

## 04.06.06 Curriculum Guide - Level Six

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

A student who successfully completes level six 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 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, argumentative, 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**

- Identify the main ideas of an extended academic listening passage or academic lecture.
- Understand spoken English from a variety of authentic sources and demonstrate the listening competence needed at the undergraduate or graduate levels.
- Follow detailed instructions.
- Understand complex questions.
- 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.
- 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**

- 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.
- Rephrase and clarify statements.
- Produce contractions, third person singular, and past tense endings.
- Use appropriate stress and intonation. Refine stress and intonation skills.
- Speak using simple, compound, and complex sentences with near-native control of advanced grammar structures and varied word forms.
- Demonstrate ability to incorporate spoken academic vocabulary.

A student who successfully completes level six 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
- phrasal verbs
- passive voice
- 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
- concise sentences
- sentence variety
- nouns – count and non-count
- pronouns
- adjectives
- comparisons: adjectives/adverbs
- adverb placement
- articles
- prepositions
- coordinating, subordinating conjunctions