

## IEC Curriculum Guide: Goals, Objectives and Expected Student Learning Outcomes

<b>Basic A</b>	<p>The goal of this course is to introduce absolute beginners to basic grammar structures as well as the English alphabet and numbers; to begin building survival vocabulary, and basic reading, writing, and communication skills.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate how to introduce oneself</li> <li>• Illustrate how to describe a place using <i>there is/there are</i></li> <li>• Explain how to use possessive pronouns</li> <li>• Contrast singular and plural nouns correctly</li> <li>• Present the modal verb “can”</li> <li>• Illustrate responses to simple commands</li> <li>• Present vocabulary related to family; meeting people, etc.</li> <li>• Practice spelling of basic vocabulary</li> <li>• Introduce the components of basic sentences &amp; questions</li> </ul>	<ul style="list-style-type: none"> <li>• Respond to questions related to self-identification (<i>What’s your name? Where are you from?</i> Etc.)</li> <li>• Talk about yourself and family members</li> <li>• Describe, using <i>there is/there are</i></li> <li>• Apply possessive pronouns in speaking and writing</li> <li>• Distinguish between plural and singular nouns</li> <li>• Talk about what someone can/could do using the modal verb <i>can</i></li> <li>• Talk and write about possessions</li> <li>• Follow simple oral commands</li> <li>• Label pictures in writing</li> <li>• Use appropriate social language when given corresponding visual prompts</li> <li>• Correctly spell basic words in written formats</li> <li>• Produce complete, basic sentences</li> </ul>
<b>Basic B</b>	<p>The goal of this course is to enable students to understand simple phrases easily, to participate in basic conversations and routine social situations, to read and understand simple sentences, and to write common words and simple phrases at a high-beginner level.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Practice the use of polite requests</li> <li>• Illustrate the use of adjectives to describe things</li> <li>• Explain the correct use of Present Simple and Present Progressive tenses</li> <li>• Use the past simple and past continuous tenses correctly</li> <li>• Demonstrate the structural elements of sentences</li> <li>• Present the language of common, every day discussions</li> <li>• Increase vocabulary for more advanced reading comprehension</li> </ul>	<ul style="list-style-type: none"> <li>• Use polite requests to order food and drinks</li> <li>• Describe a person using simple adjectives and items of clothing</li> <li>• Describe daily routines using the simple present</li> <li>• Distinguish between a repeated action and an action in progress</li> <li>• Construct sentences using the simple past and the past progressive tenses</li> <li>• Produce 5-7 related sentences in correspondence</li> <li>• Follow verbal commands and instructions at a high-beginner level</li> <li>• Recognize active vocabulary in reading passages</li> <li>• Guess the meaning of unknown words from context</li> </ul>

<b>Int. A</b>	<p>The goal of this course is to expand students' knowledge of grammar and vocabulary in order to understand a variety of conversations, perform writing tasks in a familiar context, and speak with creativity.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Review the present and past tenses (both simple and continuous)</li> <li>• Discuss the use of count and non-count nouns and their quantifiers correctly</li> <li>• Practice the language of money: cost, quantity &amp; monetary units</li> <li>• Use adjectives of comparison</li> <li>• Use the future tense</li> <li>• Practice writing short, informal e-mails</li> <li>• Listen to a variety of genres of listening selections</li> <li>• Explore magazine and news articles</li> <li>• Practice writing formal letters</li> <li>• Introduce linking words such as: in addition, what's more, first, second, finally, however, although, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe everyday activities contrasting the present simple and the past simple tenses</li> <li>• Use pronouns of quantity: <i>much, many, a little, a few, a lot/lots of</i> as well as count and non-count nouns</li> <li>• Use appropriate statements and make inquiries about cost and quantity</li> <li>• Describe places and things using comparative and superlative adjectives</li> <li>• Talk about plans for the future using the future simple and present continuous tenses and <i>going to</i></li> <li>• Compose an informal e-mail with a main idea and 2 or more details</li> <li>• Demonstrate reading &amp; listening comprehension by responding to questions about passages</li> <li>• Distinguish between true and false statements from listening passages</li> <li>• Construct a formal letter, applying appropriate vocabulary as well as a formal written outline</li> <li>• Write a biography using past &amp; present tenses, and linking words</li> <li>• Discuss pros &amp; cons using linking words</li> </ul>
<b>Int. B</b>	<p>The goal of this course is to strengthen students' language skills in speaking, listening, reading and writing so that they become more adept communicators.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Illustrate the usage of modal verbs</li> <li>• Contrast the usage of different tenses, including the perfect tense</li> <li>• Introduce types of conditional sentences</li> <li>• Discuss life situations using modals &amp; conditionals</li> <li>• Develop note-taking skills for listening</li> <li>• Introduce strategies for retelling stories from reading passages</li> <li>• Write an informal letter</li> <li>• Introduce time clauses using <i>when, while, as soon as</i></li> </ul>	<ul style="list-style-type: none"> <li>• Use modal verbs to express necessity, advisability, obligation, probability</li> <li>• Correctly identify details from listening passages</li> <li>• Orally summarize and paraphrase ideas from reading passages</li> <li>• Produce an informal 2 paragraph letter with 2 main ideas and supporting details</li> <li>• Talk about life achievements using a variety of tenses including present perfect simple and continuous</li> </ul>
<b>Advanced A</b>	<p>The goal of this course is for students to employ previously acquired language skills in order to improve communication and clarity of written and spoken messages.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Use the passive voice</li> <li>• Demonstrate how to talk on the phone</li> <li>• Practice reporting statements, questions, and commands using reported speech</li> <li>• Retell the plots of books and movies</li> <li>• Explain the usage of narrative patterns</li> <li>• Express emotions in writing</li> <li>• Understand the difference between formal and informal letters</li> <li>• Explain how to make inferences from reading and listening passages</li> </ul>	<ul style="list-style-type: none"> <li>• Apply passive voice in a variety of situations</li> <li>• Conduct telephone conversations using business expressions</li> <li>• Repeat what was said using reported speech</li> <li>• Talk about books and movies, applying narrative tenses: past simple, past continuous, past perfect, and past perfect continuous</li> <li>• Use the expressions <i>used to do, would do</i> in speaking and writing</li> <li>• Read &amp; retell a story</li> <li>• Express emphasis and intonation in written work</li> <li>• Express and defend personal opinion in an oral presentation</li> <li>• Produce a formal 3 paragraph letter</li> <li>• Make inferences from, and express opinions about reading and listening passages</li> </ul>

<b>Advanced B</b>	<p>The goal of this course is to enable students to function independently in social situations by further developing strong communication skills, grammar and vocabulary</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Explain how to present a review report</li> <li>• Introduce adverb collocations</li> <li>• Contrast infinitives and gerunds</li> <li>• Provide negative inversion in order to add emphasis</li> <li>• Illustrate the usage of mixed conditional patterns and wish structure</li> <li>• Discuss the difference between defining and non-defining relative clauses</li> <li>• Present the usage of discourse markers in context</li> <li>• Demonstrate passive constructions to distance the facts</li> <li>• Practice methods for identifying point of view in reading and listening passages</li> </ul>	<ul style="list-style-type: none"> <li>• Produce a report based on a graph representation</li> <li>• Correctly use adverb collocations in oral and written work</li> <li>• Distinguish between infinitives and gerunds and apply infinitive construction in speaking and writing</li> <li>• Produce an oral or written piece, using negative inversion structures such as: rarely, only, nowhere, in no way, etc.</li> <li>• Hypothesize using mixed conditionals as well as wish structure</li> <li>• Talk about life experiences, applying both defining and non-defining relative clauses</li> <li>• Identify the relationship between sentences by connecting them with the correct discourse marker</li> <li>• Report news, using passive construction such as: it's said, she believed, etc.</li> <li>• Apply previously learned skills to new materials: note-taking, summarizing, and identifying main ideas and details</li> </ul>
<b>Advanced +A</b>	<p>The goal of this course is to improve listening and speaking skills, specifically centering on the vocabulary and grammar of critical thinking, in order to develop strong presentation skills.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Introduce and practice adjective clauses and tag questions</li> <li>• Introduce top-down and bottom-up strategies for developing listening skills</li> <li>• Provide techniques to predict the content of audio presentations</li> <li>• Provide communicative practice of the sounds and patterns of English in order to foster speaking skills</li> <li>• Demonstrate the structure of a 3-minute speech</li> <li>• Explain the application of reduced form of auxiliary verbs in speech</li> <li>• Present techniques of inferring and describing information not explicit in audio material</li> </ul>	<ul style="list-style-type: none"> <li>• Correctly use adjective clauses in oral presentations</li> <li>• Predict, draw inferences and conclusions, and summarize the contents of listening selections</li> <li>• Organize, synthesize, compare, and contrast information from listening selections</li> <li>• Identify and verbalize the main idea of listening selections</li> <li>• Plan, write, and present a two to three-minute speech, incorporating relative pronouns and expressions of opinion</li> <li>• Use phrasal verbs, idiomatic expressions and social language in conversations with a partner and act them out</li> <li>• Use tag questions correctly</li> </ul>
<b>Advanced +B</b>	<p>The goal of this course is to systematically expose students to authentic language forms in a variety of contexts and genres including radio reports, interviews, and lectures. A wide range of speaking tasks leads students to organize and produce integrated oral presentations incorporating content, language, and critical thinking.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate use of correct forms of passive voice</li> <li>• Use adverb clauses in speech</li> <li>• Predict the content and infer meaning in audio and reading passages</li> <li>• Listen for specific information in audio passages and read for specific information in reading passages</li> <li>• Synthesize information from two listening passages, or two reading passages, into one</li> <li>• Infer indirect meaning in reading and audio passages</li> <li>• Practice the sounds and patterns of spoken English</li> <li>• Discover new vocabulary, related idioms, collocations, and word forms</li> <li>• Improve speaking skills to an advanced level</li> </ul>	<ul style="list-style-type: none"> <li>• Use passive and passive causative voice to verbalize opinions</li> <li>• Compare written and audio selections, using expressions of comparing and contrasting</li> <li>• Identify and apply rules of pronunciation of final consonants</li> <li>• Demonstrate correct forms of passive voice</li> <li>• Infer the meaning of reading passages and audio selections</li> <li>• Identify structures used in oral presentations: modals, adjective and verb clauses, verb patterns, indirect speech, passive voice, unreal conditionals – present, past and mixed</li> <li>• Add information and opinions to the ideas of others</li> <li>• Paraphrase ideas from written passages</li> <li>• Produce oral presentations, simulations, debates, and role-play in paired or group discussions</li> <li>• Preview reading selections and make predictions about the content</li> </ul>

<b>TOEFL Prep</b>	<p>The goal of this course is to provide students with the skills necessary to prepare for the TOEFL iBT test.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Increase academic vocabulary</li> <li>• Illustrate basic test-taking skills techniques such as skimming, scanning, and eliminating incorrect answers</li> <li>• Practice listening comprehension strategies for concentration and focus</li> <li>• Explain the planning processes for independent speeches under time pressure, including general ideas and integrated speaking and writing assignments</li> <li>• Demonstrate the creation of essay outline including a general idea and details</li> <li>• Discuss standard structure of a TOEFL essay: introduction, three body paragraphs, and conclusion</li> <li>• Contrast the 4 types of TOEFL essays: Give an explanation, agree or disagree, state preference, make an argument</li> <li>• Define 10 major reading tasks and explain the differences between them. Provide strategies for approaching each one under time pressure</li> <li>• Present the requirements of integrated skills tasks: listening and speaking (L&amp;S); reading, listening and speaking (R&amp;L&amp;S); reading, listening and writing (R&amp;L&amp;W)</li> <li>• Provide skills for note-taking and planning a response</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize academic vocabulary in a variety of contexts, to improve comprehension of listening and reading materials</li> <li>• Use the techniques of skimming, scanning, and eliminating incorrect answers in reading academic material</li> <li>• Listen to, and understand lengthy dialogues and lectures related to academic subjects with and without note taking</li> <li>• Outline a plan for independent speech within 15 seconds and produce 45-second independent speeches on a variety of topics</li> <li>• Use transitional words in both speaking and writing assignments in order to link ideas coherently</li> <li>• Construct an independent essay outline within 5 minutes</li> <li>• Plan, organize, and compose the 4 different types of TOEFL essays</li> <li>• Identify reading question styles and use appropriate skills to determine the correct answer</li> <li>• Demonstrate proficiency in all four language skills through timed oral and written responses</li> </ul>
<b>Academic Writing I</b>	<p>The goal of this course is to sharpen the skills of paragraph writing. Students will be exposed to techniques of process writing and refine the techniques needed to compose a variety of paragraph styles.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Review the mechanics of paragraph structure</li> <li>• Discuss features of topic and concluding sentences</li> <li>• Describe the brainstorming process</li> <li>• Present the major paragraph styles: definition, process analysis, descriptive, opinion, and narrative paragraphs</li> <li>• Present rules of capitalization, punctuation, and sentence structure</li> <li>• Provide opportunities for growth in speaking through the oral practice of explaining processes, debating opinions, and story-telling from a foundation of narrative writing</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize and compose the major components of a paragraph at an advanced level: <ul style="list-style-type: none"> <li>a. topic sentence</li> <li>b. supporting sentences</li> <li>c. concluding sentence</li> </ul> </li> <li>• Create a brainstorm diagram in preparation of writing a paragraph</li> <li>• Describe a process in a paragraph using transition words of chronological order. Give an oral presentation of this process.</li> <li>• Compose a descriptive paragraph using adjectives, denotations, connotations and prepositions of location</li> <li>• Create an opinion paragraph, including the above major components, expressing personal opinion, counter argument, and refutation. Debate this opinion, orally, with other students.</li> <li>• Present a brief lecture based on an opinion or descriptive paragraph, using appropriate media</li> <li>• Write a definition paragraph based on an oral presentation</li> <li>• Produce a narrative paragraph with verb tense consistency and use of chronological order transition words.</li> <li>• Identify and produce the main characteristics of a definition paragraph</li> <li>• Employ peer editing for writing errors of major components</li> <li>• Identify and list key points of a comparison reading</li> </ul>

<b>Academic Writing II</b>	<p>The goal of this course is to move from writing paragraphs to writing an essay. Students will understand the characteristics of good writing through practicing patterns of organization for process, cause/effect, and comparison/contrast essays.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Introduce essay structures and discuss the major components: thesis statement, introduction paragraph, supporting sentences, bridging, body paragraphs, and concluding paragraph</li> <li>• Describe processes of essay outlining</li> <li>• Present organizational patterns for essay styles: descriptive, compare/contrast, and cause/effect, classification</li> <li>• Provide opportunities for growth in speaking through oral practice of: descriptive writing, debate, and story-telling from a foundation of one's classification writing</li> </ul>	<ul style="list-style-type: none"> <li>• Apply the major components of essays: thesis statement, topic sentence, body paragraphs, supporting sentences, concluding sentence, and transitions</li> <li>• Write an outline of an essay, including 6 major components</li> <li>• Write a descriptive essay using a variety of descriptive adjectives. Re-tell the main ideas of this essay aloud, without use of the written material</li> <li>• Compose a compare/contrast essay according to a point-by-point or block method organizational pattern and using comparison signal words. Debate this topic, aloud, using the point-by-point method</li> <li>• Listening to others' debates, prepare and ask questions in follow-up</li> <li>• Produce a cause/effect essay organizing supporting details in one of two ways: in chronological order or by order of importance, with at least one transitional paragraph, and incorporating signal words of cause and effect</li> <li>• Compose an essay using the principle of organization method. Retell the key components of this essay to an audience</li> <li>• Utilize peer editing, with specific emphasis on errors in parallel structures</li> <li>• Produce a classification essay, organized according to defined categories</li> <li>• Using notes taken during a lecture, produce an essay outline</li> </ul>
<b>Academic Writing III</b>	<p>The goal of this course is to develop the necessary tools and skills for writing a variety of essay styles, using complex sentence constructions, free of structural errors.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Present the structure and major components for essay types: process analysis, argumentative, and narrative</li> <li>• Learn three types of sentences: simple sentence, compound sentence, and complex sentence</li> <li>• Introduce sentence problems: fragments, run-ons, and comma splices</li> <li>• Provide for opportunities of growth in speaking through oral practice of addressing a specific audience, persuading others, and story-telling</li> </ul>	<ul style="list-style-type: none"> <li>• Compose a process analysis essay organized chronologically or by priority. Describe, verbally, how the needs of the particular audience are being addressed</li> <li>• Produce an argumentative essay using transitions and connectors that develop a point further and address a counterargument. Present a speech on this topic, using visuals for the supporting details.</li> <li>• Write a narrative essay using time words and phrases and verb tenses in the past. Re-tell this story, orally, including the elements of setting, main characters, plot, climax, and ending</li> <li>• Identify and compose three types of sentences: simple, compound and complex</li> <li>• Recognize and correct sentence problems: fragments, run-ons, comma splices</li> <li>• In an oral presentation, identify and explain logical fallacies</li> <li>• Articulate three key guidelines for argument</li> </ul>

<b>American Short Stories I</b>	<p>The goal of this course is to improve students' reading, oral communication, and writing skills, deepen knowledge of vocabulary and grammar, and gain understanding of the historical and on-going development of American culture through reading, discussing and writing about American literature.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Analyze structural elements of writing: plot, setting, atmosphere, and characterization</li> <li>Explore content by writing about and discussing: visualization, gathering meaning from context, making inferences and distinguishing fact from opinion</li> <li>Discuss literary terminology</li> <li>Use vocabulary in writings and discussions to increase vocabulary including casual speak and slang</li> <li>Apply tools for making accurate predictions about literary content</li> <li>Dissect oral exercises using elements of writing and plot breakdown</li> </ul>	<ul style="list-style-type: none"> <li>Match newly introduced literary terms to their definitions</li> <li>Compare and discuss literary themes and techniques used to achieve an intended effect</li> <li>Effectively engage in literary discussions, including terminology (e.g., poetic justice, imagery, foreshadowing, etc.)</li> <li>Relate reading selections to self, world, and other experiences</li> <li>Make connections to related information from reading selections</li> <li>Compose a clear personal narrative using literary elements</li> <li>Predict an ending using elements that were revealed in a reading</li> </ul>
<b>American Short Stories II</b>	<p>In this course students will increase the language skills of listening, reading, speaking, and writing, as well as knowledge of American culture, through study of classic American literature. Students develop critical thinking skills by reading &amp; analyzing short stories.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Analyze structural elements of writing: plot, setting, atmosphere and characterization</li> <li>Discuss themes and connect them to current and past American culture</li> <li>Use these elements to refine skills of critical thinking and creative thought</li> <li>Explore content by writing about and discussing: point of view, foreshadowing, surprise endings, satire, and romanticism</li> <li>Increase understanding of US culture through exploration of America's literary heroes.</li> </ul>	<ul style="list-style-type: none"> <li>Effectively apply advanced literary terms</li> <li>Identify literary elements and techniques used to demonstrate a theme</li> <li>Accurately discuss elements of story writing using critical thinking and analysis</li> <li>Analyze and defend a topic or an interpretation of literature studies</li> <li>Communicate information and ideas in persuasive writing with clarity and effectiveness</li> <li>In discussion and writing, express opinions and criticism that relate reading selections to self, world, and the immigrant experience</li> </ul>
<b>Eng. For Int. Communication I</b>	<p>This course is designed to meet the needs of high-intermediate and advanced students who wish to improve understanding of the use of technology for global communication both in the business world as well as socially.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Use social media (Twitter, Linked-in, Facebook) for purposes of networking</li> <li>Introduce and foster the vocabulary of internet use</li> <li>Present effective techniques for preparing a resume/CV</li> <li>Increase clarity of communication via technology: telephone and e-mail</li> <li>Demonstrate skills for designing &amp; staging presentations: Power Point, iMovie, YouTube</li> <li>Identify appropriate language for discussing stress, conflict, and disagreement</li> </ul>	<ul style="list-style-type: none"> <li>Post a profile on Linked-in</li> <li>Establish a Twitter account &amp; follow 3 contacts in your field</li> <li>Prepare a resume with history of education, employment &amp; achievements</li> <li>Write a formal cover letter in e-mail format, including an introduction, body and closing</li> <li>Design and present a Power Point Presentation on a current topic in your field</li> <li>Using a case study about workplace conflict, provide possible resolutions in oral and written forms</li> </ul>

<b>Eng. For Int. Communi- cation II</b>	<p>This course is for advanced students who seek to improve basic communication skills in preparation for a variety of business interactions. Students will learn to recognize and abide by workplace culture both domestically and when cooperating on an international level.</p> <ul style="list-style-type: none"> <li>• Demonstrate effective techniques for employment interviewing and workplace interactions</li> <li>• Illustrate the dynamics of corporate/workplace culture</li> <li>• Foster the techniques needed to avoid or repair cultural misunderstandings and communication breakdowns</li> <li>• Cultivate awareness of common cultural misunderstandings</li> <li>• Provide guidance for discussion of topics of common discourse; political and/or ethical differences</li> <li>• Familiarize students with Active Listening skills</li> </ul>	<ul style="list-style-type: none"> <li>• Give a presentation on business culture at an international corporation</li> <li>• Prepare a script for a mock employment interview</li> <li>• Identify common workplace differences relative to specific countries/cultures</li> <li>• Demonstrate positive &amp; encouraging language to resolve misunderstandings</li> <li>• Differentiate between appropriate topics for conversation with international colleagues</li> <li>• Apply active listening skills to a teleconference scenario</li> </ul>
<b>Eng. For Int. Communi- cation III</b>	<p>The final level of EIC focuses on developing strong leaders in the global workplace; recognizing and demonstrating effective verbal and non-verbal communication styles, abiding by accepted rules of business etiquette when outside of the workplace, gaining a basic understanding of common global business structures, and understanding the importance of “going the extra mile”.</p> <ul style="list-style-type: none"> <li>• Develop the oral skills and body language common in successful leaders</li> <li>• Describe a variety of American vs. international business structures</li> <li>• Present the language of finance</li> <li>• Analyze the components of effective writing for global communication</li> <li>• Foster the techniques of socializing with workplace associates</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the leadership skills displayed in a sample case study</li> <li>• Describe how the above skills made measurable effects</li> <li>• Report on the success of a business based on figures retrieved from their website</li> <li>• Prepare a Venn Diagram comparing an American corporate structure to that of a corporation in another country</li> <li>• Determine appropriate phrases for an e-mail to an overseas colleague</li> <li>• Apply phrases that express interest and polite ways to end conversation through dialog</li> </ul>