



## A.C.E. Level Six: Proficiency

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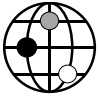
### Description of Level:

Students will implement using English in a variety of academic and professional tasks including note-taking, essay writing, making oral presentations, and taking part in discussions. Increased emphasis is placed on learning to self-correct while speaking and writing. All areas of English skills are integrated into each class. Students entering this level have good control of general English in all skill areas, but need additional work to be able to succeed in higher education.

**The following guidelines assume a 10-week session.**

### Level 6 Grammar Points

- future perfect tense
- perfect progressive tenses
- progressive modals (could be lying, should be studying, etc.)
- reported speech
- passive voice
- word forms
- noun clauses
- unreal conditionals
- WISH vs. HOPE
- individualized monitoring and troubleshooting



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### **Proficiency Academic Skills (Observation Review)**

#### **Performance Objectives: Reading**

##### **Competent:**

- Analyze textbook chapters for unity and coherence including introduction and thesis statement, paraphrased referents, transitions/logical connectors, and concluding paragraphs
- Build reading schemata to improve comprehension of difficult reading passages including use of prior knowledge and recognition of text patterns
- Evaluate reading sources using critical thinking skills
- Take notes and find proof from sources; cite sources in class discussion
- Analyze and synthesize information on one topic from a variety of reading sources

#### **Performance Objectives: Writing**

##### **Competent:**

- Write summary of, critical response to, and answer questions from academic reading material in a content area
- Use a variety of simple, compound, and complex sentences effectively to express relationships between details in an essay with a developed introductory paragraph, thesis statement, body paragraphs and concluding paragraph
- Use class lectures/discussions/readings to develop ideas for writing
- Develop time management plans for completing writing assignments
- Synthesize information from different sources to make own point
- Use quotation, summary and paraphrase appropriately and accurately
- Edit papers for errors in grammar and logic prior to submission
- Use reading sources to develop appropriate vocabulary and structures on studied content areas

#### **Performance Objectives: Listening and Speaking**

##### **Competent:**

- Respond to listening material and use it as support for own ideas and suggestions
- Build mental schemata on listening themes to improve comprehension of new material
- Take accurate notes of lectures and other listening sources
- Distinguish relevant/irrelevant information and main idea/detailed information
- Recognize use of intonation and phrasing to signal main points and speaker's point of view
- Ask questions to fill in gaps in student's knowledge within a class environment
- Use appropriate functional language to take part in group work and lead discussions



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### Proficiency Academic Skills (Observation Review)

#### Course Description

Students observe or audit a university class with guidance from an ESL instructor. The class works together to review notes, complete assigned readings, and learn the steps to completing academic assignments in the course. Mastery of the listening and speaking skills necessary to take notes on lecture and to take part in class discussions and group projects within the course is also an important element of this course. This class requires a high level of student responsibility and motivation. The teacher serves as a facilitator who supplies learning tools and study-skill strategies.

#### Required Texts

Texts will be determined by the audit course

#### Additional Resources

Academic Reading the Study Skills for International Students, Rosenthal and Rowland, Prentice Hall  
It's Academic, Schneider and McCollum, Maxwell/MacMillan  
Campus English, Forman et al., MacMillan  
Understanding and Using English Grammar, Azar, Longman  
Insights, A Content Based Approach to Academic Preparation, Donna Brinton et al.  
Bridge to College Success, Heather Robertson  
Patterns of Cultural Identity, Rebecca L. Oxford (Tapestry)  
Authentic news stories, video documentaries, etc.

#### Exit Criteria

- Students must attend at least one office hour appointment with the university's ESL coordinator if available.
- Students must utilize all resources that a university student would use.
- Student should be able to read and study a chapter of an academic textbook and answer multiple choice and short answer questions at a passing standard
- Students should be able to listen to a lecture, take notes and summarize the main points from their notes with accuracy.
- Students should be able to take part in an academic group task requiring research, oral, and written skills.
- Students should be able to synthesize information from a variety of sources including lectures and text material to answer test questions and support their answer to an essay question on a related topic.
- Students should be able to complete a 1000-2000 word academic paper at passing standards.



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### Proficiency Writing and Grammar

#### Course Description

Students will work intensively to improve the clarity, accuracy, and fluency of their writing. Students will read a variety of authentic texts and analyze them for word choice, coherence devices, and sentence structure. They will complete a variety of short writing assignments and edit their own work.

#### Required Texts

Newbury House Guide to Writing, Heinle and Heinle (Tapestry)

Tapestry Writing 4, Heinle and Heinle

Strictly Academic, Currie and Cray, Newbury House

Short stories or a novel to be read as a class (Snow Falling on Cedars, One Flew Over the Cuckoo's Nest)

Authentic sources including newspapers, magazines

#### Additional Resources

Approaches to Academic Reading and Writing, Arnaudet and Barrett, Prentice Hall

Study Skills for Academic Writing, Trzeciak and MacKay, Cambridge

Understanding and Using English Grammar, Azar, Longman

#### Exit Criteria

- Students should be able to read, analyze and give a critical response to a short story or novel.
- Students should be able to paraphrase a series of sentences changing both the vocabulary and structure of the original.
- Students should be able to edit their own writing before giving drafts in to be marked.
- Students should be able to use a variety of complex sentences accurately in a summary, or in their own writing

#### Performance Objectives: Writing

##### **Competent:**

- Use word forms effectively in paraphrase and summary activities
- Use analogy, definitions, examples and anecdotes to support a thesis
- Use complex sentences accurately
- Use coherence devices to develop ideas in a variety of rhetorical styles
- Use thesaurus, dictionary and style books to make one's writing more precise
- Use punctuation correctly and effectively



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### Proficiency Speaking

#### Performance Objectives: Learning Strategies

##### **Competent:**

- Ask questions to improve grammar, word usage, and register
- Summarize/paraphrase information to check for understanding
- Develop strategies for discussing unfamiliar topics
- Analyze and improve one's pronunciation and spoken grammar

#### Performance Objectives: Social Functions

##### **Competent:**

- Develop appropriate register for introductions and small talk in various situations
- Develop questioning strategies for taking part in discussions outside personal knowledge

##### **Familiar:**

- Develop understanding of humor and patterns of social interactions in host culture
- Develop ability to use register appropriately for various social situations

#### Performance Objectives: Academic Functions

##### **Competent:**

- Use circumlocution to describe a concept or object for which the English word is unknown
- Orally summarize and paraphrase written or oral information while relating it to own knowledge and experience
- Give impromptu speech of 3-5 minutes
- Argue and support a position in detail
- Orally describe a graph and comment on its significance
- Use analogies, metaphors and descriptive vocabulary to add strength to one's message

#### Performance Objectives: Grammar and Pronunciation

##### **Competent:**

- Develop a method for monitoring and improving use of prepositions, vocabulary, articles, other grammatical errors, and pronunciation errors which detract from the speaker's message
- Recognize and produce stressed and reduced sounds effectively to emphasize main points, contrasts, choices and agreement
- Recognize and use meaningful sentence rhythm and phrasing to enhance clarity/effectiveness of formal presentation
- Use grouping and blending for clarity of speech



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### **Proficiency Speaking**

#### **Course Description**

Students will work on perfecting their fluency, accuracy, and pronunciation. Emphasis will be placed on completing short but challenging speaking assignments and working on self and group analysis of spoken proficiency. Reading and listening materials will be used as springboards for topics of discussion.

#### **Required Texts**

Academically Speaking, Kayfetz and Stice, Heinle and Heinle  
Speaking Solutions, Matthews, Prentice Hall

#### **Additional Resources**

Well Said, Grant, Heinle and Heinle  
Grammar Through Stories  
**Campus English; Clear Speech**  
Understanding and Using English Grammar, Azar, Longman  
Video programs for class discussion  
Academic articles for class discussion

#### **Suggested Activities**

- Articles: students read different articles about one topic and then work together to create a unified report or summarize an article individually
- Describe pictures, charts and graphs
- Make and record a news program or panel discussion and analyze for grammar/pronunciation
- Debate; weekly discussions led by students; impromptu speeches
- Dialogue reconstruction: students watch part of a talk show and take the roles of the characters, reconstructing the conversation
- Simulations- students are given roles in a simulation of a controversial issue
- Students prepare and interact with other members to present and argue their point of view
- Memorize and present a famous speech to work on pronunciation and intonation

#### **Exit Criteria**

- Students will be able to give an accurate summary of an article or listening source using a variety of sentence patterns for precise meaning
- Students will be able to speak relatively spontaneously and fluently about topics outside their previous knowledge
- Students will be able to participate in a discussion using information and adding personal commentary