

## **04.06.05 Curriculum Guide - Level Five**

(September 2014)

**Schedule:** 4 hours a day/5 days a week

Core	2 hours daily
Co-op	2 hours daily
University Observation	optional

### **Goals:**

1. To acquire advanced communicative competence in reading, writing, listening, and speaking.
2. To acquire the skills necessary to progress to the upper advanced level of proficiency and to function in an academic setting.

A student who successfully completes level five 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 charts, graphs, and diagrams.
- Recognize the author's purpose and point of view.
- Recognize organizational patterns.
- Make inferences.
- Draw conclusions.
- Paraphrase a portion of a text.
- Summarize a passage.
- 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.

## **WRITING OUTCOMES**

- Write a fully developed paragraph for academic purposes, such as test questions.
- Write a unified and coherent essay of 5 or more paragraphs 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, and other rhetorical modes.
- Use transitions.
- Write a variety of sentence types with clauses, phrases, and mixed tenses.
- Proofread for errors in grammar, spelling, punctuation (including comma splices, run-ons, fragments, and deletions), and capitalization.
- Avoid plagiarism. Use summarizing and paraphrasing. Acknowledge reference sources.
- Produce a document in an academic format using a word-processing program.

## **LISTENING OUTCOMES**

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

## **SPEAKING OUTCOMES**

- Give information and express opinions and ideas accurately.
- 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 approved topic.
- Rephrase and clarify statements.
- Produce contractions, third person singular, and past tense endings.

- Use appropriate stress and intonation.
- Speak using simple, compound, and complex sentences, mostly accurate advanced grammar structures and varied word forms.
- Demonstrate ability to incorporate spoken academic vocabulary.

A student who successfully completes level five 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, including future continuous, perfect, and perfect continuous
- all modals
- gerunds/infinitives
- passive voice
- phrasal verbs
- indicative, imperative, subjunctive mood
- sentence formation: subject-verb-object
- question formation: all types and tenses
- real and unreal conditionals
- clauses –noun and adjective/adverb, including reduced
- parallel structure
- reported speech
- nouns – count and non-count
- pronouns
- adjectives
- comparisons: adjectives/adverbs
- adverb placement
- articles
- prepositions
- coordinating, subordinating conjunctions