

English Language Institute (ELI)

Academic Structure



English in New York
The College of Staten Island
www.csi.cuny.edu/international

The English Language Institute (ELI) of the College of Staten Island (CSI)/The City University of New York (CUNY). The ELI offers intensive, comprehensive English language instruction and cultural orientation throughout the year. The program covers all aspects of spoken and written English, including listening, speaking, reading, and writing. Classes are given at three levels of proficiency, from beginner to advanced. Course content includes the proper use of English structures, fluency and accuracy of expression with acceptable pronunciation, listening and reading comprehension, and writing for personal, academic, and professional purposes. Students communicate in English from the first lesson at the beginner level. At all levels they work on integrated skills, focusing on the active, knowledgeable use of the language, rather than mere passive comprehension.

On-campus program

ITEMS	Description
Courses	<ul style="list-style-type: none"> - Reading & Writing - Communications (Speaking) - Grammar - Pronunciation/Conversation - TOEFL Workshop
Levels	<ul style="list-style-type: none"> - Beginner - Intermediate - Advanced
Terms	<ul style="list-style-type: none"> - Semester - Summer - Students can also start at any time of the year and join the groups that already started.
Number of weeks	<ul style="list-style-type: none"> - Semester: 16 weeks - Summer: 6 weeks - Students can also attend fewer/more weeks
Number of hours	<ul style="list-style-type: none"> - Semester: 18 hours per week - Summer: 22 hours per week
Number of days	<ul style="list-style-type: none"> - Semester: Tuesday to Friday - Summer: Monday to Thursday
Schedule	<ul style="list-style-type: none"> - Semester: 9:00 am – 2:30 pm - Summer: 9:00 am – 3:30 pm
Evaluation	<ul style="list-style-type: none"> - TOEFL ITP at the end of each term

Basic components of the curriculum

There are four basic components of the curriculum: Reading and Writing, Grammar, Self-Expression and Workshop (test preparation and skill enhancement).

Reading & Writing

The focus in these classes is on developing and strengthening students' abilities to read and interpret texts in English and to write for academic or business purposes. This course helps international students prepare for university writing requirements. Writing activities include journals, reports, argumentative essays, literary criticism, and creative writing. The advanced levels also cover research paper formats and style, and library and electronic media research.

Communications (Speaking)

In these classes, students develop an ability to communicate in English with ease and confidence, and with acceptable pronunciation. Emphasis is on effective listening and on speaking with increased fluency, accuracy, and vigor. Advanced level students practice the use of cultural cues and appropriate tone and style in discussions, presentations, debates, and interviews. Course content draws upon students' multicultural experiences and explores various aspects of American culture and institutions. Qualified advanced level students have an option of taking one regular college course while attending the ELI.

Pronunciation

With this skill, students will be able to improve their pronunciation skills in order to have comprehensive communication with the correct sounds, intonation, stress, connected speech, enunciation, fluency, accent, etc.

Grammar

In grammar classes, emphasis is on developing an awareness of and facility in the use of accurate and appropriate structures in spoken and written English. Grammatical forms are practiced in meaningful situations, and students learn to express their ideas clearly and accurately. Classwork and homework assignments stress the interdependence of grammar and communication. Students become aware of all aspects of grammatical structures, including form, meaning, syntax and use.

TOEFL Workshop

In this class, students are prepared for exams, such as the TOEFL ITP. Students learn important test taking strategies and improve their overall English proficiency, including their listening, reading and writing skills. The ELI administers an Institutional Test of English as a Foreign Language (TOEFL) in December, May, June, and August. The course helps students work on effective test-taking strategies while increasing English proficiency.

BEGINNER	INTERMEDIATE	ADVANCED
Reading & Writing	Reading & Writing	Reading & Writing
Grammar	Grammar	Grammar
Communications	Communications	Communications
TOEFL prep & test	TOEFL prep & test	TOEFL prep & test

Other academic components

Placement test

Students are evaluated before the program starts. The placement test does not have any cost and it determines the level of the student at ELI (beginner, intermediate, or advanced).

The test is the TOEFL ITP and it could also be a virtual test, written composition and/or a short interview.

Change of levels

If students feel they are not in the right level, ELI teachers will report it to the academic area of ELI. If the academic area approves it, the student can change levels. The new teacher(s) will determine if the student fits in the new level. There will be a change-of-level test at no cost.

Evaluation

Teachers will evaluate students with quizzes, written tests, oral tests, homework, and other tools. The teachers will put a score every 4 weeks and a final score at the end of each semester. For summer, teachers will put a score after the second week, at the end of each week and a final score at the end of the summer term. The score will be from zero (00) to one hundred (100). Seventy (70) will be a passing score. The criteria of evaluation will be as follows:

Item	Percentage	Semester	Summer
Score 1	25%	Week 4	Week 2
Score 2	25%	Week 8	Week 3
Score 3	25%	Week 12	Week 4
Score 4	25%	Week 16	Week 5
Final score	100%	Week 16	Week 6

Attendance

Attendance is important for learning a language since it lets students have more exposure to practice. F1 students are obliged to attend classes according to immigration rules. Non-F1 students may be absent without any immigration warning. We encourage all students to attend classes, but in the case of not attending a class, students will have the chance to bring a doctor's note to ELI office.

If an F-1 student missed a class, the International Student Services (ISS) office at the Center for Global Engagement would send a first warning letter. A second letter will be sent in case of a second absence. A third termination-of-status letter will be sent in case of a third absence happens. The student will need to leave the country afterwards.

Lateness

Students who arrive late in class will be marked as absent if they arrive ten (10) minutes after the class has started.

Withdrawals

Students who withdraw from the program will need to communicate it to the ELI office. Students will not receive reimbursement if they withdraw after the first day of class. Students will not receive any certificate if they withdraw at any time of the program. F-1 students who withdraw from the program will be contacted by ISS in order to terminate the student status.

ELI ACADEMIC STRUCTURE BEGINNER (Fall – August-December)

Week	READING & WRITING	GRAMMAR	COMMUNICATIONS	TOEFL
1	UNIT 1. Friendship/Will you friend me? Making/confirming predictions Identifying main ideas in a reading Organizing ideas in a list	PART 1. Identifying Things and People UNIT 1. <i>This is/These are.</i> Subject Pronouns UNIT 2. Singular and Plural Nouns. Proper Nouns. <i>A</i> and <i>An</i> PART 2. Be: Present UNIT 3. Present of <i>Be</i> : Statements	UNIT 1. Friendship/A world of friends Making/confirming predictions Recognizing and using <i>and</i> and <i>but</i> to introduce similar and contrasting ideas	INTRODUCTION. About the course Learning about the TOEFL Test (purpose, description, scores, etc.) SECTION 1. Listening Comprehension Diagnostic Pre-Test/Revision/Correction/Explanation
2	UNIT 1. Friendship/Will you friend me? Writing complete sentences Putting ideas in order Writing a paragraph about a person	UNIT 4. <i>That is/Those are.</i> Possessive Adjectives UNIT 5. Present of <i>Be</i> : Yes/No Questions UNIT 5. Present of <i>Be</i> : Questions with <i>Who</i> and <i>What</i>	UNIT 1. Friendship/A world of friends Expressing opinions Describing someone's personality Pronouncing stressed and unstressed words in sentences	SECTION 1. Listening Comprehension Strategies Who, What, Where
3	UNIT 2. Art/Art for everyone Scanning a text to find specific information Identifying and using important numbers (ordinal and cardinal numbers, and dates)	UNIT 6. Present of <i>Be</i> : Questions with <i>Where</i> UNIT 6. Prepositions of Place	UNIT 2. Art/Making unusual art Making/confirming predictions Recognizing phrases that express surprise Expressing opinions	SECTION 1. Listening Comprehension Negatives Functions Contrary Meanings
4	UNIT 2. Art/Art for everyone Using time order and commas Writing a biography paragraph Inferring opinions and using context clues to find meaning	PART 3. Be: Past UNIT 7. Past of <i>Be</i> : Statements and Yes/No Questions UNIT 8. Past of <i>Be</i> : <i>Wh-</i> Questions	UNIT 2. Art/Making unusual art Expressing likes and dislikes Recognizing and pronouncing rising and rising-falling intonation at the end of statements and questions	SECTION 2. Structure and Written Expression Diagnostic Pre-Test/Revision/Correction/Explanation The Structure Question Sentences with One Clause/ Sentences with Multiple Clauses
Evaluation 1				
5	UNIT 3. Special Possessions/What's it worth to you? Making/confirming predictions Identifying main ideas in a reading Identifying suggestions in a reading	PART 4. Imperatives and Simple Present UNIT 9. Imperatives UNIT 10. Simple Present: Statements UNIT 11. Simple Present: Yes/No Questions	UNIT 3. Special Possessions/Special possessions Making/confirming predictions Ordering statements based on ideas in a listening selection Recognizing speech markers that show excitement	SECTION 2. Structure and Written Expression More Sentences with Multiple Clauses Sentences with Reduced Clauses Sentences with Inverted Subjects and Verbs
Field trip				
6	UNIT 3. Special Possessions/What's it worth to you? Writing a topic sentence Staying focused on the main idea of a paragraph Inferring outcomes / Recognizing nouns, adjectives, verbs	UNIT 12. Simple Present: <i>Wh-</i> Questions UNIT 13. Simple Present with Adverbs of Frequency	UNIT 3. Special Possessions/Special possessions Expressing agreement/disagreement Supporting ideas with reasons Distinguishing between the three –s endings of present tense verbs	SECTION 3. Reading Comprehension Diagnostic Pre-Test/Revision/Correction/Explanation The Reading Comprehension Questions Questions about the Ideas of the Passage
7	UNIT 4. Business/Open for business Making/confirming predictions Identifying main ideas in a reading Organizing ideas to describe a place	PART 5. Adjectives UNIT 14. Adjectives UNIT 15. Comparative Adjectives	UNIT 4. Business/Creativity in business Making/confirming predictions Identifying main ideas and details Recognizing signal words for main ideas in a lecture	SECTION 3. Reading Comprehension Directly Answered Questions Indirectly Answered Questions
8	UNIT 4. Business/Open for business Using adjectives and prepositional phrases to describe a place. Write a descriptive paragraph about a place Inferring tone	PART 6. Present Progressive and Can UNIT 16. Present Progressive: Statements UNIT 17. Present Progressive: Yes/No Questions UNIT 18. Present Progressive: <i>Wh-</i> Questions	UNIT 4. Business/Creativity in business Expressing opinions Creating and dramatizing a business meeting Recognizing and pronouncing the <i>th</i> sounds	SECTION 3. Reading Comprehension Vocabulary Questions Complete Practice Test 1/Revision/Correction/Explanation
Evaluation 2				
9	UNIT 5. Phobias/What are you afraid of? Making/confirming predictions Identifying main ideas in a reading Identifying cause and effect	UNIT 19. <i>Can</i> and <i>Can't</i> PART 7. Nouns, Articles, and Pronouns UNIT 20. Possessive Nouns. <i>This/That/These/Those</i> UNIT 21. Count and Non-count Nouns. <i>Some</i> and <i>Any</i>	UNIT 5. Phobias/Understanding fears and phobias Making/confirming predictions Recognizing and understanding meaning behind contradictions Preparing presentations for Culture Day	SECTION 1. Listening Comprehension Idiomatic Language The Listening Part B Questions Before/While Listening
10	UNIT 5. Phobias/What are you afraid of? Organizing ideas to make a suggestion Adding supporting details Inferring meaning	UNIT 22. <i>A/An</i> and <i>The. One/Ones</i> UNIT 23. Subject and Object Pronouns	UNIT 5. Phobias/Understanding fears and phobias Giving advice using imperative verbs Recognizing and pronouncing the three –ed endings in the regular past tense Preparing presentations for Culture Day	SECTION 2. Structure and Written Expression The Written Expression Questions Problems with Subject/Verb Agreement Problems with Parallel Structure
11	UNIT 6. Adventure/What an adventure! Scanning a text to find specific information Understanding facts and opinions Organizing ideas in time order	PART 8. Simple Past UNIT 24. Simple Past Statements: Regular Verbs	UNIT 6. Adventure/Risks and challenges Recognizing the use of <i>even though</i> to express an unexpected or surprising result Comparing and contrasting information from two listenings Preparing presentations for Culture Day	SECTION 2. Structure and Written Expression Problems with Comparatives and Superlatives Problems with the Form of the Verb Problems with the Use of the Verb
12	UNIT 6. Adventure/What an adventure! Using time order words and expressions Write a narrative paragraph about a trip or adventure Preparing anthologies	UNIT 25. Simple Past: Irregular Verbs. Yes/No Questions	UNIT 6. Adventure/Risks and challenges Creating and dramatizing an interview with a risk-taker Recognizing and pronouncing words with the vowel sounds /iy/ and /i/ Preparing presentations for Culture Day	SECTION 3. Reading Comprehension Overall Review Questions TOEFL Post-Test Complete Practice Test 2/Revision/Correction/Explanation
Evaluation 3				
Culture Day				
13	UNIT 7. Family/What number are you? Understanding connections between nouns and pronouns, possessive adjectives, and <i>this/that/these/those</i> Preparing anthologies	UNIT 25. Simple Past: Irregular Verbs. Yes/No Questions (cont.)	UNIT 7. Family/Only child – lonely child? Taking notes using a graphic organizer Identifying advantages and disadvantages Expressing opinions	SECTION 1. Listening Comprehension The Listening Part C Questions Before/While Listening TOEFL Post-Test
Field trip				
14	UNIT 7. Family/What number are you? Organizing ideas using a diagram Writing a personal narrative paragraph Handing-in anthologies	UNIT 26. Simple Past: <i>Wh-</i> Questions	UNIT 7. Family/Only child – lonely child? Expressing agreement, disagreement, and uncertainty Inferring meaning based on word choice Recognizing and understanding the appropriate use of <i>going to</i> vs. <i>gonna</i>	SECTION 2. Structure and Written Expression Problems with Passive Verbs Problems with Nouns/Pronouns Problems with Adjectives and Adverbs/Articles
15	UNIT 8. Sports/How young is too young? Recognizing the conclusion of a reading Using expressions to give an opinion	PART 9. Asking About and Expressing Quantity UNIT 27. <i>How much/How many.</i> Quantity Expressions UNIT 28. <i>There is/There are/There was and There were</i>	UNIT 8. Sports/Soccer: The beautiful game Recognizing signal words that introduce reasons and results Categorizing information from two listenings	SECTION 2. Structure and Written Expression Problems with Prepositions/Usage TOEFL Post-Test
16	UNIT 8. Sports/How young is too young? Writing a concluding sentence Making inferences about people's priorities Using idioms and expressions about sports	PART 10. Future with Be Going to UNIT 29. Future with <i>Be going to</i> : Statements UNIT 30. Future with <i>Be going to</i> : Questions	UNIT 8. Sports/Soccer: The beautiful game Expressing and supporting opinions with reasons Creating and presenting a TV commercial Recognizing the use of contrastive stress	SECTION 3. Reading Comprehension TOEFL (Review) Exercise –Skills- TOEFL Post-Test Complete Practice Test 3/Revision/Correction/Explanation
Evaluation 4				
TOEFL TEST				
BOOK	<i>NorthStar 1 (Reading & Writing)</i>	<i>Focus on Grammar 1</i>	<i>NorthStar 1 (Listening & Speaking)</i>	<i>Longman Preparation Course for the TOEFL Test</i>

ELI ACADEMIC STRUCTURE

INTERMEDIATE (Fall – August-December)

Week	READING & WRITING	GRAMMAR	COMMUNICATIONS	TOEFL
1	UNIT 1. <i>Extreme Sports/Sports and Obsession</i> Making/confirming predictions in complex paragraphs Identifying different types of supporting details Creating an outline answering Wh-questions to gather info	PART 1. <i>Be: Present and Past</i> UNIT 1. Present Progressive and Simple Present UNIT 2. Simple Past UNIT 3. Past Progressive and Simple Past	UNIT 1. <i>Extreme Sports/A Test of Endurance</i> Making/confirming predictions Identifying main ideas and details Asking for and expressing opinions	INTRODUCTION. <i>About the course</i> Learning about the TOEFL Test (purpose, description, scores, etc.) SECTION 1. <i>Listening Comprehension</i> Diagnostic Pre-Test/Revision/Correction/Explanation
2	UNIT 1. <i>Extreme Sports/Sports and Obsession</i> Scanning a text to locate specific information Recognizing quotations and reported speech Editing/revising writing for content, language, conventions	UNIT 4. <i>Used to and Would</i> UNIT 5. <i>Wh- Questions</i>	UNIT 1. <i>Extreme Sports/A Test of Endurance</i> Recognizing signal words that tell what to expect Using appropriate language to agree and disagree Interpreting, discussing, and creating aphorisms	SECTION 1. <i>Listening Comprehension</i> Strategies Who, What, Where
3	UNIT 2. <i>Fraud/The Consequences of Fraud</i> Scanning a text to understand chronology Identifying correct paragraph structure Writing a paragraph telling a story	PART 2. <i>The Future</i> UNIT 6. Future UNIT 7. Future Time Clauses	UNIT 2. <i>Fraud/Avoiding Identity Theft</i> Making and confirming predictions Asking for and giving advice Identifying stress and pitch patterns in common compound nouns	SECTION 1. <i>Listening Comprehension</i> Negatives Functions Contrary Meanings
4	UNIT 2. <i>Fraud/The Consequences of Fraud</i> Identifying detailed examples Editing/revising writing for content, language, conventions Inferring comparisons/word meaning	PART 3. <i>Present Perfect</i> UNIT 8. Present Perfect: <i>Since and For</i> UNIT 9. Present Perfect: <i>Already, Yet and Still</i>	UNIT 2. <i>Fraud/Avoiding Identity Theft</i> Recognizing rhetorical questions Applying strategies to keep a conversation going Creating and dramatizing a story about an experience with crime	SECTION 2. <i>Structure and Written Expression</i> Diagnostic Pre-Test/Revision/Correction/Explanation The Structure Question Sentences with One Clause/ Sentences with Multiple Clauses
Evaluation 1				
5	UNIT 3. <i>Space/Exploring the Red Planet</i> Identifying different types of supporting details Evaluating pros and cons Using an outline to organize a paragraph	UNIT 10. Present Perfect: Indefinite Past UNIT 11. Present Perfect and Simple Past	UNIT 3. <i>Space/Why Explore Space?</i> Distinguishing between similar sounding numbers Analyzing and categorizing effects Distinguishing between /d/, /t/, and /ad/ endings	SECTION 2. <i>Structure and Written Expression</i> More Sentences with Multiple Clauses Sentences with Reduced Clauses Sentences with Inverted Subjects and Verbs
Field trip				
6	UNIT 3. <i>Space/Exploring the Red Planet</i> Analyzing problems and solutions Identifying and using parallel structure in academic writing Writing a paragraph using pros and cons	UNIT 12. Present Perfect Progressive and Present Perfect	UNIT 3. <i>Space/Why Explore Space?</i> Determining pronoun references Discussing opinions offering reasons and examples Inferring factual information from context	SECTION 3. <i>Reading Comprehension</i> Diagnostic Pre-Test/Revision/Correction/Explanation The Reading Comprehension Questions Questions about the Ideas of the Passage
7	UNIT 4. <i>Language/Language and Power</i> Recognizing opinions and supporting examples Organizing ideas using a chart Recognizing and using transitions of contrast	PART 4. <i>Modals and Similar Expressions</i> UNIT 13. Ability: <i>Can, Could, Be able to</i> UNIT 14. Permission: <i>Can, Could, May, Do you mind if</i>	UNIT 4. <i>Language/Words that Persuade</i> Recognizing intensifiers that emphasize ideas Using language strategies to appeal to emotions Recognizing and using intonation and stress for emphasis	SECTION 3. <i>Reading Comprehension</i> Directly Answered Questions Indirectly Answered Questions
8	UNIT 4. <i>Language/Language and Power</i> Using transitions of contrast to introduce a counter-argument, writing a point-by-point contrast paragraph Inferring the meaning of proverbs	UNIT 15. Requests: <i>Can, Could, Will, Would, Would you mind</i> UNIT 16. Advice: <i>Should, Ought to, Had better</i>	UNIT 4. <i>Language/Words that Persuade</i> Expressing a point of view Crating and dramatizing a persuasive advertisement Preparing presentations for Culture Day	SECTION 3. <i>Reading Comprehension</i> Vocabulary Questions Complete Practice Test 1/Revision/Correction/Explanation
Evaluation 2				
9	UNIT 5. <i>Careers/Careers of the Future</i> Predicting content from a title/subheading in a reading Recognizing details paraphrased from a reading Organizing ideas using an outline	PART 5. <i>Nouns, Quantifiers, and Articles</i> UNIT 17. Nouns and Quantifiers UNIT 18. Articles: Indefinite and Definite	UNIT 5. <i>Careers/Follow your Passion</i> Recognizing common reductions in speech Asking for and giving advice Preparing presentations for Culture Day	SECTION 1. <i>Listening Comprehension</i> Idiomatic Language The Listening Part B Questions Before/While Listening
10	UNIT 5. <i>Careers/Careers of the Future</i> Evaluating the structure, format, and content of a cover letter (introduction, supporting points, conclusion) Writing a cover letter with content and format	PART 6. <i>Adjectives and Adverbs</i> UNIT 19. Adjectives and Adverbs UNIT 20. Adjectives: Comparisons with <i>As... as</i> and <i>Than</i>	UNIT 5. <i>Careers/Follow your Passion</i> Using follow-up questions to extend conversation, ask for clarification, or gain information/Creating and dramatizing a job interview Distinguishing between rising and falling intonation in questions Preparing presentations for Culture Day	SECTION 2. <i>Structure and Written Expression</i> The Written Expression Questions Problems with Subject/Verb Agreement Problems with Parallel Structure
11	UNIT 6. <i>Tourism/What is Ecotourism?</i> Following chronological sequence in a reading Identifying a thesis statement, topic sentences, and supporting details in a text with main/dependent clauses	UNIT 21. Adjectives: Superlatives UNIT 22. Adverbs: <i>As... as, Comparatives, Superlatives</i>	UNIT 6. <i>Tourism/Culture and Commerce</i> Recognizing markers that signal an opinion/Debating the effects of tourism Distinguishing between pronunciation and spelling for the letter o Preparing presentations for Culture Day	SECTION 2. <i>Structure and Written Expression</i> Problems with Comparatives and Superlatives Problems with the Form of the Verb Problems with the Use of the Verb
Field trip (optional)				
12	UNIT 6. <i>Tourism/What is Ecotourism?</i> Categorizing information from two texts Writing an essay with introduction, body, conclusion Preparing anthologies	PART 7. <i>Gerunds and Infinitives</i> UNIT 23. Gerunds: Subject and Object UNIT 24. Infinitives after Certain Verbs	UNIT 6. <i>Tourism/Culture and Commerce</i> Using expressions to make suggestions and giving advice Participating in a simulation: Defend and support a proposal Preparing presentations for Culture Day	SECTION 3. <i>Reading Comprehension</i> Overall Review Questions TOEFL Post-Test Complete Practice Test 2/Revision/Correction/Explanation
Evaluation 3				
Culture Day				
13	UNIT 7. <i>Marriage/Finding a Spouse</i> Recognizing and understanding metaphors in a reading Completing a summary Preparing anthologies	UNIT 25. More Uses of Infinitives UNIT 26. Gerunds and Infinitives	UNIT 7. <i>Marriage/Before you Say "I Do"</i> Identifying reasons for a speaker's opinion Evaluating advantages/disadvantages and debating a position Recognizing and using contrastive stress for emphasis	SECTION 1. <i>Listening Comprehension</i> The Listening Part C Questions Before/While Listening TOEFL Post-Test
14	UNIT 7. <i>Marriage/Finding a Spouse</i> Writing a descriptive paragraph/Organizing information into logical groups/Using transition words to show degree of importance, word forms to add cohesion to paragraphs Handing-in anthologies	PART 8. <i>Pronouns and Phrasal Verbs</i> UNIT 27. Reflexive and Reciprocal Pronouns UNIT 28. Phrasal Verbs	UNIT 7. <i>Marriage/Before you Say "I Do"</i> Recognizing markers that signal disagreement and a contrasting opinion Using transitions when making oral presentations Preparing and presenting an oral report	SECTION 2. <i>Structure and Written Expression</i> Problems with Passive Verbs Problems with Nouns/Pronouns Problems with Adjectives and Adverbs/Articles
15	UNIT 8. <i>Climate Change/Is our Climate Changing?</i> Identifying cohesive devices of contrast Summarizing cause and effect relationships Organizing ideas using a causal chain	PART 9. <i>More Modals and Similar Expressions</i> UNIT 29. Necessity: <i>Have (got) to, Must, Can't</i> UNIT 30. Expectations: <i>Be supposed to</i>	UNIT 8. <i>Climate Change/Reducing your Carbon Footprint</i> Interpreting statistics in order to label a graph Using strategies to interrupt politely and holding the floor Identifying whether a speaker is pausing or concluding based on intonation	SECTION 2. <i>Structure and Written Expression</i> Problems with Prepositions/Usage TOEFL Post-Test
16	UNIT 8. <i>Climate Change/Is our Climate Changing?</i> Understanding and completing a causal chain Using cause-and-effect transitions to connect ideas Writing a cause and effect essay	UNIT 31. Future Possibility: <i>May, Might, Could</i> UNIT 32. Present Conclusions: <i>Must, Have (got) to, May, Might, Could, Can't</i>	UNIT 8. <i>Climate Change/Reducing your Carbon Footprint</i> Recognizing repetition of ideas to emphasize key points Using strategies to lead a discussion Participating in an academic seminar	SECTION 3. <i>Reading Comprehension</i> TOEFL (Review) Exercise –Skills- TOEFL Post-Test Complete Practice Test 3/Revision/Correction/Explanation
Evaluation 4				
TOEFL TEST				
BOOK	<i>NorthStar 3 (Reading & Writing)</i>	<i>Focus on Grammar 3</i>	<i>NorthStar 3 (Listening & Speaking)</i>	<i>Longman Preparation Course for the TOEFL Test</i>

ELI ACADEMIC STRUCTURE

ADVANCED (Fall – August-December)

Week	READING & WRITING	GRAMMAR	COMMUNICATIONS	TOEFL
1	Introduction. Reading and Writing Reading Critically Reading: Meaning, Purpose and Audience, Method and Structure, Language. - Writing: Getting Started, Thesis, Organizing, Drafting, Revising and Editing.	CHAPTER 1. Overview of Verb Tenses: simple, progressive, perfect, and perfect progressive, spelling of <i>-ing/-ed</i> forms. CHAPTER 2. Present and Past; Simple and Progressive: non-progressive verbs, irregular verbs, <i>-ed</i> pronunciation, <i>always</i> .	UNIT 1. <i>The Brain/The Fantastic Plastic Brain</i> Making/confirming predictions Identifying a speaker's point of view Recognizing language that signals a revision of previously held beliefs	INTRODUCTION. About the course Learning about the TOEFL Test (purpose, description, scores, etc.) SECTION 1. <i>Listening Comprehension</i> Diagnostic Pre-Test/Revision/Correction/Explanation
2	CHAPTER 1. Description Using the Method and Developing a Descriptive Essay. Readings.	CHAPTER 3. Perfect and Perfect Progressive Tenses: <i>have/has/had</i> , present and past perfect (progressive). CHAPTER 4. Future Time: use of <i>will</i> vs. <i>going to</i> , future with present tense, future progressive, future perfect, future perfect progressive	UNIT 1. <i>The Brain/The Fantastic Plastic Brain</i> Expressing and supporting opinions Paraphrasing a speaker's ideas Recognizing emphasis through stress	SECTION 1. <i>Listening Comprehension</i> Strategies Who, What, Where
3	CHAPTER 1. Description Readings and Writing with the Method.	CHAPTER 5. Review of Verb Tenses CHAPTER 6. Subject-Verb Agreement: Conjugation, pronunciation, spelling, expressions of quantity, <i>there + be</i> .	UNIT 2. <i>Lying/Is Honesty the Best Policy?</i> Summarizing main ideas and details Supporting ideas from one listening with reasons from a second listening Identifying a speaker's attitude	SECTION 1. <i>Listening Comprehension</i> Negatives Functions Contrary Meanings
4	CHAPTER 2. Narration Using the Method and Developing a Narrative Essay. Readings.	CHAPTER 7. Nouns: Regular, irregular, possessive, count, noncount nouns, nouns as adjectives, using <i>a few, a little</i> , etc. CHAPTER 8. Pronouns: Generic/collective nouns, indefinite, reflexive, and impersonal pronouns, forms of <i>other</i> .	UNIT 2. <i>Lying/Is Honesty the Best Policy?</i> Expressing and supporting opinions Recognizing and using expressions to introduce and express sides of an issue Recognizing reductions of the auxiliary verb <i>have</i>	SECTION 2. <i>Structure and Written Expression</i> Diagnostic Pre-Test/Revision/Correction/Explanation The Structure Question Sentences with One Clause/ Sentences with Multiple Clauses
Evaluation 1				
5	CHAPTER 2. Narration Readings and Writing with the Method.	CHAPTER 9. Modals, Part 1: Requests, necessity, prohibition, advisability, past of <i>should</i> , obligation, intentions, suggestions. CHAPTER 10. Modals, Part 2: Certainty, progressive forms, ability, repeated actions, preferences with <i>would rather</i> .	UNIT 3. <i>Personality/Revolution of the 50%</i> Identifying supporting details Connecting problems and solutions Identifying creative and effective examples	SECTION 2. <i>Structure and Written Expression</i> More Sentences with Multiple Clauses Sentences with Reduced Clauses Sentences with Inverted Subjects and Verbs
Field trip				
6	CHAPTER 3. Example Using the Method and Developing an Essay by Example. Readings and Writing with the Method.	CHAPTER 11. The Passive Active vs. passive, tense forms, usage, modals and phrasal modals, non-progressive passive, non-progressive passive verbs + prepositions, passive with <i>get</i> , participial adjectives.	UNIT 3. <i>Personality/Revolution of the 50%</i> Expressing and supporting opinions / Interpreting cartoons Describing personality / Expressing and defending preferences Recognizing thought groups and formulating meaning	SECTION 3. <i>Reading Comprehension</i> Diagnostic Pre-Test/Revision/Correction/Explanation The Reading Comprehension Questions Questions about the Ideas of the Passage
7	CHAPTER 4. Division or Analysis Using the Method and Developing an Essay by Division or Analysis. Readings.	CHAPTER 12. Noun Clauses Noun clauses with a question word, <i>that, whether or if</i> , question words with infinitives, quoted speech, reported speech with verbs in noun clauses, using <i>-ever</i> words.	UNIT 4. <i>Cross-Cultural Insights/Ancient Wisdom Travels West</i> Identifying a speaker's viewpoints and attitudes Organizing information using a <i>bagua</i> chart Identifying subtle ways to ask for and give advice	SECTION 3. <i>Reading Comprehension</i> Directly Answered Questions Indirectly Answered Questions
8	CHAPTER 4. Division or Analysis Readings and Writing with the Method.	CHAPTER 13. Adjective Clauses Adjective clauses as subject, object of a verb or preposition, using <i>whose, where, which, and when</i> , modifying pronouns, punctuation, expressions of quantity, reducing adjective clauses.	UNIT 4. <i>Cross-Cultural Insights/Ancient Wisdom Travels West</i> Expressing and supporting opinions Emphasizing a point in a conversation Recognizing pauses and intonation with discourse connectors	SECTION 3. <i>Reading Comprehension</i> Vocabulary Questions Complete Practice Test 1/Revision/Correction/Explanation
Evaluation 2				
9	CHAPTER 5. Classification Using the Method and Developing an Essay by Classification. Readings and Writing with the Method.	CHAPTER 14. Gerunds and Infinitives, Part 1 Gerunds as objects of prepositions, <i>go + gerund</i> , verbs followed by gerunds, verbs with infinitives or gerunds, <i>it + infinitive</i> . Gerunds and infinitives as subjects.	UNIT 5. <i>Business/Business Not as Usual</i> Making/confirming predictions Recognizing language to concede a point and present a counterargument Preparing presentations for Culture Day	SECTION 1. <i>Listening Comprehension</i> Idiomatic Language The Listening Part B Questions Before/While Listening
10	CHAPTER 6. Process Analysis Using the Method and Developing an Essay by Process Analysis. Readings and Writing with the Method.	CHAPTER 15. Gerunds and Infinitives, Part 2 Infinitive purposes with <i>in order to</i> , adjectives followed by infinitives, infinitives with <i>too</i> and <i>enough</i> , passive infinitives and gerunds, verbs of perception, causative verbs.	UNIT 5. <i>Business/Business Not as Usual</i> Agreeing and disagreeing with opinions / Preparing for and engaging in a debate Recognizing and distinguishing between / <i>æ/</i> , / <i>ɑ/</i> , and / <i>ə/</i> Preparing presentations for Culture Day	SECTION 2. <i>Structure and Written Expression</i> The Written Expression Questions Problems with Subject/Verb Agreement Problems with Parallel Structure
11	CHAPTER 7. Comparison and Contrast Using the Method and Developing an Essay by Comparison and Contrast. Readings and Writing with the Method.	CHAPTER 16. Coordinating Conjunctions Parallel structure, paired conjunctions using <i>both... and, not only... but also, either... or, neither... nor</i> . Separating independent clauses with periods.	UNIT 6. <i>Social Media/Together Alone</i> Recognizing language that signals opposing perspectives of an issue Connecting statements to specific speakers Preparing presentations for Culture Day	SECTION 2. <i>Structure and Written Expression</i> Problems with Comparatives and Superlatives Problems with the Form of the Verb Problems with the Use of the Verb
12	CHAPTER 8. Definition Using the Method and Developing an Essay by Definition. Readings and Writing with the Method. Preparing anthologies	CHAPTER 17. Adverb Clauses Using adverb clauses to show time relationships and cause and effect. Use of <i>while, if</i> -clauses, <i>whether or not, even if, in case, unless</i> , and <i>only if</i> .	UNIT 6. <i>Social Media/Together Alone</i> Agreeing and disagreeing with opinions / Interpreting cartoons Recognizing and using language that builds and expands on others' ideas Inferring a speaker's attitude from intonation and stress Preparing presentations for Culture Day	SECTION 3. <i>Reading Comprehension</i> Overall Review Questions TOEFL Post-Test Complete Practice Test 2/Revision/Correction/Explanation
Evaluation 3				
Culture Day				
13	CHAPTER 9. Cause-and-Effect Analysis Using the Method and Developing an Essay by Cause-and-Effect Analysis. Readings and Writing with the Method. Preparing anthologies	CHAPTER 18. Reduction of Adverb Clauses to Modifying Adverbial Phrases Changing time clauses, expressing cause and effect in modifying adverbial phrases, using <i>upon + -ing</i> in modifying adverbial phrases.	UNIT 7. <i>The Arts/Learning Through the Arts</i> Making/confirming predictions Summarizing main ideas and details Recognizing persuasion with parallel structure	SECTION 1. <i>Listening Comprehension</i> The Listening Part C Questions Before/While Listening TOEFL Post-Test
Field trip				
14	CHAPTER 10. Argument and Persuasion Using the Method and The Elements of Argument. Developing an Argumentative and Persuasive Essay. Handing-in anthologies	CHAPTER 19. Connectives that Express Cause and Effect, Contrast, and Condition Use of <i>Because of, due to, therefore, consequently, such that, so that, otherwise</i> . Summary of patterns and punctuation, showing contrast (unexpected results), showing direct contrast.	UNIT 7. <i>The Arts/Learning Through the Arts</i> Expressing and supporting opinions / Summarizing others' opinions Preparing and delivering a mini-lecture Incorporating parallel structure to speak persuasively Recognizing variations in how final consonants are joined	SECTION 2. <i>Structure and Written Expression</i> Problems with Passive Verbs Problems with Nouns/Pronouns Problems with Adjectives and Adverbs/Articles
15	CHAPTER 10. Argument and Persuasion Debate readings.	CHAPTER 20. Conditional Sentences and Wishes Overview, true (real) and untrue (unreal) conditionals.	UNIT 8. <i>Poverty/Changing Lives for \$50</i> Making/confirming predictions Summarizing main ideas and details Recognizing summary statements Identifying examples from listening excerpts	SECTION 2. <i>Structure and Written Expression</i> Problems with Prepositions/Usage TOEFL Post-Test
16	CHAPTER 10. Argument and Persuasion Readings and Writing with the Method.	CHAPTER 20. Conditional Sentences and Wishes Using Progressive verb forms, "mixed time", omitting <i>if</i> , implied conditions, <i>wish, would</i> .	UNIT 8. <i>Poverty/Changing Lives for \$50</i> Paraphrasing a speaker's key points Using summary statements to demonstrate understanding Recognizing word stress in two-word compound expressions	SECTION 3. <i>Reading Comprehension</i> TOEFL (Review) Exercise -Skills- TOEFL Post-Test Complete Practice Test 3/Revision/Correction/Explanation
Evaluation 4				TOEFL TEST
BOOK	40 Model Essays	Understanding and Using English Grammar	NorthStar 5 (Listening & Speaking)	Longman Preparation Course for the TOEFL Test

ELI ACADEMIC STRUCTURE

BEGINNER (Spring – January-May)

Week	READING & WRITING	GRAMMAR	COMMUNICATIONS	TOEFL
1	UNIT 1. Work/Finding the Ideal Job Making/confirming predictions Identifying main ideas in a reading Organizing ideas in a list	PART 1. Be: Present and Past UNIT 1. Present of <i>Be</i> : Statements UNIT 2. Present of <i>Be</i> : Questions	UNIT 1. Work/Offbeat Jobs Making/confirming predictions Connecting statements to specific speakers Recognizing connectors that compare and contrast ideas	INTRODUCTION. About the course Learning about the TOEFL Test (purpose, description, scores, etc.) SECTION 1. Listening Comprehension Diagnostic Pre-Test/Revision/Correction/Explanation
2	UNIT 1. Work/Finding the Ideal Job Identifying the topic sentence of a paragraph Writing a paragraph with a topic sentence Supporting a main idea with details and examples	UNIT 3. Past of <i>Be</i> PART 2. Nouns, Adjectives, and Prepositions UNIT 4. Count Nouns and Proper Nouns	UNIT 1. Work/Offbeat Jobs Expressing opinions Asking/answering questions about jobs, interests, and skills Expressing agreement/disagreement / Recognizing syllable stress	SECTION 1. Listening Comprehension Strategies Who, What, Where
3	UNIT 2. Student life/Creative Thinking Making/confirming predictions Scanning a text to understand chronology Organizing ideas in a chart	UNIT 5. Descriptive Adjectives UNIT 6. Prepositions of Place	UNIT 2. Student life/Where does the time go? Making/confirming predictions Connecting statements to specific speakers Recognizing phrases that signal agreement and disagreement	SECTION 1. Listening Comprehension Negatives Functions Contrary Meanings
4	UNIT 2. Student life/Creative Thinking Adding information for extra support Writing a paragraph with topic sentence, supporting details, and a conclusion	PART 3. Imperatives and the Simple Present UNIT 7. Imperatives; Suggestions with <i>Let's</i> , <i>Why don't we...?</i> UNIT 8. Simple Present: Affirmative and Negative Statements	UNIT 2. Student life/Where does the time go? Expressing opinions Expressing various levels of agreement and disagreement Supporting opinions with examples	SECTION 2. Structure and Written Expression Diagnostic Pre-Test/Revision/Correction/Explanation The Structure Question Sentences with One Clause/ Sentences with Multiple Clauses
Evaluation 1				
5	UNIT 3. Money/Making Money Making/confirming predictions Identifying different types of supporting details Following chronological sequence	UNIT 9. Simple Present: Yes/No Questions and Short Answers UNIT 10. Simple Present: Wh- Questions	UNIT 3. Money/A penny saved is a penny earned Making/confirming predictions Interpreting a timeline Recognizing emphasis from intonation and stress	SECTION 2. Structure and Written Expression More Sentences with Multiple Clauses Sentences with Reduced Clauses Sentences with Inverted Subjects and Verbs
Field trip				
6	UNIT 3. Money/Making Money Writing sentences of comparison Organizing ideas using a diagram Editing and revising writing for content and language	PART 4. There is/There are UNIT 11. <i>There is/There are</i> UNIT 12. Possessive Nouns and Adjectives; Pronouns; Questions with <i>Whose</i>	UNIT 3. Money/A penny saved is a penny earned Expressing agreement/disagreement Comparing products and services Making and responding to suggestions / recognizing word stress in numbers/prices	SECTION 3. Reading Comprehension Diagnostic Pre-Test/Revision/Correction/Explanation The Reading Comprehension Questions Questions about the Ideas of the Passage
7	UNIT 4. Etiquette/Subway Etiquette Making/confirming predictions Scanning a text to locate specific information Identifying the main elements of a story	PART 5. Modals: Ability and Permission UNIT 13. Ability: <i>Can</i> and <i>Could</i> UNIT 14. Permission: <i>Can</i> and <i>May</i>	UNIT 4. Etiquette/What Happened to Etiquette? Making/confirming predictions Recognizing summary statements Categorizing reasons from two listenings	SECTION 3. Reading Comprehension Directly Answered Questions Indirectly Answered Questions
8	UNIT 4. Etiquette/Subway Etiquette Writing responses to letters Creating sentences using parallel structure Writing an informational Web page	PART 6. Present Progressive UNIT 15. Present Progressive: Affirmative and Negative Statements UNIT 16. Present Progressive: <i>Yes/No</i> and <i>Wh-</i> Questions	UNIT 4. Etiquette/What Happened to Etiquette? Expressing opinions Summarizing key information Recognizing rising and falling intonation in questions and statements	SECTION 3. Reading Comprehension Vocabulary Questions Complete Practice Test 1/Revision/Correction/Explanation
Evaluation 2				
9	UNIT 5. Food/We Are What We Eat Making/confirming predictions Scanning a text to locate specific information Analyzing advantages and disadvantages	UNIT 17. Simple Present and Present Progressive; Non-Action Verbs PART 7. Simple Past UNIT 18. Simple Past: Statements with Regular Verbs	UNIT 5. Food/The Fat Tax Making/confirming predictions Recognizing language and intonation that signal clarification Preparing presentations for Culture Day	SECTION 1. Listening Comprehension Idiomatic Language The Listening Part B Questions Before/While Listening
10	UNIT 5. Food/We Are What We Eat Organizing ideas using an e-chart Expressing contrasting ideas using <i>but</i> and <i>however</i> Preparing anthologies	UNIT 19. Simple Past: Statements with Irregular Verbs UNIT 20. Simple Past: Questions	UNIT 5. Food/The Fat Tax Asking for and giving advice Recognizing intonation in questions requesting clarification or repetition Preparing presentations for Culture Day	SECTION 2. Structure and Written Expression The Written Expression Questions Problems with Subject/Verb Agreement Problems with Parallel Structure
11	UNIT 6. Heroes/The Heart of a Hero Making/confirming predictions Scanning a text to locate specific information Following chronological sequence in a reading	UNIT 21. Simple Past Review PART 8. The Future UNIT 22. <i>Be going to</i> for the Future	UNIT 6. Heroes/Everyday Heroes Taking notes on a lecture Recognizing phrases that signal the organization and ideas in a lecture Preparing presentations for Culture Day	SECTION 2. Structure and Written Expression Problems with Comparatives and Superlatives Problems with the Form of the Verb Problems with the Use of the Verb
12	UNIT 6. Heroes/The Heart of a Hero Organizing ideas using a list and an outline Writing a paragraph telling a story Preparing anthologies	UNIT 23. <i>Will</i> for the Future UNIT 24. <i>May</i> or <i>Might</i> for Possibility UNIT 25. Gerunds and Infinitives	UNIT 6. Heroes/Everyday Heroes Asking follow-up questions Recognizing and using signal phrases in presentations Preparing presentations for Culture Day	SECTION 3. Reading Comprehension Overall Review Questions TOEFL Post-Test Complete Practice Test 2/Revision/Correction/Explanation
Evaluation 3				
Culture Day				
13	UNIT 7. Health/What's your Medicine? Using a title and headings to predict content Taking double entry notes to interact with the text Preparing anthologies	PART 9. Count/Non-Count Noun; Much/Many; Quantifiers UNIT 26. Articles with Count and Non-Count Nouns; <i>Some/Any</i> UNIT 27. <i>How much</i> and <i>How many</i> . Quantifiers UNIT 28. <i>Too many</i> and <i>Too much</i> ; <i>Enough</i> + Noun	UNIT 7. Health/Gaming Your Way to Better Health Recognizing phrases and intonation that express doubt Analyzing advantages and disadvantages	SECTION 1. Listening Comprehension The Listening Part C Questions Before/While Listening TOEFL Post-Test
Field trip				
14	UNIT 7. Health/What's your Medicine? Organizing ideas using a diagram Writing a personal narrative paragraph Handing-in anthologies	PART 10. Modals: Advice and Necessity UNIT 29. Advice: <i>Should</i> and <i>Had Better</i> UNIT 30. Necessity: <i>Have to</i> and <i>Must</i>	UNIT 7. Health/Gaming Your Way to Better Health Expressing opinions Expressing concern Recognizing and producing reductions of modals	SECTION 2. Structure and Written Expression Problems with Passive Verbs Problems with Nouns/Pronouns Problems with Adjectives and Adverbs/Articles
15	UNIT 8. Endangered cultures/Endangered Cultures Studying a map Using a title to predict content	PART 11. Comparisons UNIT 31. The Comparative UNIT 32. Adverbs of Manner	UNIT 8. Endangered cultures/Endangered Cultures Interpreting a graph Recognizing phrases that identify reasons and examples	SECTION 2. Structure and Written Expression Problems with Prepositions/Usage TOEFL Post-Test
16	UNIT 8. Endangered cultures/Endangered Cultures Organizing ideas using an outline Supporting an opinion and reasons Recognizing and writing concluding sentences	UNIT 33. Adjective + <i>Enough</i> ; <i>Too</i> and <i>Very</i> ; <i>As</i> + Adjective + <i>As</i> UNIT 34. The Superlative	UNIT 8. Endangered cultures/Endangered Cultures Agreeing and disagreeing with opinions Presenting and defending a position Recognizing and using contractions and reductions with <i>will</i> and <i>be going to</i>	SECTION 3. Reading Comprehension TOEFL (Review) Exercise –Skills- TOEFL Post-Test Complete Practice Test 3/Revision/Correction/Explanation
Evaluation 4				
TOEFL TEST				
BOOK	NorthStar 2 (Reading & Writing)	Focus on Grammar 2	NorthStar 2 (Listening & Speaking)	Longman Preparation Course for the TOEFL Test

ELI ACADEMIC STRUCTURE

INTERMEDIATE (Spring – January-May)

Week	READING & WRITING	GRAMMAR	COMMUNICATIONS	TOEFL
1	UNIT 1. <i>Prodigies/Genius: Nature or Nurture?</i> Making and confirming predictions Identifying the main idea of each paragraph in a reading Writing the topic sentence and controlling idea	PART 1. Present and Past: Review and Expansion UNIT 1. Simple Present and Present Progressive UNIT 2. Simple Past and Past Progressive	UNIT 1. <i>Prodigies/Exploring Genius</i> Making and confirming predictions Stating and reporting supported opinions with explanations and arguments Recognizing and using reductions and contractions to make speech less formal	INTRODUCTION. About the course Learning about the TOEFL Test (purpose, description, scores, etc.) SECTION 1. Listening Comprehension Diagnostic Pre-Test/Revision/Correction/Explanation
2	UNIT 1. <i>Prodigies/Genius: Nature or Nurture?</i> Distinguishing voice in quotations Using strategies to correct sentence fragments Writing a summary paragraph	UNIT 3. Simple Past, Present Perfect, and Present Perfect Progressive	UNIT 1. <i>Prodigies/ Exploring Genius</i> Recognizing emphasis through intonation and stress Stating others' opinions Presenting scenarios and leading small-group discussions	SECTION 1. Listening Comprehension Strategies Who, What, Where
3	UNIT 2. <i>Overcoming obstacles/Facing Life's Obstacles</i> Constructing chronology from a reading Writing a comparison paragraph Recognizing synonyms/antonyms to reinforce meaning	UNIT 4. Past Perfect and Past Perfect Progressive PART 2. Future: Review and Expansion UNIT 5. Future and Future Progressive UNIT 6. Future Perfect and Future Perfect Progressive	UNIT 2. <i>Overcoming obstacles/The Achilles Heel</i> Summarizing key information Expressing similarities and differences Identifying thought groups in sentences	SECTION 1. Listening Comprehension Negatives Functions Contrary Meanings
4	UNIT 2. <i>Overcoming obstacles/Facing Life's Obstacles</i> Scanning a text to locate specific information Writing topic sentences, supporting sentences, a concluding sentence in a paragraph	PART 3. Negative and Tag Questions, Additions and Responses UNIT 7. Negative Yes/No Questions and Tag Questions UNIT 8. Additions and Responses: So, Too, Neither, Not either, and But	UNIT 2. <i>Overcoming obstacles/ The Achilles Heel</i> Expressing opinions Using specific examples to support main ideas and opinions Preparing and presenting a speech about an obstacle	SECTION 2. Structure and Written Expression Diagnostic Pre-Test/Revision/Correction/Explanation The Structure Question Sentences with One Clause/ Sentences with Multiple Clauses
Evaluation 1				
5	UNIT 3. <i>Medicine/Making Medical Decisions</i> Demonstrating understanding of timeline to events Identifying different types of supporting details Organizing ideas using a tree map and other organizers	PART 4. Gerunds, Infinitives, and Phrasal Verbs UNIT 9. Gerunds and Infinitives: Review and Expansion UNIT 10. Make, Have, Let, Help, and Get	UNIT 3. <i>Medicine/Early to Bed, Early to Rise</i> Recognizing supporting details Using strategies to interrupt and to ask for clarification Recognizing and using contrastive stress for emphasis	SECTION 2. Structure and Written Expression More Sentences with Multiple Clauses Sentences with Reduced Clauses Sentences with Inverted Subjects and Verbs
Field trip				
6	UNIT 3. <i>Medicine/Making Medical Decisions</i> Scanning a text to locate specific information Writing a comparison-and-contrast paragraph Writing an opinion essay	UNIT 11. Phrasal Verbs: Review and Expansion	UNIT 3. <i>Medicine/ Early to Bed, Early to Rise</i> Analyzing problems and solutions/Proposing solutions to problems Summarizing a case study and dramatizing a scenario about sleep deprivation Inferring assumptions using contextual clues	SECTION 3. Reading Comprehension Diagnostic Pre-Test/Revision/Correction/Explanation The Reading Comprehension Questions Questions about the Ideas of the Passage
7	UNIT 4. <i>Animal Intelligence/Instinct or Intellect?</i> Identifying the main ideas in a reading Organizing ideas using Wh-questions Summarizing sources and data	PART 5. Adjectives Clauses UNIT 12. Adjective Clauses with Subject Relative Pronouns UNIT 13. Adjective Clauses with Object Relative Pronouns	UNIT 4. <i>Animal Intelligence/Animal Intelligence</i> Identifying main ideas and details Expressing opinions Identifying rising or falling intonation in yes/no questions with or	SECTION 3. Reading Comprehension Directly Answered Questions Indirectly Answered Questions
8	UNIT 4. <i>Animal Intelligence/Instinct or Intellect?</i> Recognizing the role of quoted speech Paraphrasing details from text Writing a summary in journalistic style	PART 6. Modals: Review and Expansion UNIT 14. Modals and Similar Expressions: Review UNIT 15. Advisability in the Past	UNIT 4. <i>Animal Intelligence/ Animal Intelligence</i> Distinguishing between main ideas and supporting details or examples Asking for and giving examples Presenting and defending an argument	SECTION 3. Reading Comprehension Vocabulary Questions Complete Practice Test 1/Revision/Correction/Explanation
Evaluation 2				
9	UNIT 5. <i>Longevity/Too Much of a Good Thing?</i> Scanning a text to locate specific information Using an idea web to relate topics to a central theme Using figurative language to add depth to writing	UNIT 16. Speculations About the Past PART 7. The Passive UNIT 17. The Passive: Overview	UNIT 5. <i>Longevity/Too Much of a Good Thing?</i> Summarizing key information Expressing opinions Recognizing word blends with you Preparing presentations for Culture Day	SECTION 1. Listening Comprehension Idiomatic Language The Listening Part B Questions Before/While Listening
10	UNIT 5. <i>Longevity/Too Much of a Good Thing?</i> Analyzing titles and headings to improve comprehension Writing an opinion paragraph Writing a descriptive essay	UNIT 18. The Passive with Modals and Similar Expressions UNIT 19. The Passive Causative	UNIT 5. <i>Longevity/Too Much of a Good Thing?</i> Evaluating a speaker's degree of certainty/Making suggestions Creating and dramatizing a family meeting Preparing presentations for Culture Day	SECTION 2. Structure and Written Expression The Written Expression Questions Problems with Subject/Verb Agreement Problems with Parallel Structure
11	UNIT 6. <i>Generosity/Making a Difference</i> Identifying types of supporting details, examples, reasons Organizing positions, arguments, counterarguments Writing introductions, thesis statements, conclusions	PART 8. Conditional Sentences UNIT 20. Present Real Conditional Sentences UNIT 21. Future Real Conditional Sentences	UNIT 6. <i>Philanthropy/Giving to Others</i> Making and confirming predictions/Identifying main ideas and details Inferring from intonation whether listed information is finished or unfinished Preparing presentations for Culture Day	SECTION 2. Structure and Written Expression Problems with Comparatives and Superlatives Problems with the Form of the Verb Problems with the Use of the Verb
Field trip (optional)				
12	UNIT 6. <i>Generosity/Making a Difference</i> Recognizing persuasive language/writing essay Writing an opinion letter with examples from a text Writing a persuasive essay Preparing anthologies	UNIT 22. Present and Future Unreal Conditional Sentences	UNIT 6. <i>Philanthropy/Giving to Others</i> Identifying the purpose of examples Expressing opinions/Prioritizing ideas Preparing presentations for Culture Day	SECTION 3. Reading Comprehension Overall Review Questions TOEFL Post-Test Complete Practice Test 2/Revision/Correction/Explanation
Evaluation 3				
Culture Day				
13	UNIT 7. <i>Education/The Empty Classroom</i> Following chronological sequence of a timeline Recognizing organization in a comparison/contrast essay Preparing anthologies	UNIT 23. Past Unreal Conditional Sentences	UNIT 7. <i>Education/Do your Homework</i> Making and confirming predictions/Summarizing key information Expressing opinions/proposing suggestions Identifying and distinguishing between stressed and unstressed vowel sounds	SECTION 1. Listening Comprehension The Listening Part C Questions Before/While Listening TOEFL Post-Test
14	UNIT 7. <i>Education/The Empty Classroom</i> Recognizing the speaker in direct speech Writing a comparison-and-contrast essay Handing-in anthologies	PART 9. Indirect Speech and Embedded Questions UNIT 24. Direct and Indirect Speech UNIT 25. Tense Changes in Indirect Speech	UNIT 7. <i>Education/ Do your Homework</i> Recognizing phrases that signal clarification Asking for and offering clarification Creating and dramatizing a public school board meeting	SECTION 2. Structure and Written Expression Problems with Passive Verbs Problems with Nouns/Pronouns Problems with Adjectives and Adverbs/Articles
15	UNIT 8. <i>Technology/Managing your Smartphone</i> Identifying referents for the pronoun <i>it</i> Writing summary statements Organizing ideas using a flowchart	UNIT 26. Indirect Instructions, Commands, Advice, Requests, Invitations	UNIT 8. <i>Computers/Pros and cons of gaming</i> Making and confirming predictions/Summarizing key information Discussing pros and cons Inferring a speaker's attitude through emphasis, stress, and intonation Identifying and using stress with adverbial particles	SECTION 2. Structure and Written Expression Problems with Prepositions/Usage TOEFL Post-Test
16	UNIT 8. <i>Technology/Managing your Smartphone</i> Using subordinators, prepositional phrases, and transitions to clearly signal cause-and-effects relationships Writing a cause-and-effect essay	UNIT 27. Indirect Questions UNIT 28. Embedded Questions	UNIT 8. <i>Computers/Pros and cons of gaming</i> Recognizing and using strategies to introduce a counterargument Expressing concessions and present counterarguments Participating in a debate	SECTION 3. Reading Comprehension TOEFL (Review) Exercise –Skills- TOEFL Post-Test Complete Practice Test 3/Revision/Correction/Explanation
Evaluation 4				
TOEFL TEST				
BOOK	<i>NorthStar 4 (Reading & Writing)</i>	<i>Focus on Grammar 4</i>	<i>NorthStar 4 (Listening & Speaking),</i>	<i>Longman Preparation Course for the TOEFL Test</i>

ELI ACADEMIC STRUCTURE

ADVANCED (Spring – January-May)

Week	READING & WRITING	GRAMMAR	COMMUNICATIONS	TOEFL
1	UNIT 1. Reading as a Writer E. B. White, <i>Once More to the Lake</i> Reading/writing exercises	PART 1. Present, Past and Future UNIT 1. Present Time UNIT 2. Past Time UNIT 3. Future Time	UNIT 1. <i>The Brain/The Fantastic Plastic Brain</i> Making/confirming predictions Identifying a speaker's point of view Recognizing language that signals a revision of previously held beliefs	INTRODUCTION. About the course Learning about the TOEFL Test (purpose, description, scores, etc.) SECTION 1. Listening Comprehension Diagnostic Pre-Test/Revision/Correction/Explanation
2	UNIT 2. Elements of the Essay Topic/Thesis/Coherence Tone and Style/Putting it all together Reading/writing exercises	PART 2. Modals and Other Auxiliaries UNIT 4. Modals to Express Degree of Necessity UNIT 5. Modals to Express Degree of Certainty	UNIT 1. <i>The Brain/The Fantastic Plastic Brain</i> Expressing and supporting opinions Paraphrasing a speaker's ideas Recognizing emphasis through stress	SECTION 1. Listening Comprehension Strategies Who, What, Where
3	UNIT 3. The Writing Process Planning/Generating Ideas/Organizing and Drafting Reading/writing exercises	PART 3. Passive Voice UNIT 6. Passives: Part 1 UNIT 7. Passives: Part 2	UNIT 2. <i>Lying/Is Honesty the Best Policy?</i> Summarizing main ideas and details Supporting ideas from one listening with reasons from a second listening Identifying a speaker's attitude	SECTION 1. Listening Comprehension Negatives Functions Contrary Meanings
4	UNIT 3. The Writing Process Revising/Editing and Proofreading Reading/writing exercises	PART 4. Gerunds and Infinitives UNIT 8. Gerunds UNIT 9. Infinitives	UNIT 2. <i>Lying/Is Honesty the Best Policy?</i> Expressing and supporting opinions Recognizing and using expressions to introduce and express sides of an issue Recognizing reductions of the auxiliary verb have	SECTION 2. Structure and Written Expression Diagnostic Pre-Test/Revision/Correction/Explanation The Structure Question Sentences with One Clause/ Sentences with Multiple Clauses
Evaluation 1				
5	UNIT 4. Writing Paragraphs Supporting the Main Point/Developing Paragraphs Introductory Paragraphs/Concluding Paragraphs Reading/writing exercises	PART 5. Nouns UNIT 10. Count and Non-Count Nouns UNIT 11. Definite and Indefinite Articles	UNIT 3. <i>Personality/Revolution of the 50%</i> Identifying supporting details Connecting problems and solutions Identifying creative and effective examples	SECTION 2. Structure and Written Expression More Sentences with Multiple Clauses Sentences with Reduced Clauses Sentences with Inverted Subjects and Verbs
Field trip				
6	UNIT 5. Description Everyday Description – <i>A Cheesy Label</i> Joseph Krivda, <i>The Wall</i> Reading/writing exercises	UNIT 12. Quantifiers UNIT 13. Modification of Nouns	UNIT 3. <i>Personality/Revolution of the 50%</i> Expressing and supporting opinions / Interpreting cartoons Describing personality / Expressing and defending preferences Recognizing thought groups and formulating meaning	SECTION 3. Reading Comprehension Diagnostic Pre-Test/Revision/Correction/Explanation The Reading Comprehension Questions Questions about the Ideas of the Passage
7	UNIT 5. Description Cherokee Paul McDonald, <i>A View from the Bridge</i> Alice Steinbach, <i>The Miss Dennis School of Writing</i> Reading/writing exercises	PART 6. Adjective Clauses UNIT 14. Adjective Clauses: Introduction	UNIT 4. <i>Cross-Cultural Insights/Ancient Wisdom Travels West</i> Identifying a speaker's viewpoints and attitudes Organizing information using a <i>bagua</i> chart Identifying subtle ways to ask for and give advice	SECTION 3. Reading Comprehension Directly Answered Questions Indirectly Answered Questions
8	UNIT 6. Narrative Everyday Narrative - <i>A Book Cover</i> Melissa Unbankes, <i>The King and I</i> Reading/writing exercises	UNIT 15. Adjective Clauses and Phrases	UNIT 4. <i>Cross-Cultural Insights/Ancient Wisdom Travels West</i> Expressing and supporting opinions Emphasizing a point in a conversation Recognizing pauses and intonation with discourse connectors	SECTION 3. Reading Comprehension Vocabulary Questions Complete Practice Test 1/Revision/Correction/Explanation
Evaluation 2				
9	UNIT 7. Example Everyday Example - <i>A Lighted Billboard</i> Monica Wunderlich, <i>My Technologically Challenged Life</i> Reading/writing exercises	PART 7. Adverbs UNIT 16. Adverbs: Sentences, Focus, and Negative	UNIT 5. <i>Business/Business Not as Usual</i> Making/confirming predictions Recognizing language to concede a point and present a counterargument Preparing presentations for Culture Day	SECTION 1. Listening Comprehension Idiomatic Language The Listening Part B Questions Before/While Listening
10	UNIT 8. Classification Everyday Classification - <i>Potato Proverb</i> Eric A. Watts, <i>The Color of Success</i> Reading/writing exercises	UNIT 17. Adverb Clauses	UNIT 5. <i>Business/Business Not as Usual</i> Agreeing and disagreeing with opinions / Preparing for and engaging in a debate Recognizing and distinguishing between /æ/, /ɑ/, and /ə/ Preparing presentations for Culture Day	SECTION 2. Structure and Written Expression The Written Expression Questions Problems with Subject/Verb Agreement Problems with Parallel Structure
11	UNIT 9. Process Analysis Everyday Process Analysis - <i>How to Use a Deck-Fastening Tool</i> Pegah Moradi, <i>Splitting Hairs</i> Reading/writing exercises	UNIT 18. Adverb and Adverbial Phrases	UNIT 6. <i>Social Media/Together Alone</i> Recognizing language that signals opposing perspectives of an issue Connecting statements to specific speakers Preparing presentations for Culture Day	SECTION 2. Structure and Written Expression Problems with Comparatives and Superlatives Problems with the Form of the Verb Problems with the Use of the Verb
12	UNIT 10. Comparison and Contrast Everyday Comparison - <i>Buses, Bikes, and Cars</i> Dan Treadway, <i>Football vs. Asian Studies</i> Reading/writing exercises Preparing anthologies	UNIT 19. Connectors	UNIT 6. <i>Social Media/Together Alone</i> Agreeing and disagreeing with opinions / Interpreting cartoons Recognizing and using language that builds and expands on others' ideas Inferring a speaker's attitude from intonation and stress Preparing presentations for Culture Day	SECTION 3. Reading Comprehension Overall Review Questions TOEFL Post-Test Complete Practice Test 2/Revision/Correction/Explanation
Evaluation 3				
Culture Day				
13	UNIT 11. Definition Everyday Definition - <i>Social Media Explained</i> Dave Barry, <i>Guys vs. Men</i> Reading/writing exercises Preparing anthologies	PART 8. Noun Clauses UNIT 20. Noun Clauses: Subjects, Objects, and Complements	UNIT 7. <i>The Arts/Learning Through the Arts</i> Making/confirming predictions Summarizing main ideas and details Recognizing persuasion with parallel structure	SECTION 1. Listening Comprehension The Listening Part C Questions Before/While Listening TOEFL Post-Test
Field trip				
14	UNIT 12. Cause and Effect Everyday Cause and Effect - <i>Polar Bear Blues</i> Elisa Gonzales, <i>Family History</i> Reading/writing exercises Handing-in anthologies	UNIT 21. Direct and Indirect Speech	UNIT 7. <i>The Arts/Learning Through the Arts</i> Expressing and supporting opinions / Summarizing others' opinions Preparing and delivering a mini-lecture Incorporating parallel structure to speak persuasively Recognizing variations in how final consonants are joined	SECTION 2. Structure and Written Expression Problems with Passive Verbs Problems with Nouns/Pronouns Problems with Adjectives and Adverbs/Articles
15	UNIT 13. Argument Everyday Argument, <i>Mysterious Warning Signs</i> Liz Addison, <i>Two Years Are Better Than Four</i> Reading/writing exercises	PART 9. Conditionals and the Subjunctive UNIT 22. Conditionals; Other Ways to Express Unreality	UNIT 8. <i>Poverty/Changing Lives for \$50</i> Making/confirming predictions Summarizing main ideas and details Recognizing summary statements Identifying examples from listening excerpts	SECTION 2. Structure and Written Expression Problems with Prepositions/Usage TOEFL Post-Test
16	UNIT 14. Classic Essays and Speeches Jonathan Swift, <i>A Modest Proposal</i> Reading/writing exercises	UNIT 23. More Conditions. The Subjunctive	UNIT 8. <i>Poverty/Changing Lives for \$50</i> Paraphrasing a speaker's key points Using summary statements to demonstrate understanding Recognizing word stress in two-word compound expressions	SECTION 3. Reading Comprehension TOEFL (Review) Exercise –Skills- TOEFL Post-Test Complete Practice Test 3/Revision/Correction/Explanation
Evaluation 4				
TOEFL TEST				
BOOK	<i>The Norton Sampler</i>	<i>Focus on Grammar 5</i>	<i>NorthStar 5 (Listening & Speaking)</i>	<i>Longman Preparation Course for the TOEFL Test</i>

ELI ACADEMIC STRUCTURE

BEGINNER (Summer 1 – June-July)

Week	READING & WRITING	GRAMMAR	COMMUNICATIONS	TOEFL
1	UNIT 1. <i>Special Days</i> Building vocabulary in context Looking for main ideas and details Capitalization rules, writing and editing sentences	CHAPTER 1. Using <i>BE</i> : Pronouns, nouns, contractions, negatives, adjectives. CHAPTER 2. Using <i>BE</i> and <i>HAVE</i> : Questions, conjugation, possessive adjectives.	UNIT 1. <i>Getting to know you</i> Talking about your favorite places and colors; describing personalities Discussing and using icebreakers; expressions to keep a conversation going Listening to conversations of people meeting for the first time	INTRODUCTION. <i>About the course</i> Learning about the TOEFL Test (purpose, description, scores, etc.) SECTION 1. <i>Listening Comprehension</i> Diagnostic Pre-Test/Revision/Correction/Explanation
2	UNIT 1. <i>Special Days</i> Building vocabulary in context Looking for main ideas and details Writing a (timed) paragraph and editing	CHAPTER 3. Using the Simple Present: Form, meaning, adverbs, spelling, pronunciation, irregular verbs, negatives, questions.	UNIT 2. <i>Making a good impression</i> Role-playing meeting new people; giving and taking messages UNIT 3. <i>Food and cooking</i> Discussing foods and cooking techniques; role-playing restaurant conversations	SECTION 2. <i>Structure and Written Expression</i> Diagnostic Pre-Test/Revision/Correction/Explanation The Structure Question Sentences with One Clause/ Sentences with Multiple Clauses
Evaluation 1				
3	UNIT 2. <i>Places</i> Looking for main ideas and details Developing critical thinking by discussing opinions Writing sentences and a paragraph using adjectives	CHAPTER 4. Using the Present Progressive: Form, spelling, negatives, questions, vs. Simple Present, non-action verbs.	UNIT 4. <i>Weather</i> Talking about weather and seasons; describing extreme weather experiences Giving advice about extreme weather Talking about types of weather using adjectives and times of day	SECTION 3. <i>Reading Comprehension</i> Diagnostic Pre-Test/Revision/Correction/Explanation The Reading Comprehension Questions Questions about the Ideas of the Passage
Field trip				
4	UNIT 2. <i>Places</i> Looking for main ideas and details Developing critical thinking by discussing with facts Writing paragraphs using comparatives/superlatives	CHAPTER 5. Talking about the Present: Use of <i>It</i> , prepositions, use of <i>there</i> and <i>would like</i> .	UNIT 5. <i>Working for a living</i> Talking about job likes and dislikes, experiences, unusual jobs, etc. Talking about what's important in a job Talking about the first day of work; describing workplaces and job features	SECTION 1. <i>Listening Comprehension</i> Strategies Who, What, Where
Evaluation 2				
5	UNIT 3. <i>Ways to Health</i> Looking for main ideas and details Developing critical thinking from a chart Writing sentences and a paragraph using <i>when</i> & adverbs	CHAPTER 6. Nouns and Pronouns: Subjects, objects, adjectives, forms, possessives, use of <i>whose</i> .	UNIT 6. <i>Leisure time</i> Describing hobbies and interests; discussing chores, typical activities, weekend plans UNIT 7. <i>Sports and games</i> Describing and asking about sports; discussing and playing games	SECTION 2. <i>Structure and Written Expression</i> More Sentences with Multiple Clauses Sentences with Reduced Clauses Sentences with Inverted Subjects and Verbs
Field trip				
6	UNIT 4. <i>Customs</i> Looking for main ideas and details Developing critical thinking with opinions and beliefs Writing sentences/paragraph using nouns/prepositions	CHAPTER 7. Count and Noncount Nouns: Usage, measurements, use of <i>many</i> , <i>much</i> , <i>a few</i> , <i>a little</i> , <i>the</i> , <i>some</i> , <i>any</i> .	UNIT 8. <i>Transportation and travel</i> Discussing traffic and transportation problems; giving solutions Talking about different ways to travel Planning a trip; describing memorable trips	SECTION 3. <i>Reading Comprehension</i> Directly Answered Questions Indirectly Answered Questions
Evaluation 3				TOEFL TEST
BOOK	<i>Weaving It Together 1 – (Reading & Writing)</i>	<i>Basic English Grammar – Volume A</i>	<i>Let's Talk 2</i>	<i>Longman Preparation Course for the TOEFL Test</i>

ELI ACADEMIC STRUCTURE
INTERMEDIATE (Summer 1 – June-July)

Week	READING & WRITING	GRAMMAR	COMMUNICATIONS	TOEFL
1	UNIT 1. Symbols Building vocabulary in context Looking for main ideas and details Writing a paragraph about colors	CHAPTER 1. Present Time: Simple Present, Present Progressive, Frequency Adverbs, non-Progressive verbs. CHAPTER 2. Past Time: Irregular Simple Past, Spelling of <i>-ing</i> and <i>-ed</i> , Past Progressive, <i>Used To</i> .	UNIT 1. Getting acquainted Describing successful conversations; discussing attitudes toward problem solving Identifying what to do during a conversation	INTRODUCTION. <i>About the course</i> Learning about the TOEFL Test (purpose, description, scores, etc.) SECTION 1. Listening Comprehension Diagnostic Pre-Test/Revision/Correction/Explanation
2	UNIT 1. Symbols Building vocabulary in context Looking for main ideas and details Writing two body paragraphs about superstitions	CHAPTER 3. Future Time: <i>Be Going to</i> and <i>Will</i> , Certainty, <i>If</i> -Clauses, Simple Present and Present Progressive, <i>Be About To</i> , Parallel Verbs.	UNIT 2. Expressing yourself Role-playing giving advice; discussing meanings of gestures; reacting to and discussing accents UNIT 3. Crime and punishment Discussing crimes, punishments, and attitudes toward crime; discussing crime movies; speculating crimes	SECTION 2. Structure and Written Expression Diagnostic Pre-Test/Revision/Correction/Explanation The Structure Question Sentences with One Clause/ Sentences with Multiple Clauses
Evaluation 1				
3	UNIT 2. Customs Looking for main ideas and details Developing critical thinking by discussing opinions Writing an introduction about preparing for an event	CHAPTER 4. Present Perfect and Past Perfect: <i>Ever, Never, Already, Yet, Just, Recently, Since, For</i> , Simple Past, Present Perfect Progressive.	UNIT 4. Surprises and superstitions Discussing strange pictures; creating and telling stories; talking about superstitions Talking about lucky and unlucky people Using adjectives to describe effects of viewing optical illusions and words related to superstitions	SECTION 3. Reading Comprehension Diagnostic Pre-Test/Revision/Correction/Explanation The Reading Comprehension Questions Questions about the Ideas of the Passage
Field trip				
4	UNIT 2. Customs Looking for main ideas and details Developing critical thinking Writing an introduction and a conclusion about a custom	CHAPTER 5. Asking Questions: <i>Wh</i> -Questions, Contractions, Tag Questions.	UNIT 5. Education and learning Talking about kinds of classes; recalling the first day of school and more recent details; discussing study techniques Talking about attributes and features found in schools	SECTION 1. Listening Comprehension Strategies Who, What, Where
Evaluation 2				
5	UNIT 3. Mind and Body Looking for main ideas and details Developing critical thinking Writing an example essay about character traits/keeping healthy	CHAPTER 6. Nouns and Pronouns: Pronunciation of final <i>-s/-es</i> , objects of prepositions, word order, subject-verb agreement, <i>whose</i> , reflexive pronouns.	UNIT 6. Fame and fortune Talking about successful and famous people; discussing sayings about money and its importance UNIT 7. Around the world Talking about languages and its problems; discussing behavior and customs in various situations	SECTION 2. Structure and Written Expression More Sentences with Multiple Clauses Sentences with Reduced Clauses Sentences with Inverted Subjects and Verbs
Field trip				
6	UNIT 4. People Making a Difference Looking for main ideas and details Developing critical thinking Writing a descriptive/narrative essay	CHAPTER 7. Modals: Ability, Possibility, Requests, Advice, Necessity, Prohibition, Conclusion, Tag Questions, Imperatives.	UNIT 8. Technology Discussing everyday products; talking about inventions; explaining how to make things Describing frustrations with new products	SECTION 3. Reading Comprehension Directly Answered Questions Indirectly Answered Questions
Evaluation 3				TOEFL TEST
BOOK	<i>Weaving It Together 3 – (Reading & Writing)</i>	<i>Fundamentals of English Grammar – Volume A</i>	<i>Let's Talk 3</i>	<i>Longman Preparation Course for the TOEFL Test</i>

ELI ACADEMIC STRUCTURE
ADVANCED (Summer 1 – June-July)

Week	READING & WRITING	GRAMMAR	COMMUNICATIONS	TOEFL
1	UNIT 1. Reading as a Writer E. B. White, <i>Once More to the Lake</i> Reading/writing exercises UNIT 2. Elements of the Essay Topic/Thesis/Coherence/Tone/Style/Putting it all together Reading/writing exercises	PART 1. Present, Past and Future UNIT 1. Present Time UNIT 2. Past Time UNIT 3. Future Time	UNIT 1. <i>The Brain/The Fantastic Plastic Brain</i> Making/confirming predictions Identifying a speaker's point of view Recognizing language that signals a revision of previously held beliefs	INTRODUCTION. <i>About the course</i> Learning about the TOEFL Test (purpose, description, scores, etc.) SECTION 1. <i>Listening Comprehension</i> Diagnostic Pre-Test/Revision/Correction/Explanation
2	UNIT 3. The Writing Process Planning/Generating Ideas/Organizing and Drafting Revising/Editing and Proofreading Reading/writing exercises	PART 2. Modals and Other Auxiliaries UNIT 4. Modals to Express Degree of Necessity UNIT 5. Modals to Express Degree of Certainty	UNIT 1. <i>The Brain/The Fantastic Plastic Brain</i> Expressing and supporting opinions Paraphrasing a speaker's ideas Recognizing emphasis through stress Evaluation 1	SECTION 2. <i>Structure and Written Expression</i> Diagnostic Pre-Test/Revision/Correction/Explanation The Structure Question Sentences with One Clause/ Sentences with Multiple Clauses
3	UNIT 4. Writing Paragraphs Supporting the Main Point/Developing Paragraphs Introductory Paragraphs/Concluding Paragraphs Reading/writing exercises	PART 3. Passive Voice UNIT 6. Passives: Part 1 UNIT 7. Passives: Part 2	UNIT 2. <i>Lying/Is Honesty the Best Policy?</i> Summarizing main ideas and details Supporting ideas from one listening with reasons from a second listening Identifying a speaker's attitude Expressing and supporting opinions Recognizing and using expressions to introduce and express sides of an issue Recognizing reductions of the auxiliary verb <i>have</i> Field trip	SECTION 3. <i>Reading Comprehension</i> Diagnostic Pre-Test/Revision/Correction/Explanation The Reading Comprehension Questions Questions about the Ideas of the Passage
4	UNIT 5. Description Everyday Description – <i>A Cheesy Label</i> Joseph Krivda, <i>The Wall</i> Reading/writing exercises	PART 4. Gerunds and Infinitives UNIT 8. Gerunds UNIT 9. Infinitives	UNIT 3. <i>Personality/Revolution of the 50%</i> Identifying supporting details Connecting problems and solutions Identifying creative and effective examples UNIT 3. <i>Personality/Revolution of the 50%</i> Expressing and supporting opinions / Interpreting cartoons Describing personality / Expressing and defending preferences Recognizing thought groups and formulating meaning Evaluation 2	SECTION 1. <i>Listening Comprehension</i> Strategies Who, What, Where
5	UNIT 6. Narrative Everyday Narrative - <i>A Book Cover</i> Melissa Unbankes, <i>The King and I</i> Reading/writing exercises	PART 5. Nouns UNIT 10. Count and Non-Count Nouns UNIT 11. Definite and Indefinite Articles	UNIT 4. <i>Cross-Cultural Insights/Ancient Wisdom Travels West</i> Identifying a speaker's viewpoints and attitudes Organizing information using a <i>bagua</i> chart Identifying subtle ways to ask for and give advice Field trip	SECTION 2. <i>Structure and Written Expression</i> More Sentences with Multiple Clauses Sentences with Reduced Clauses Sentences with Inverted Subjects and Verbs
6	UNIT 7. Example Everyday Example - <i>A Lighted Billboard</i> Monica Wunderlich, <i>My Technologically Challenged Life</i> Reading/writing exercises	UNIT 12. Quantifiers UNIT 13. Modification of Nouns	UNIT 4. <i>Cross-Cultural Insights/Ancient Wisdom Travels West</i> Expressing and supporting opinions Emphasizing a point in a conversation Recognizing pauses and intonation with discourse connectors Evaluation 3	SECTION 3. <i>Reading Comprehension</i> Directly Answered Questions Indirectly Answered Questions TOEFL TEST
BOOK	<i>The Norton Sampler</i>	<i>Focus on Grammar 5</i>	<i>NorthStar 5 (Listening & Speaking)</i>	<i>Longman Preparation Course for the TOEFL Test</i>

ELI ACADEMIC STRUCTURE

BEGINNER (Summer 2 – July-August)

Week	READING & WRITING	GRAMMAR	COMMUNICATIONS	TOEFL
1	UNIT 5. Food Looking for main ideas and details Developing critical thinking with supporting opinions Writing/editing instructions in sentences/paragraphs	CHAPTER 8. Expressing Past Time, Part 1: Use of <i>be</i> , irregular verbs, negatives, questions. CHAPTER 9. Expressing Past Time, Part 2: <i>Wh-</i> questions, irregular verbs, time clauses, progressive tenses, use of <i>while</i> .	UNIT 9. Vacation time Talking about past vacations Describing perfect vacations; listening to conversations about overseas vacations Discussing tourist attractions using geographical features	INTRODUCTION. <i>About the course</i> Learning about the TOEFL Test (purpose, description, scores, etc.) SECTION 1. Listening Comprehension Negatives Functions Contrary Meanings
2	UNIT 5. Food Looking for main ideas and details Developing critical thinking with supporting opinions Writing/editing in sentences/paragraphs using pronouns	CHAPTER 10. Expressing Future Time, Part 1: Use of <i>going to</i> , present progressive, word expressions, use of <i>will</i> . CHAPTER 11. Expressing Future Time, Part 2: Use of <i>may</i> , <i>might</i> , <i>will</i> , <i>maybe</i> , <i>may be</i> , time clauses, clauses with <i>if</i> .	UNIT 10. Inventions and gadgets Describing gadgets and their uses; discussing product features; new inventions UNIT 11. The environment Talking about animals and plants; discussing environmental problems and solutions	SECTION 2. Structure and Written Expression The Written Expression Questions Problems with Subject/Verb Agreement Problems with Parallel Structure Problems with Comparatives and Superlatives Problems with the Form/Use of the Verb
Evaluation 1				
3	UNIT 6. Inventors and Their Inventions Looking for main ideas and details Developing critical thinking with supporting opinions Writing/editing sentences/paragraphs with comparisons	CHAPTER 12. Modals, Part 1: Expressing Ability: Use of <i>can</i> , pronunciation of <i>can/can't</i> , <i>know how to</i> , <i>could</i> , <i>be able to</i> , <i>very/too</i> + adjective.	UNIT 12. News and current events Talking about news stories and sources Telling a story Discussing a current-events survey	SECTION 3. Reading Comprehension Vocabulary Questions Complete Practice Test 1 Revision/Correction/Explanation Overall Review Questions TOEFL Post-Test Complete Practice Test 2 Revision/Correction/Explanation
Field trip				
4	UNIT 6. Inventors and Their Inventions Looking for main ideas and details Developing critical thinking with supporting facts Writing sentences/paragraphs with <i>too/very</i> & adjectives	CHAPTER 13. Modals, Part 2: Advice, Necessity, Requests, Suggestions: Use of <i>should</i> , <i>have to</i> , <i>must</i> , <i>may</i> , <i>could</i> , questions, imperative sentences, modal auxiliaries, use of <i>let's</i> .	UNIT 13. City Life Comparing city and country life Talking about safety habits and tips describing types of crimes Telling stories about dumb or unlucky criminals; ways to stay safe	SECTION 1. Listening Comprehension Idiomatic Language The Listening Part B Questions Before/While Listening SECTION 1. Listening Comprehension The Listening Part C Questions Before/While Listening TOEFL Post-Test
Evaluation 2				
5	UNIT 7. Amazing People Looking for main ideas and details Developing critical thinking with supporting facts Writing questions/paragraph using <i>Wh-</i> forms/prepositions	CHAPTER 14. Nouns and Modifiers: Modifying nouns with adjectives, word order of adjectives, linking verbs + adjectives, adjectives and adverbs, expressions of quantity, indefinite pronouns.	UNIT 14. Entertainment and art Discussing favorite activities; talking about music, movies, art, and artists UNIT 15. The past Describing people's changes & historical places; talking about childhood memories	SECTION 2. Structure and Written Expression Problems with Passive Verbs Problems with Nouns/Pronouns Problems with Adjectives and Adverbs/Articles SECTION 2. Structure and Written Expression Problems with Prepositions/Usage TOEFL Post-Test
Field trip				
6	UNIT 8. Readings from Literature Understanding meaning Developing critical thinking with supporting opinions Writing a poem/fable and paraphrasing	CHAPTER 15. Making Comparisons: Comparatives and superlatives, comparatives with adverbs, use of <i>one of</i> , <i>the same as</i> , <i>similar to</i> , <i>different from</i> , <i>like</i> , <i>alike</i> , <i>but</i> .	UNIT 16. Comedy and humor Discussing funny pictures and stories with words to describe humor Talking about comics and cartoons Telling jokes	SECTION 3. Reading Comprehension TOEFL (Review) Exercise –Skills- TOEFL Post-Test Complete Practice Test 3 Revision/Correction/Explanation
Evaluation 3				TOEFL TEST
BOOK	<i>Weaving It Together 1 – (Reading & Writing)</i>	<i>Basic English Grammar – Volume B</i>	<i>Let's Talk 2</i>	<i>Longman Preparation Course for the TOEFL Test</i>

ELI ACADEMIC STRUCTURE

INTERMEDIATE (Summer 2 – July-August)

Week	READING & WRITING	GRAMMAR	COMMUNICATIONS	TOEFL
1	UNIT 5. Food Looking for main ideas and details Developing critical thinking Writing an essay comparing food preparation and eating	CHAPTER 8. Connecting Ideas: <i>And, but, or, so, too, either, neither, because, even though, although.</i> CHAPTER 9. Comparisons: Comparatives and Superlatives; Use of <i>less... than, not as... as, like, alike.</i>	UNIT 9. Mind and body Talking about healthy and unhealthy situations; giving advice; explaining exercises; discussing stress and how to reduce it Describing health problems, treatments, and stressful situations using adjectives	INTRODUCTION. About the course Learning about the TOEFL Test (purpose, description, scores, etc.) SECTION 1. Listening Comprehension Negatives Functions Contrary Meanings
2	UNIT 5. Food Looking for main ideas and details Developing critical thinking Writing an essay comparing eating customs	CHAPTER 10. The Passive: Active, Passive, Transitive, and Intransitive verbs; Use of <i>by, get, be used/accustomed/supposed to</i> ; Participial adjectives; Passive modals.	UNIT 10. Spending money Talking about ads, slogans, brands, advertisement, selling points, and shoppers UNIT 11. The news Telling stories; talking about news; reacting to headlines; role-playing an interview	SECTION 2. Structure and Written Expression The Written Expression Questions Problems with Subject/Verb Agreement Problems with Parallel Structure Problems with Comparatives and Superlatives Problems with the Form/Use of the Verb
Evaluation 1				
3	UNIT 6. Language Looking for main ideas and details Developing critical thinking Writing an essay that gives reasons for certain behaviors	CHAPTER 11. Count/Noncount nouns and Articles: Use of <i>several, a lot of, many/much, a few, a little</i> ; Article usage, Capitalization. CHAPTER 12. Adjective Clauses: Pronouns to describe people or things; use of verbs, prepositions, and <i>whose</i> .	UNIT 12. Relationships Describing qualities of friendship; talking about friendship; describing a perfect partner; talking about marriage Describing best friends; talking about high school classmates Discussing about qualities for friendship and relationships using adjectives to describe a partner	SECTION 3. Reading Comprehension Vocabulary Questions Complete Practice Test 1 Revision/Correction/Explanation Overall Review Questions TOEFL Post-Test Complete Practice Test 2 Revision/Correction/Explanation
Field trip				
4	UNIT 6. Inventors and Their Inventions Looking for main ideas and details Developing critical thinking Writing an essay about the effects of the English language	CHAPTER 13. Gerunds and Infinitives: Verb + gerund/infinitive; <i>Go + -ing</i> ; preposition + gerund	UNIT 13. Adventure Talking about and giving advice; discussing risky situations and behavior; telling stories Describing frightening experiences Talking about risky activities	SECTION 1. Listening Comprehension Idiomatic Language The Listening Part B Questions Before/While Listening SECTION 1. Listening Comprehension The Listening Part C Questions Before/While Listening TOEFL Post-Test
Evaluation 2				
5	UNIT 7. Environment Looking for main ideas and details Developing critical thinking Writing an argument essay about human uses for animals/agriculture	CHAPTER 13. Gerunds and Infinitives: Use of <i>by, with, it + infinitive, for (someone), in order to, for, too, enough.</i>	UNIT 14. Self-improvement Talking about popularity, popular discussion topics, and success; giving advice; describing tones of voice UNIT 15. Travel and tourism Giving travel advice; describing vacations; planning and describing a trip based on travel advice vocabulary and travel brochures	SECTION 2. Structure and Written Expression Problems with Passive Verbs Problems with Nouns/Pronouns Problems with Adjectives and Adverbs/Articles SECTION 2. Structure and Written Expression Problems with Prepositions/Usage TOEFL Post-Test
Field trip				
6	UNIT 8. Readings from Literature Looking for main ideas and details Developing critical thinking Writing an analysis of a poem	CHAPTER 14. Noun clauses: Use of question words, <i>if, whether, that</i> ; Quoted Speech; Reported Speech; reporting verbs: <i>tell, ask, answer/reply.</i>	UNIT 16. Employment Talking about typical jobs; recommending jobs; discussing interviewing tips; role-playing job interviews Describing potential jobs, job skills, and job ads	SECTION 3. Reading Comprehension TOEFL (Review) Exercise –Skills- TOEFL Post-Test Complete Practice Test 3 Revision/Correction/Explanation
Evaluation 3				
TOEFL TEST				
BOOK	<i>Weaving It Together 3 – (Reading & Writing)</i>	Fundamentals of English Grammar – Volume B	<i>Let's Talk 3</i>	<i>Longman Preparation Course for the TOEFL Test</i>

ELI ACADEMIC STRUCTURE
ADVANCED (Summer 2 – July-August)

Week	READING & WRITING	GRAMMAR	COMMUNICATIONS	TOEFL
1	UNIT 8. Classification Everyday Classification - <i>Potato Proverb</i> Eric A. Watts, <i>The Color of Success</i> Reading/writing exercises	PART 6. Adjective Clauses UNIT 14. Adjective Clauses: Introduction UNIT 15. Adjective Clauses and Phrases	UNIT 5. <i>Business/Business Not as Usual</i> Making/confirming predictions Recognizing language to concede a point and present a counterargument	INTRODUCTION. <i>About the course</i> Learning about the TOEFL Test (purpose, description, scores, etc.) SECTION 1. <i>Listening Comprehension</i> Negatives Functions Contrary Meanings
2	UNIT 9. Process Analysis Everyday Process Analysis Reading/writing exercises UNIT 10. Comparison and Contrast Everyday Comparison - <i>Buses, Bikes, and Cars</i> Reading/writing exercises	PART 7. Adverbs UNIT 16. Adverbs: Sentences, Focus, and Negative UNIT 17. Adverb Clauses	UNIT 5. <i>Business/Business Not as Usual</i> Agreeing and disagreeing with opinions / Preparing for and engaging in a debate Recognizing and distinguishing between /æ/, /ɑ/, and /ə/	SECTION 2. <i>Structure and Written Expression</i> The Written Expression Questions Problems with Subject/Verb Agreement Problems with Parallel Structure Problems with Comparatives and Superlatives Problems with the Form/Use of the Verb
Evaluation 1				
3	UNIT 11. Definition Everyday Definition - <i>Social Media Explained</i> Dave Barry, <i>Guys vs. Men</i> Reading/writing exercises	UNIT 18. Adverb and Adverbial Phrases UNIT 19. Connectors	UNIT 6. <i>Social Media/Together Alone</i> Recognizing language that signals opposing perspectives of an issue. Connecting statements to specific speakers. UNIT 6. <i>Social Media/Together Alone</i> Agreeing and disagreeing with opinions / Interpreting cartoons. Recognizing and using language that builds and expands on others' ideas Inferring a speaker's attitude from intonation and stress	SECTION 3. <i>Reading Comprehension</i> Vocabulary Questions Complete Practice Test 1 Revision/Correction/Explanation Overall Review Questions TOEFL Post-Test Complete Practice Test 2 Revision/Correction/Explanation
Field trip				
4	UNIT 12. Cause and Effect Everyday Cause and Effect - <i>Polar Bear Blues</i> Elisa Gonzales, <i>Family History</i> Reading/writing exercises	PART 8. Noun Clauses UNIT 20. Noun Clauses: Subjects, Objects, and Complements	UNIT 7. <i>The Arts/Learning Through the Arts</i> Making/confirming predictions Summarizing main ideas and details Recognizing persuasion with parallel structure UNIT 7. <i>The Arts/Learning Through the Arts</i> Expressing and supporting opinions / Summarizing others' opinions. Preparing and delivering a mini-lecture Incorporating parallel structure to speak persuasively Recognizing variations in how final consonants are joined	SECTION 1. <i>Listening Comprehension</i> Idiomatic Language The Listening Part B Questions Before/While Listening SECTION 1. <i>Listening Comprehension</i> The Listening Part C Questions Before/While Listening TOEFL Post-Test
Evaluation 2				
5	UNIT 13. Argument Everyday Argument, <i>Mysterious Warning Signs</i> Liz Addison, <i>Two Years Are Better Than Four</i> Reading/writing exercises	UNIT 21. Direct and Indirect Speech	UNIT 8. <i>Poverty/Changing Lives for \$50</i> Making/confirming predictions Summarizing main ideas and details Recognizing summary statements Identifying examples from listening excerpts	SECTION 2. <i>Structure and Written Expression</i> Problems with Passive Verbs Problems with Nouns/Pronouns Problems with Adjectives and Adverbs/Articles SECTION 2. <i>Structure and Written Expression</i> Problems with Prepositions/Usage TOEFL Post-Test
Field trip				
6	UNIT 14. Classic Essays and Speeches Jonathan Swift, <i>A Modest Proposal</i> Reading/writing exercises	PART 9. Conditionals and the Subjunctive UNIT 22. Conditionals; Other Ways to Express Unreality UNIT 23. More Conditions. The Subjunctive	UNIT 8. <i>Poverty/Changing Lives for \$50</i> Paraphrasing a speaker's key points Using summary statements to demonstrate understanding Recognizing word stress in two-word compound expressions	SECTION 3. <i>Reading Comprehension</i> TOEFL (Review) Exercise –Skills- TOEFL Post-Test Complete Practice Test 3 Revision/Correction/Explanation
Evaluation 3				TOEFL TEST
BOOK	<i>The Norton Sampler</i>	<i>Focus on Grammar 5</i>	<i>NorthStar 5 (Listening & Speaking)</i>	<i>Longman Preparation Course for the TOEFL Test</i>