

## 05.02.06 Level 6

### What is the schedule like?

Your classes will be 4 hours a day, 5 days a week. Classes will take place either from 8:30 a.m. to 12:30 p.m. or from 1:30 to 5:30 p.m.

A university observation is optional.

### What are the level 6 goals?

- To achieve advanced communicative competence in reading, writing, listening, and speaking.
- To acquire the English proficiency and the skills necessary to function effectively in an academic setting in an American college or university.

### What are the Level 6 skill outcomes?

A student who successfully completes Level 6 will demonstrate the ability to:

#### **READING OUTCOMES**

- Read and understand university-level academic material.
- Read and understand current periodicals.
- Answer comprehension questions.
- Identify topic and main idea.
- Identify supporting details.
- Distinguish facts from opinions.
- Understand complex charts, graphs, and diagrams.
- Recognize the author's purpose, point of view, and tone.
- Recognize organizational patterns.
- Make inferences.
- Draw conclusions.
- Paraphrase a portion of a text.
- Summarize a text.
- Express and support own opinion.
- Preview and predict content.
- Scan a passage for specific information.
- Skim a passage for the main idea.
- Reproduce text in a graphic organizer, timeline, or outline.
- Recognize word forms: noun, verb, adjective, and adverb.
- Identify synonyms and antonyms.
- Use structural analysis to identify root words, prefixes, and suffixes.
- Use context clues to guess meanings of words.
- Use a monolingual English dictionary.
- Follow written directions.
- Understand how to research a specific topic.

#### **WRITING OUTCOMES**

- Write a variety of sentence types with clauses, phrases, and mixed tenses.
- Write a fully-developed paragraph for academic purposes, such as test questions.
- Write a unified and coherent essay multi-paragraph essay with an introduction (including a strong thesis statement that reflects the development of the essay), well-developed body, and conclusion.
- Use descriptive, narrative, comparison/contrast, cause/effect, persuasive, process, argument, and other rhetorical modes.
- Use transitions.
- Proofread for errors in grammar, spelling, punctuation (including comma splices, run-ons, fragments, and deletions), and capitalization.
- Express ideas taken from a number of texts with proper acknowledgement of sources and without plagiarism.
- Produce a document in an academic format using a word-processing program.
- Write a short academic research paper using a variety of academic sources.\*
- Demonstrate writing competence needed at the undergraduate and graduate level.

### **\*RESEARCH PAPER GUIDELINES**

The research paper should:

- Be between 1300-1500 words.
- Cite at least 5 academic sources in the final draft.
- Have a working bibliography of 10 to 15 sources.
- Follow either Modern Language Association (MLA) or American Psychological Association (APA).

### **LISTENING OUTCOMES**

- Understand diverse number forms common to academic discourse.
- Understand reductions and stressed words.
- Follow detailed instructions.
- Understand complex questions.
- Identify the main ideas of an extended academic listening passage or academic lecture.
- Identify details of an extended academic lecture or listening passage.
- Make inferences based on explicit and implicit details in an academic lecture or listening passage.
- Listen and make an outline or graphic organizer of an extended passage.
- Listen, take and organize accurate notes from academic lectures.
- Differentiate between formal and informal English.
- Understand spoken English from a variety of authentic sources.
- Recognize changes of tone, discourse markers, and features of stress, rhythm and intonation common to academic and social discourse.
- Demonstrate the listening competence needed at the undergraduate or graduate levels.

### **SPEAKING OUTCOMES**

- Produce contractions, third person singular, and past tense endings.
- Use appropriate stress and intonation. Refine stress and intonation skills.
- Demonstrate the speaking competence needed at the undergraduate or graduate levels.
- Ask relevant questions and give appropriate answers.
- Initiate and sustain a conversation on a wide range of topics.
- Contribute to group discussions.
- Give an extended individual presentation on an academic topic.

- Demonstrate ability to incorporate spoken academic vocabulary.
- Rephrase and clarify statements.
- Speak using simple, compound, and complex sentences with near-native control of advanced grammar structures and varied word forms.

### What grammar structures will be taught in Level 6?

A student who successfully completes Level 6 will be familiar with:

#### **GRAMMAR STRUCTURES**

- regular and irregular verbs
- subject-verb agreement
- present tense: simple, continuous, perfect, and perfect continuous
- past tense: simple, continuous, perfect, and perfect continuous
- future time verb forms
- all modals
- gerunds/infinitives
- phrasal verbs
- passive voice
- indicative, imperative, subjunctive mood
- sentence formation: subject-verb-object
- question formation: all types and tenses
- real /unreal conditionals
- clauses –noun and adjective/adverb, including reduced
- parallel structure
- reported speech
- concise sentences
- sentence variety
- nouns – count and non-count
- pronouns
- adjectives
- comparisons: adjectives/adverbs
- adverbs
- articles
- prepositions
- coordinating, subordinating conjunctions

#### Contact

Language and Culture Center

3687 Cullen Boulevard, 116 Roy Cullen Building, Houston, TX 77204-3014

 [LCC.uh.edu](http://LCC.uh.edu)

 (713) 743-3030

 [LCC@uh.edu](mailto:LCC@uh.edu)