

Part-Time English Evening Course: Upper-Intermediate (B2)

COURSE DETAILS

Level: Upper Intermediate (B2)

Primary Course Book: *Cutting Edge – Upper Intermediate, 3rd Edition*

Course Pre-requisite: Intermediate (B1) or placement test score of Upper Intermediate (B2)

Course Schedule: This course runs for a total of 15 weeks on the curriculum cycle

Weekly Schedule:

Tuesdays & Thursdays: 6:30PM – 8:30PM

Total = 4 clock hours per week

Course Start Dates: The first Tuesday at the start of each 5-week session

COURSE DESCRIPTION

This is a general English language course for upper intermediate (B2) level students. This is an integrated skills-based course that is designed to help students develop their English language skills in order to communicate with some degree of fluency. This course helps students to develop grammatical and vocabulary skills needed to understand complex and abstract topics as well as engage in regular interactions with native speakers with little to no strain on either party.

COURSE GOALS

- Students will understand the main ideas of complex texts on both concrete and abstract topics
- Students will interact with degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party
- Students will produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options

CURRICULUM SCHEDULE

This course follows the 15-week cycles in the program. Teachers should follow the schedule on their weekly course outlines for each week. Course outlines are posted in the classrooms every week for students to view. Teachers should introduce the 5-week outline every Tuesday at the start of each 5-week session and go over the expectations for the 5 weeks. This includes the assigned units in the book, course objectives, and target student learning outcomes. Teachers should stay on schedule at all times. Concerns or questions about the schedule should be directed to the Head Teacher immediately.

- **5-Week Course Outlines:** The curriculum for this course is divided up into 5-week course outlines. Course outlines are posted in classrooms every week. Teachers should spend every Tuesday during the first week of each 5-week session giving an introduction to new students and going over the course outline for both new and current students. The 5-week course outline includes the assigned unit(s) for that week, the course objectives, and target student learning outcomes.

- Assessments: Students are given an assessment at the end of each 5-week session. These assessments are designed to test the course objectives listed in the weekly course outline. Because this course has rolling admissions, it is important that each assessment includes only material covered during that 5-week session. This divides the curriculum into manageable 5-week segments to ensure that all students are progressing at a steady pace.

TEACHING METHODS

This course utilizes the following teaching methodologies:

- Communicative approach -The more students practice English, the faster they will learn it. That is why teachers should encourage students to speak only English at all times. Each lesson features pair and group work activities that motivate students to communicate through problem-solving tasks and interesting topics, making learning more enjoyable and interactive.
- Student-centered instruction - Student-centered teaching methods promote active learning. Our students answer questions, formulate questions of their own, solve problems, discuss, explain, brainstorm, and debate independently as well as with their fellow classmates. Learning in small groups (maximum of 12 students per class) ensures that all learners are actively participating at all times.
- Integrated grammar instruction - Grammar is taught in a meaningful context by using authentic texts and real life speech. Grammar lessons are not separated from other instructional units, but integrated into the larger context of speaking, listening, reading, and writing. Teachers should guide students to examine linguistic structures and then use their own knowledge to explain language use and form as needed.
- Experiential and cooperative learning - Students should be actively involved in the language learning experience. Teachers should encourage students to reflect on their own learning process and to make the most of their personal learning style. Cooperative learning tasks are intellectually demanding and creative. Genuine teamwork contributes decisively to students' success.
- Authentic learning materials and environment - In our classes, teachers should provide real-life situations to practice and develop students' English language skills. Teachers should use the course textbooks along with a wide range of additional resources to expose students to authentic language in context and make learning both inviting and motivating. Students will be exposed to different English accents and develop a variety of skills and strategies that help them function independently and confidently outside the classroom.

ATTENDANCE

Attendance for this class is mandatory. Students are allotted a maximum of 6 unexcused absences per 15-week cycle (2 unexcused absences per 5 weeks). All teachers must record their students' attendance daily via the attendance record. All attendance records must be submitted to the office every Friday. To mark student's attendance, teachers should use the following markings:

- *Present (P)* = Student was present in class and arrived and left class within the first/last 15 minutes
- *Late (L)* = Student either arrived 15 - 30 minutes late for class or left 15 – 30 minutes early
- *Absent (A)* = Student was not present in class OR Student was more than 30 minutes late or left more than 30 minutes late

- *Excused Absence (E)* = Student was sick and brought in a doctor's note as evidence

COURSE ASSIGNMENTS

In this course, teachers are required to give students a variety of assignments throughout each week to ensure that students are progressing through the level. Students are expected to complete all assignments regularly and on time. Students will be graded on the following areas:

- Assessments: Students are given an assessment every 5 weeks to ensure mastery of each unit. These assessments may be in the form of a quiz, project, written essay, or oral presentation. Students should be maintaining a passing grade of 70% on all of their assessments.
- Class Assignments: These may include group/pair work, class discussions, individual projects, writing assignments, oral presentations, etc.
- Homework: Homework is given twice a week. It may include bookwork, written essays, journal writing, grammar worksheets, reading assignments, projects, etc.
- Participation: Students are expected to participate in all class activities and discussions as well as speak in English in and outside of the class as much as possible

PROGRESS REPORTS

Teachers complete a Progress Report for students every 5 weeks to assess their progress and current standing in the class. Progress Reports are filled out by the teacher on a Friday, and the report is sent to the student (by e-mail) on the following Monday. Progress Reports include the student's current standing in the level by evaluating the following areas:

- Weekly Assessment: The grades for the student's 2 most current assessments
- Student's Performance: The teacher will rate the student, on a scale from 1 to 4, in each of the different language skills areas. These areas include listening, speaking, reading, and writing
- Students Participation: The teacher will rate the student, on a scale from 1 to 4, in different participation categories. These areas include participation of class assignments, homework, pair/group work, and the use of English in the classroom.

LEVEL-UP TESTS

A level-up test is given to students who are ready to be moved up to the next level. Level-up tests assess the student learning outcomes that have been achieved in the student's current course level. There is a separate level up test for each level. To pass the level up test, students must score a minimum of 80% on the test. If the student does not achieve the minimum required score, the student will continue in his/her current level and the level-up test can be re-taken after 2 weeks.

- Level Promotion Policy
Regularly enrolled students advance through the levels based on fulfillment of the student learning outcomes in each course. Teachers will monitor academic achievement through assessments, class assignments, and homework. To move up to the next level, students must sit for a level-up test. Students are eligible to sit for the level-up test if they meet all of the following requirements:

- ❖ The student demonstrates satisfactory progress over the course of the 15-week class cycle by maintaining good academic standing (e.g., the student achieved a minimum course grade of 70% and has attended at least 80% of the class)

- ❖ The student has been in the class for a minimum of 15 weeks

If the student scores at least an 80% on the level-up test, s/he will move up to the next level. If this score is not obtained, the student must continue in the current level. Level-up tests can be re-taken an unlimited amount of times, but only in 2-week intervals. Students are required to sit for a level-up test after 20 weeks in a level.

- Early Promotions

If a student feels s/he is ready for the next level prior to the 15-week mark, the student can request to take the level-up test prior to his/her 15-week mark. The student is eligible to take the level-up test early if s/he:

- ❖ Obtains a recommendation from their current teacher
- ❖ Demonstrates satisfactory progress by maintaining good academic standing in the course

COURSE SCHEDULE

Week	Unit	Grammar Concepts	Vocabulary & Topics
1	Unit 1: Getting on	<ul style="list-style-type: none"> Past and present verb forms Use of auxiliary verbs 	<ul style="list-style-type: none"> Relationships Friendship <i>Get</i>
2	Unit 2: Ups and Downs	<ul style="list-style-type: none"> Forming adjectives Forming nouns and gerunds 	<ul style="list-style-type: none"> Describing how you feel Things that makes you feel good
3	Unit 3: It All Went Wrong	<ul style="list-style-type: none"> Narrative tenses Continuous aspect in other tenses 	<ul style="list-style-type: none"> Mishaps Crime and punishment Headlines
4	Unit 4: Your Mind	<ul style="list-style-type: none"> Use and non-use of the passive Passive forms with <i>have</i> or <i>get</i> 	<ul style="list-style-type: none"> Mental skills Personal characteristics <i>Mind</i>
5			
6	Unit 5: Face to Face	<ul style="list-style-type: none"> Review of future forms More complex question forms 	<ul style="list-style-type: none"> Getting together Colloquial language
7	Unit 6: Big Ideas	<ul style="list-style-type: none"> Perfect tenses More about the present perfect simple and continuous 	<ul style="list-style-type: none"> Human achievements <i>First</i>
8	Unit 7: Events	<ul style="list-style-type: none"> Relative clauses Quantifiers 	<ul style="list-style-type: none"> Celebrations and protests Special events <i>Take</i>
9			
10	Unit 8: Strange but True	<ul style="list-style-type: none"> Overview of modal verbs Past modals 	<ul style="list-style-type: none"> Mysteries and oddities Extreme adjectives
11	Unit 9: Getting It Right	<ul style="list-style-type: none"> Use and non-use of articles Different ways of giving emphasis 	<ul style="list-style-type: none"> Phrasal verbs <i>Right</i> and <i>wrong</i>
12	Unit 10: Media	<ul style="list-style-type: none"> Reporting people's exact words Verbs that summarize what people say 	<ul style="list-style-type: none"> The media <i>Speak</i> and <i>talk</i>
13	Unit 11: Life Issues	<ul style="list-style-type: none"> Hypothetical situations in the present Hypothetical situations in the past 	<ul style="list-style-type: none"> Science and processes <i>Life</i>
14			
15	Unit 12: Fame	<ul style="list-style-type: none"> Use of gerunds and infinitives Different infinitive and gerund forms 	<ul style="list-style-type: none"> Fame