.</b></p> <p>Week 8:</p> <p><b>Teaching Methodologies:</b> Teacher lead exploration of the concepts of Customer Relationships and Channels, Funnels,</p> |
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| <p><b>Issues</b><br/> Company Formation and Incorporation<br/> Early Stage Legal and Compliance Issues<br/> Patents, Copyrights, Trademarks<br/> Operational Best Practices in Startups<br/> Introduction to Startup Finance</p> <p>&gt;&gt; Guest Speaker</p> <p><b>Keynote Advanced, Unit 4 = approximation</b></p> <p><b>Additional Grammar Focus:</b><br/> Understanding &amp; Using English Grammar<br/> 4th edition, Chapter 17 &amp; 18 = adverb clauses &amp; phrases</p> <p>Week 11: <b>Pitching Your Startup</b><br/> Advanced Pitch Coaching Workshop<br/> Final Presentation Practice and Feedback</p> <p>&gt;&gt; Guest Coach</p> <p><b>Keynote Advanced, Unit 11 = subordinate clauses</b></p> <p><b>Additional Grammar Focus:</b><br/> Understanding &amp; Using English Grammar<br/> 4th edition, Chapter 20 = conditionals</p> <p>Week 12: <b>Review and Final</b><br/> Final Presentations<br/> Finalized Business Plan and Pitch</p> | <p>and issues related to operating a startup with a focus on early legal/compliance issues, patents, copyrights/trademarks, best practices, and finance.</p> <p><b>Assessment Tools</b>--student creation of an operational plan for the creation of their startup which identifies key steps and potential challenges in the formation of their business. Students will be evaluated on their ability to integrate core concepts into their plan, the feasibility of their plan, and the clarity/organization/effectiveness of their writing/presentation.</p> <p>Week 11:</p> <p><b>Teaching Methodologies:</b> Teacher and guest pitching coach will lead an intensive workshop on pitching a startup.</p> <p><b>Assessment Tools</b>--Students will practice their startup pitches and receive detailed feedback and guidance from the teacher and the guest pitching coach.</p> <p>Week 12:</p> <p><b>Teaching Methodologies:</b> Teacher will lead and facilitate a meaningful feedback and critique session (by other students and the teacher) for each student's startup pitch</p> <p><b>Assessment Tools</b>--Final Presentations<br/> Written Business Plan and Pitch</p> |
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## EVALUATION

Student evaluation is based on 12-week quarters. Students are issued a midterm and final grade report for each 12-week quarter. This report indicates the student's level, attendance, graded assignment average, midterm and final project scores, teacher assigned benchmark scores for vocabulary, grammar, speaking, listening, reading, and writing, and their overall score. The overall score is a combination of all student evaluation for a quarter. It is based on the following percentages.

Overall score =

**Midterm Project = 25%**

**Final Project = 25%**

**Average of 6 Teacher Benchmarks = 20%**

**Average of Weekly Graded Assignments = 20%**

**Participation = 10%**



## English Language Institute

### **Business English for Entrepreneurs (Advanced Level)**

Room:      Instructor:

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

Time to cover all material: 12 weeks = 216 clock hours

Entrance requirements: Placement into ELI's advanced level ESL class or higher

### **Course Objectives:**

The overall objective of the Business English for Entrepreneurs Advanced Level course is for students to finish the course with a business plan and business pitch (both in accurate and stylistically appropriate English) that they can use to pitch their prospective business to serious English-speaking investors.

By the end of the course, students will:

- develop a business plan in English that is both accurate and stylistically appropriate
- develop a business pitch in English that is accurate, stylistically appropriate, and effective
- reinforce and build upon key elements of the English language in order to accurately and effectively describe their business plan in both spoken and written communication
- explore key concepts related to creating a business such as: innovation, creativity, Lean Startup design, user/market research, risk management, Value Proposition Design, market testing, growth metrics, funding/financing, company formation, copyright/trademark/patents, and operational best practices

### **Requirements:**

In order to pass the course and be promoted to the next level, students must achieve an overall score of 75%:

Overall score =

**Midterm Project = 25%**

**Final Project = 25%**

**Average of 6 Teacher Benchmarks = 20%**

**Average of Weekly Graded Assignments = 20%**

**Participation = 10%**

### **Evaluation:**

Each week of instruction will include graded written and/or oral assignments, which will not only evaluate the student's mastery of the core concepts presented during the week, but also evaluate and provide feedback on the student's effective use of the English language. Midterm and Final projects will require students to produce business plans and business pitches. These will be evaluated based on the degree to which the student has integrated course content, the format used, and the accuracy and clarity of the English used. Class participation is also an important part of the program. All students are expected to participate in every class.

### **Course Materials:**

Required Textbooks: Keynote Textbook Series: Levels 3, 4, Proficient, and Advanced

## Business English for Entrepreneurs (Advanced Level)

### COURSE GOALS AND OBJECTIVES:

The overall objective of the Business English for Entrepreneurs Advanced Level course is for students to finish the course with a business plan and business pitch (both in accurate and stylistically appropriate English) that they can use to pitch their prospective business to serious English-speaking investors.

By the end of the course, students will:

- develop a business plan in English that is both accurate and stylistically appropriate
- develop a business pitch in English that is accurate, stylistically appropriate, and effective
- reinforce and build upon key elements of the English language in order to accurately and effectively describe their business plan in both spoken and written communication
- explore key concepts related to creating a business such as: innovation, creativity, Lean Startup design, user/market research, risk management, Value Proposition Design, market testing, growth metrics, funding/financing, company formation, copyright/trademark/patents, and operational best practices

**Weekly Syllabus, Instructional Methods, and Evaluation:**

| <p align="center"><b>Weekly Syllabus</b></p>   | <p align="center"><b>Teaching Methodologies and Assessment Tools</b></p>  |
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| <p>Week 1: <b>Course Introduction</b><br/>           Course Overview, Syllabus Review<br/>           Requirements, Learning Goals, Grading<br/>           Methodology, Academic Honesty, Student<br/>           Expectations</p> <p><b>“Welcome to Silicon Valley”</b><br/>           The Rise of Silicon Valley: 1945-2000<br/>           Silicon Valley in the 21st Century:<br/>           2001-Present<br/>           Rise of the Tech Giants (Google, Facebook,<br/>           Twitter, Apple, Uber, SpaceX, eBay, Tesla,<br/>           AirBnB, et al.)<br/>           Team Formation: Overview, Expectations<br/>           Team Dynamics, Culture, Leadership</p> <p><b>Keynote Advanced, Unit 8 = cause and<br/>           result</b><br/> <b>Keynote Advanced, Unit 3 = cleft<br/>           sentences</b></p> <p>Readings: (Before First Class)<br/>           Renaissance Florence Was a Better Model<br/>           for Innovation than Silicon Valley Is<br/>           How Silicon Valley Came to Be<br/>           How 5 Tech Giants Make Their Billions</p> <p>Video: (Before First Class)<br/>           Secret History of Silicon Valley<br/>           Mariana Mazzucato, on the Role of<br/>           Government in Innovation<br/>           Margaret O'Mara, Professor of History,<br/>           University of Washington</p> | <p>Week 1:</p> <p><b>Teaching Methodologies:</b> Teacher<br/>           presentation of Course Overview, Syllabus<br/>           Review Requirements, Learning Goals,<br/>           Grading Methodology, Academic Honesty,<br/>           and Student Expectations</p> <p>Teacher led coverage of the week’s course<br/>           content including Keynote Advanced units 3<br/>           and 8 with extensive small group work by<br/>           students.</p> <p><b>Assessment Tools</b>—group presentations of<br/>           specific content from the assigned readings<br/>           and video. The teacher assigns each group<br/>           with a specific presentation task. Groups are<br/>           evaluated on content, delivery (organization,<br/>           register, and the clarity and accuracy of<br/>           English used), and group cooperation.</p> |
| <p>Week 2: <b>What is Entrepreneurship?</b><br/>           Ideas vs. Viable Opportunities<br/>           Innovation Ecosystems and Clusters<br/>           The Role of Creativity in Entrepreneurship<br/>           Embracing “Fail Fast” Mentality<br/>           4 Main Types of Innovation<br/>           Practicing Effective Brainstorming</p>   | <p>Week 2:</p> <p><b>Teaching Methodologies:</b> A variety of<br/>           teacher designed student centered group<br/>           activities to explore the week’s concepts of<br/>           creativity, innovation, brainstorming, and<br/>           ideas vs opportunities.</p>   |

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| <p><b>Keynote 3, Unit 2 = review of future tenses in order to talk about future trends, vocabulary to describe trends, listening based on discussion of trends.</b></p> <p><b>Keynote Advanced, Unit 5 = conditionals and discussing unreal past events.</b></p> <p>Readings:<br/> The Role and Promise of Entrepreneurship<br/> We Need to Expand Our Definition of Entrepreneurship<br/> Reclaim Your Creative Confidence</p> <p>Week 3: <b>Launching Your Startup</b><br/> Introduction to Design Thinking and Lean Startup<br/> Introduction to Customer Development<br/> Designing Customer Personas</p> <p><b>Business Model Innovation</b><br/> Introduction to Business Model Design</p> <p>&gt;&gt; Field Trip to Local Shopping Mall to “Get Out of the Building”</p> <p>Readings / Tools:<br/> Why the Lean Startup Changes Everything<br/> Innovation Isn’t the Answer to All Your Problems<br/> Customer Persona Template</p> <p>English Focus: Exploration of business plan templates as well as register and tone in business correspondence.</p> <p>Week 4: <b>Understanding Your Customers</b><br/> Introduction to User Research Methods<br/> Creating an Interview Guide<br/> Recruiting Early Adopters to Interview</p> <p><b>Keynote 3, Unit 6 = gerunds vs. infinitives,</b></p> | <p>Teacher led coverage of the week’s course content including Keynote Advanced unit 5 and Keynote 3 unit 2 with extensive small group work by students.</p> <p><b>Assessment Tools</b>--Task based group project in which participants demonstrate their ability to use brainstorming and creativity to develop an innovative opportunity. Groups are evaluated on their ability to effectively utilize the week’s concepts during the project, their use of the week’s grammar focus (future tenses and conditionals), the viability of the opportunity they develop, and group cooperation.</p> <p>Week 3:</p> <p><b>Teaching Methodologies:</b> Teacher lead exploration of the week’s topics with extensive use of the assigned readings and student group work.</p> <p><b>Assessment Tools</b>-- Group research project focused on thinking outside the box and branding as part of the field trip. Groups are evaluated on their ability to identify key design and marketing concepts in the real world as well as their skill in critiquing real the real world examples they identify. The format, grammar, clarity, and register of their writing will be evaluated as well.</p> <p>Week 4:</p> <p><b>Teaching Methodologies:</b> Student presentations of key concepts from the week’s readings with elaboration and critique from the teacher.</p> |
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| <p><b>vocabulary connected with communication and communication styles, speaking about communication styles</b></p> <p><b>Keynote 3, Unit 10 = reported speech in order to discuss other people's views and statements, discussing feelings and opinions</b></p> <p>Readings / Tools:<br/>Customer Discovery Interview Techniques &amp; Pitfalls<br/>The Customer Discovery Handbook</p> <p>Week 5: <b>Hypotheses and Experiments</b><br/>Identifying Risky Business Assumptions<br/>Lean Startup in Practice<br/>Examples of Minimum Viable Products (MVP)<br/>What is Product-Market Fit?</p> <p>&gt;&gt; Guest Speaker (TBD)</p> <p><b>Keynote Proficient, Unit 2 = expressions of certainty</b><br/><b>Keynote Advanced, Unit 10 = passive voice and qualifiers</b></p> <p>Readings:<br/>Experiment Examples to Start Testing Your Ideas</p> <p>Week 6: <b>Review and Midterm</b><br/>Mid-Term Presentations<br/>Written draft of business plan with in class presentation.</p> <p>&gt;&gt; Field Trip to Local Startups and Tech Companies</p> | <p>Teacher presentation of the week's grammar topics with extensive student group work to reinforce the material and require student language production.</p> <p><b>Assessment Tools</b>--Group project in which students create and execute a full early adopter interview protocol and present their findings to the class. Groups are evaluated on their mastery of the interview concepts outlined in the week's readings and instruction as well as their ability to effectively use reported speech and gerunds vs. infinitives when presenting their results.</p> <p>Week 5:</p> <p><b>Teaching Methodologies:</b> Teacher lead exploration of experiments to test ideas and assumptions as well as the introduction of the concepts of Minimum Viable Products and Product-Market Fit. Guest speaker to reinforce understanding of concepts and provide real world listening and speaking practice.</p> <p><b>Assessment Tools</b>--Essay with student's reaction to guest speaker. Evaluated on content, clarity, and use of previously studied grammar.</p> <p>Week 6:</p> <p><b>Teaching Methodologies:</b> Teacher directed, but student centered review activities as well as a field trip to reinforce key concepts and allow for real world use of language skills.</p> <p><b>Assessment Tools</b>--Mid-Term Presentations: Written 1st draft of business plan with in class presentation.</p> |
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Week 7: **Refining Your Value Proposition**

Value Proposition Design  
Product Features and Benefits  
Comprehension Testing

>> Guest Speaker (tbd)

**Keynote Proficient, Unit 7 = comparatives and expressing preferences**

Week 8: **Market Testing, Validation, & Growth**

Customer Relationships and Channels  
Get, Keep, Grow Funnels  
Growth Metrics and Cohort Analysis  
Competitive Analysis

**Keynote 3, Unit 4 = comparatives and superlatives in order to compare options and discuss decision making, vocabulary connected with website features and design.**

**Keynote Proficient, Unit 12 = adverbs and adverbial phrases**

Week 9: **Venture Capital Investment in Silicon Valley**

Funding Strategies  
Funding Sources and Models  
Startup Equity and Dilution

Week 7:

**Teaching Methodologies:** Guest speaker to help expand students' knowledge of Value Propositions and how to make products and services attractive to consumers. Teacher lead exploration and use of comparatives and constructions for expressing preferences.

**Assessment Tools--**Group presentations of written analysis comparing and contrasting the value propositions of comparable products or companies. Groups evaluated on their ability to utilize class content to effectively compare value propositions and their ability to express their written and verbal analysis using grammar and vocabulary from the week/course.

Week 8:

**Teaching Methodologies:** Teacher lead exploration of the concepts of Customer Relationships and Channels, Funnels, Growth Metrics and Cohort Analysis, and Competitive Analysis as they relate to market testing, validation, and growth.

**Assessment Tools--**Students design and implement a detailed plan for market testing and outline their strategy as related to getting, keeping, and growing funnels. Written plans and strategies are evaluated in terms of the degree to which the student has synthesized the week's core content, the feasibility of the plan/strategy, and the use of the week's grammar focus in the written material.

Week 9:

**Teaching Methodologies:** Teacher lead exploration of venture capital investment in Silicon Valley with a focus on funding strategies, sources, and models as well as



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| <p>Week 12: <b>Review and Final</b><br/> Final Presentations<br/> Finalized Business Plan and Practice Pitch</p> | <p>Week 12:<br/> <b>Teaching Methodologies:</b> Teacher will lead and facilitate a meaningful feedback and critique session (by other students and the teacher) for each student's startup pitch<br/> <br/> <b>Assessment Tools--</b>Final Presentations<br/> Written Business Plan and Pitch</p> |
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**EVALUATION**

Student evaluation is based on 12-week quarters. Students are issued a midterm and final grade report for each 12-week quarter. This report indicates the student's level, attendance, graded assignment average, midterm and final project scores, teacher assigned benchmark scores for vocabulary, grammar, speaking, listening, reading, and writing, and their overall score. The overall score is a combination of all student evaluation for a quarter. It is based on the following percentages.

- Overall score =
- Midterm Project = 25%**
- Final Project = 25%**
- Average of 6 Teacher Benchmarks = 20%**
- Average of Weekly Graded Assignments = 20%**
- Participation = 10%**

***REVISION POLICY***

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