

Intensive English Level Foundations	Intensive English Level 1	Intensive English Level 2	Intensive English Level 3	Intensive English Level 4	Intensive English Level 5
After completing Foundations, ...	After completing Level 1, ...	After completing Level 2, ...	After completing Level 3, ...	After completing Level 4, ...	After completing Level 5, ...
Listening/Speaking Class					
Students will comprehend common spoken words and key phrases assessed by comprehension questions. Students will identify main ideas of simple messages and conversations assessed informally and formally. Students will follow simple directions observed informally and formally. Students will comprehend simple social language assessed informally and formally. Students will orally produce common words and phrases from teacher prompts and observed informally and formally. Students will state basic information in response to a request (grammar and pronunciation may interfere with communication) from teacher prompts and observed informally and formally. Students will engage in a basic social conversation from teacher prompts, pair work, and group work that will be observed and assessed informally and formally. Students will pronounce words in response to visual prompts.	Students will speak employing new vocabulary supplied through visual activities. Students will produce sufficient comprehensible speech to express meaning (grammar and pronunciation may interfere with communication) assessed informally and formally. Students will retell, describe, and narrate in simple situations assessed informally and formally. Students will use social vocabulary and common idioms from teacher prompting assessed informally and formally. Students will listen to a short conversation and take notes on key words and details.	Students will be able to hold a 3 minute social conversation with a classmate, using level-appropriate grammar, discussion strategies, pronunciation, and class vocabulary items. Students will be able to listen to a short conversation or simple lecture and take notes on key words, main ideas, and details. Students will be able to accurately describe the events in a series of pictures.	Students will differentiate between major and minor details of a talk or lecture by producing hand-written notes with common note-taking conventions. Students will use a variety of strategies to take notes on a talk or lecture (eg: two-column notes, abbreviations and symbols, bullets, highlighting key words and concepts). Students will demonstrate an understanding of discourse markers and academic lexis from a talk or lecture. Students will deliver well-organized 3-5 minute presentations using level-appropriate sentence structure, grammar, and vocabulary. Students will discuss topics using basic discussion strategies such as turn taking, polite interrupting and agreeing/disagreeing and academic language. Students will speak using common social vocabulary and idiomatic expressions. Students will retell, describe, narrate and expand on simple situations. Students will speak using appropriate tone and inflection to express meaning during presentations. Students will use correct rhythm, stress, and word endings to maintain comprehensibility during discussions and presentations.	Students will demonstrate an awareness of register and tone assessed informally and formally. Students will identify main ideas and differentiate between major and minor details of a talk or lecture. Students will demonstrate an understanding of discourse markers and academic lexis. Students will produce handwritten notes taken from listening to short academic lectures using a variety of methods and strategies with appropriate detail. Students will speak comprehensibly using level appropriate grammatical structures and vocabulary. Students will give a five-seven minute well-organized spoken presentation using detail and description. Students will effectively discuss topics in a group, individually or with the instructor following basic discussion strategies and using academic language.	Students will be able to answer comprehension questions about the content of academic lectures through production of well-organized and detailed notes. Students will effectively discuss topics using discussion strategies and academic language. Students will delivery well-developed presentations within specified time limits using level-appropriate sentence structure, grammar, and vocabulary. Students will demonstrate appropriate register for formal and informal situations through recorded passages, and oral discussions.
Reading/Vocabulary Class					
Students will read with comprehension isolated words applying appropriate phonics skills. Students will read with comprehension high-frequency words assessed by comprehension questions. Students will read and follow simple directions. Students will read with comprehension simple, basic, every-day vocabulary assessed by comprehension questions. Students will comprehend very	Students will read and comprehend simple text assessed by comprehension questions. Students will apply reading strategies (previewing, applying background knowledge, inferring from context) in order to comprehend high-beginner-level texts as assessed by comprehension questions. Students will identify the main ideas of text assessed informally and formally. Students will identify details that support the main idea of a paragraph assessed informally and formally. Students will demonstrate completion of 8000	Students will be able to produce short responses to independently read texts by retelling events and relating material to personal experiences, and using level appropriate grammar and class vocabulary items. Students will be able to read and verbally respond to an academic text. Students will be able to read and verbally retell a story. Students will demonstrate completion of 16,000 words of extensive reading by passing quizzes on mreader.org. Students will be able to use class vocabulary words in spoken and written production. Students will	Students will apply reading strategies (previewing, skimming, scanning, identifying pronoun referents, summarizing, and inferring from context) in order to read low-intermediate-level texts and answer comprehension questions. Students will identify main ideas and significant relative details in readings through graphic organizers. Students will use appropriate language in short academic discussions related to reading. Students will demonstrate completion of 25000 words of extensive reading by passing quizzes on mreader.org.	Students will apply reading strategies (previewing, skimming, scanning, identifying pronoun referents, outlining, summarizing, and inferring from context) in order to comprehend high-intermediate-level texts. Students will demonstrate an understanding of text conventions (bold print, section headings, table of contents, glossary). Students will produce handwritten notes taken from academic texts using a variety of methods and strategies with appropriate organization and detail. Students will participate in	Students will be able to apply reading strategies (previewing, skimming, scanning, identifying pronoun referents, summarizing and inferring from context) in order to explain and comprehend low-advanced level texts. This will be measured by written summaries and comprehension questions created by the instructor. Students will be able to read independently authentic

basic ideas intended by the author of written work assessed by comprehension questions. Students will comprehend main ideas and a few basic details from simple text, using visuals and some prior knowledge of the topic assessed informally and formally	words of extensive reading by passing quizzes on mreader.org. Students will produce and use a vocabulary learning system (eg: cards, notebook, flashcards). Students will classify vocabulary by meaning groups using worksheets and formal tests. Students will recognize words belonging to the same word family using worksheets and formal tests. Students will use accompanying visuals to add to vocabulary base assessed informally and formally.	be able to produce a vocabulary notebook for assigned vocabulary words.	Students will utilize strategies to expand their vocabulary (e.g. vocabulary notebook, note cards). Students will use a variety of skills to help determine possible meanings of unfamiliar words (context, roots, suffixes, affixes, part of speech). Students will use level-appropriate general and academic vocabulary including correct use of collocation patterns in speaking and writing.	academic discussions related to the reading topics. Students will demonstrate completion of 34000 words of extensive reading by passing quizzes on mreader.org. Students will use level appropriate general and academic vocabulary including appropriate use of collocation patterns. Students will demonstrate the ability to use the dictionary effectively. Students will use a variety of vocabulary skills to help understand meanings of unfamiliar words – context, stems and affixes, parts of speech, etc. Students will develop and use a vocabulary learning system (e.g. notebook, flashcards)	social and academic texts and summarize events and analyze literary elements. This outcome will be measured by written reports and/or essays. Students will take part in academic discussions related to the reading topics. Students will demonstrate completion of 44000 words of extensive reading by passing quizzes on mreader.org. Students will be able to apply strategies that expand vocabulary by creating vocabulary notebooks or electronic flashcards. Students will recognize context, root words, suffixes, affixes and parts of speech in order to help recall or interpret meaning of unfamiliar words.
Grammar/Writing Class					
Students will use subject, object, and possessive pronouns correctly in written sentences. Students will use basic prepositions (in, on, under, to, at) correctly in written sentences. Students will identify connected subjects and simple verbs in written text. Students will create through written text simple sentences (affirmative/negative) and questions using correct syntax and word order in simple present tense, present progressive tense, simple past tense (regular and some common irregular verb forms), simple future tense “will”, and imperative forms assessed informally and formally. Students will use social vocabulary and common idioms in writing. Students will write legible upper and lower case letters assessed informally and formally. Students will correctly write high-frequency words in simple sentences. Students will correctly spell regular singular and plural nouns assessed informally and formally. Students will complete 3 hours of typing activities in typing.com (2 hours in summer terms) in	Students will use articles (the, a, an) on worksheets and in written sentences. Students will correctly use modals (can, may) on worksheets and in written sentences. Students will use descriptive adjectives on worksheets and in written sentences. Students will use possessive nouns (singular and plural possessives) on worksheets and in written sentences. Students will make sentences and ask questions using count and non-count nouns. Students will produce orally and in writing simple sentences (affirmative / negative) and questions using correct syntax and word order in Simple present (review), Future tense using BE “going to” + base verb, Simple past tense (using irregular verb forms), Present progressive tense. Students will write simple sentences using correct punctuation including capitalization, periods, questions marks, and apostrophes in various types of paragraphs. Students will demonstrate organization of ideas using graphic organizers or basic outlines. Students will use the steps of the writing process to compose original well-developed narrative, process, and/or	Students will be able to produce subject verb agreement in paragraph writing. Students will be able to produce yes/no, information questions, and tag questions orally and in writing. Students will be able to produce future and past progressive tenses in paragraph writing. Students will be able to produce modals in requests, offers, and advice both orally and in paragraph writing. Students will be able to use determiners orally and in writing. Students will be able to use <i>Is There</i> and <i>Are There</i> to ask about location. Students will be able to use possessive and reflexive pronouns and possessive adjectives orally and in writing. Students will be able to use comparisons and superlatives in paragraph writing. Students will produce a narrative and descriptive paragraph using level-appropriate grammar and mechanics, appropriate register, and sentence variety (10-12 sentence minimum). Students will complete a graphic organizer to plan written paragraphs prior to writing. Students will produce compound and complex sentences	Students will produce orally and in paragraph writing simple sentences (affirmative/negative) and questions using correct syntax and word order in the simple past, present perfect tense, and present perfect continuous tense. Students will use present modals (ability, polite requests, permission, possibility, advice, necessity, lack of necessity, preferences, imperatives, and suggestions) correctly in paragraph and beginning essay writing. Students will use a range of phrasal verbs in written paragraphs and essays. Students will use gerunds and infinitives (following verbs, gerund as subject, <i>it</i> + infinitive) correctly in paragraph and beginning essay writing. Students will produce sentences using adjective clauses (form, meaning, and who/whom/which/that/ whose). Students will demonstrate organization of ideas using graphic organizers or basic outlines. Students will use the steps of the writing process to compose original well-developed expository and classification paragraphs and a 3-5 paragraph expository essay at an intermediate level (200 - 300 words) with appropriate grammar, sentence structure, organization,	Students will produce orally and in writing simple sentences (affirmative/negative) and questions using correct syntax and word order in a review of verb tenses already studied and past perfect, past perfect progressive, and future perfect tenses. Students will detect problems with, correct, and correctly express ideas with past modal forms, passive voice, gerunds and infinitives, and adverbial clauses. Students will demonstrate organization of ideas using graphic organizers and detailed outlines. Students will use the steps of the writing process to compose original well-developed 4-5 paragraph Compare-Contrast and Cause-Effect essays at an intermediate level (300 - 400 words). Students will use a variety of sentence structures in their writing applying correct punctuation. Students will appropriately use conjunctive adverbs in a variety of sentences. Students will complete 3 hours of typing activities in typing.com (2 hours in summer terms) in order to develop keyboarding skills in English.	Students will produce orally and in writing simple sentences (affirmative/negative) and questions using correct syntax and word order in a review of verb tenses already studied and past perfect, past perfect progressive, and future perfect tenses. Students will detect problems with, correct, and correctly express ideas with past modal forms, passive voice, gerunds and infinitives, and adverbial clauses. Students will demonstrate organization of ideas using graphic organizers and detailed outlines. Students will use the steps of the writing process to compose original well-developed 4-5 paragraph Compare-Contrast and Cause-Effect essays at an intermediate level (300 - 400 words). Students will use a variety of sentence structures in their writing applying correct punctuation. Students will appropriately use conjunctive adverbs in a variety of sentences. Students will complete 3 hours of typing activities in

order to develop keyboarding skills in English.	descriptive paragraphs at a high beginning level (7 sentences minimum). Students will complete 3 hours of typing activities in typing.com (2 hours in summer terms) in order to develop keyboarding skills in English.	in paragraph writing. Students will use correct punctuation, capitalization, spacing, and spelling in their written assignments. Students will complete 3 hours of typing activities in typing.com (2 hours in summer terms) in order to develop keyboarding skills in English.	and vocabulary. Students will revise their own work for content, organization, and word choice along with sentence structure and grammar usage. Students will write paragraphs and essays with an awareness of the audience. Students will complete 3 hours of typing activities in typing.com (2 hours in summer terms) in order to develop keyboarding skills in English.		typing.com (2 hours in summer terms) in order to develop keyboarding skills in English.
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