



Missouri State University English Language Institute Programs Scope and Sequence The Pre-Academic Program (Pre-AC)

The Pre-Academic program is for undergraduate and graduate students who do not test at an A1+ level upon arrival. The students exit the Pre-Academic Program once they demonstrate proficiency.

- [Pre-Academic \(Pre-Ac\) Program: \(0 to A1+\) True Beginner to Beginner](#)

English for Academic Purposes (EAP) Program Core Classes - Level Structure

The first 5 levels incorporate undergraduate and graduate students

- [EAP Level 1: \(A2\) Advanced Beginner](#)
- [EAP Level 2: \(A2+\) Low Intermediate](#)
- [EAP Level 3: \(B1\) Intermediate](#)
- [EAP Level 4: \(B1+\) High Intermediate](#)
- [EAP Level 5: \(B2\) Low Advanced](#) - The 5th level is the exit level for undergraduate students

The 6th level is for graduate students only. The Graduate Capstone Level (GC) is the exit level for graduate students:

- [EAP Level 6 Graduate Capstone \(GC\): \(B2+\) Advanced](#)

The grammar goals for each level that will be taught and assessed in all skills can be found here: [EAP Grammar Scope and Sequence](#)

EAP Non-Core: [Spelling Workshop](#)

The spelling workshop are only taken by level 4 to 6GC (B1+ to B2+) students who did not pass the spelling placement test. The spelling workshop is taken for two consecutive 8-week sessions. The spelling placement is given to all new students, and as part of EAP level 3 finals every session.

Passing scores in the spelling workshop is not required to exit the program. However, spelling workshop scores counts for 5% of the EAP 4-6GC listening final scores.



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Pre-AC	Writing	Reading	Listening	Speaking
(A1)	<ul style="list-style-type: none"> • Can write eight to ten sentences or a short paragraph of at least 75 words describing each of the following: a picture, personal habits or daily schedule, <u>and</u> past and future events. Paragraphs need a simple introductory topic sentence. • Can write using the Pre-Ac grammar goals, though they will still struggle with these forms, as they are studied for the first time at this level. • Can show limited control of a few simple grammatical structures and sentence patterns. 	<ul style="list-style-type: none"> • Can understand short, simple texts by working through them a phrase or sentence at a time, with the opportunity and time to reread. • Can locate familiar names, words, and basic phrases in a short text, advertisement, or document. • Can guess the content or context of simple informational material with visual support. • Can follow short, simple written directions and classroom instructions. 	<ul style="list-style-type: none"> • Can listen for and recognize familiar words and basic phrases in short audio or video that is spoken very slowly and clearly. • Can follow everyday speech that is very slow and carefully articulated, with time allowed to gather the meaning. • Can understand and follow instructions and directions addressed carefully and slowly. • Can understand everyday expressions about very familiar topics or basic needs, spoken in clear, slow, and repeated speech by sympathetic speakers. 	<p>FUNCTIONS:</p> <ul style="list-style-type: none"> • Can speak using the Pre-Ac grammar goals, though they will still struggle with these forms, as they are studied for the first time at this level. • Can ask simple questions. • Can answer simple questions about everyday topics. • Can initiate and respond to simple statements in areas of immediate need or on very familiar topics, but is dependent on repetition, slow rates of speech, rephrasing and repair. • Can make a simple introduction or discussion of simple personal information. • Can use basic greetings and departure expressions. • Can ask how people are and respond to news.



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				<ul style="list-style-type: none">• Can handle numbers, quantities, cost, and time, given repetition and/or visual support. <p>FLUENCY:</p> <ul style="list-style-type: none">• Can manage short, isolated, pre-prepared or familiar speech, with pausing to search for expressions, repetition, and repair.
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Scope and Sequence for English for Academic Purposes Levels 1 to 5 [\[Return\]](#)

Level	Writing	Reading	Listening	Speaking
EAP 1 (A2)	<ul style="list-style-type: none"> • Can plan, organize, and write formulaic single-paragraph descriptive essays, using the following organizational components: mapped topic sentences and a conclusion sentence. • Can write short texts using level-appropriate grammar, though they will still struggle with those forms studied for the first time at this level. • Can edit writing for mistakes using level-appropriate grammar. • Can use some simple structures correctly, but frequently makes basic mistakes, and it is occasionally difficult to understand what they are trying to say. 	<ul style="list-style-type: none"> • Can locate simple, specific information in sentences and isolate the information required. • Can understand short, simple texts containing high frequency vocabulary and shared international expressions. • Can take a concept from a reading and demonstrate deeper understanding using higher order thinking skills such as categorization, application, analysis, evaluation, or creation. (Revised Bloom’s Taxonomy, 2001) • Can read with increasing independence, with an 	<ul style="list-style-type: none"> • Can understand slow, clear, standard speech related to areas of most immediate personal relevance (e.g. very basic personal and family information, shopping, local geography and employment) provided speech is clearly and slowly articulated. • Can sometimes understand and extract random unrelated phrases from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly. • Can notice and identify level-appropriate 	<p>FUNCTIONS:</p> <ul style="list-style-type: none"> • Can communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters to do with work and free time. • Can handle very short social exchanges but is rarely able to understand enough to keep conversation going of their own accord, though they can be made to understand if the speaker will take the trouble. • Can make and respond to invitations, invitations and apologies. • Can say what they like and dislike. • Can discuss what to do, where to go and make arrangements to meet. <p>PRESENTATIONS:</p>



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		<p>increasingly broad active reading vocabulary and range.</p> <ul style="list-style-type: none"> • Can identify and recognize the role of level-appropriate grammar forms in a reading. • Can understand and deconstruct level-appropriate grammar forms in a reading in order to connect their relationship to the immediate context and the overall main idea of the text. 	<p>grammar forms in an audio or video.</p> <ul style="list-style-type: none"> • Can understand and deconstruct level-appropriate grammar forms in a listening text in order to connect their relationship to the immediate context and the overall main idea of the text. 	<ul style="list-style-type: none"> • Can give a short, rehearsed, basic presentation on a familiar subject. • Can answer straightforward follow up questions if they can ask for repetition and if some help with the formulation of their reply is possible. <p>FLUENCY:</p> <ul style="list-style-type: none"> • Can construct phrases on familiar topics with sufficient ease to handle short exchanges, despite very noticeable hesitation and false starts. <p>ACCURACY:</p> <ul style="list-style-type: none"> • Can use level-appropriate grammar in conversation and formal speaking contexts, though they will still struggle with those forms studied for the first time at this level. • Can identify and recognize the role of level-appropriate grammar forms in speech acts and functions.
<p>Vocabulary</p>				



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- RANGE: Can use a very basic range of words, phrases, and simple expressions about personal details and concrete needs, using the most commonly occurring words in English.
- CONNECTORS: Can use only very basic connectors like “and,” “then,” and basic time expressions.
- TOPICS: All vocabulary is connected to personal experience or concrete, everyday situations.
- PRONUNCIATION: Pronunciation of words from their basic range of vocabulary can be understood with some effort by sympathetic listeners.
- SPELLING: Can copy familiar words and phrases and names that are regularly used or related to his/her own name, address, nationality or other personal details.

Academic Classroom Skills

- Can understand questions and instructions addressed carefully and slowly to him/her and follow short and simple directions.
- Can ask people for and give people things.
- Can work with a classmate at a similar level to negotiate meaning and complete basic tasks, given plenty of time, support, and opportunity for repetition and clarification.

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Level	Writing	Reading	Listening	Speaking
EAP 2 (A2+)	<ul style="list-style-type: none"> ● Can plan, organize, and write formulaic two-paragraph essays, using the following organizational components: basic introductions with mapped topic sentences, body development, and a conclusion of any type. 	<ul style="list-style-type: none"> ● Can identify specific, predictable information in simple written texts such as short newspaper articles describing events. ● Can use an idea of the overall meaning of short texts and utterances on 	<ul style="list-style-type: none"> ● Can understand enough to catch the main point in short, clear, simple sentences provided speech is clearly and slowly articulated. ● Can understand and extract the essential 	<p>FUNCTIONS:</p> <ul style="list-style-type: none"> ● Can tell a story, give short, basic descriptions of events and activities, and explain what they like or dislike about something ● Can make brief statements about and compare objects and possessions.



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	<ul style="list-style-type: none"> • Can use basic quotations (X says / According to X) and reporting signals without citations to support their ideas. • Can write short texts using level-appropriate grammar, though they will still struggle with those forms studied for the first time at this level. • Can edit writing for mistakes using level-appropriate grammar. • Can usually communicate what they are trying to say, though they still make basic mistakes on a systematic basis. 	<p>everyday topics of a concrete type to derive the probable meaning of unknown words from the context.</p> <ul style="list-style-type: none"> • Can take a concept from a reading and demonstrate deeper understanding using higher order thinking skills such as categorization, application, analysis, evaluation, or creation. (Revised Bloom’s Taxonomy, 2001) • Can read with increasing independence, with an increasingly broad active reading vocabulary and range. • Can identify and recognize the role of level-appropriate grammar forms in a reading. 	<p>information from short recorded passages dealing with predictable everyday matters that are delivered slowly and clearly.</p> <ul style="list-style-type: none"> • Can notice and identify level-appropriate grammar forms in an audio or video. • Can understand and deconstruct level-appropriate grammar forms in a listening text in order to connect their relationship to the immediate context and the overall main idea of the text. 	<ul style="list-style-type: none"> • Can establish social contact using greetings and farewells and introductions. • Can participate in short conversations in routine contexts on topics of interest. • Can express how they feel in simple terms, and express thanks. • Can interact with reasonable ease in structured situations and short conversations, provided the other person helps if necessary. <p>PRESENTATIONS:</p> <ul style="list-style-type: none"> • Can give a short, rehearsed presentation on a topic pertinent to their everyday life, briefly give reasons and explanations for opinions, plans and actions. • Can cope with a limited number of straightforward follow up questions. <p>FLUENCY:</p> <ul style="list-style-type: none"> • Can make him/herself understood in short contributions, even though pauses, false starts and reformulation are very evident.
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		<ul style="list-style-type: none"> ● Can understand and deconstruct level-appropriate grammar forms in a reading in order to connect their relationship to the immediate context and the overall main idea of the text. 		<p>ACCURACY:</p> <ul style="list-style-type: none"> ● Can use level-appropriate grammar in conversation and formal speaking contexts, though they will still struggle with those forms studied for the first time at this level. ● Can identify and recognize the role of level-appropriate grammar forms in speech acts and functions.
<p>Vocabulary</p> <ul style="list-style-type: none"> ● RANGE: Has a limited repertoire of short memorized phrases covering predictable survival situations; frequent breakdowns and misunderstandings occur in non-routine situations. ● CONNECTORS: Can link groups of words with simple connectors like and, but, and because. ● TOPICS <ul style="list-style-type: none"> ○ Can describe their family, living conditions, educational background, present or most recent job, people, places and possessions in simple terms. ○ Can use simple everyday polite forms of greeting and address ○ Can produce brief everyday expressions in order to satisfy simple needs of a concrete type: personal details, daily routines, wants and needs, requests for information. ○ Can use basic sentence patterns and communicate with memorized phrases, groups of a few words and formulae about themselves and other people, what they do, places, possessions, etc. ○ Has a sufficient vocabulary for the expression of basic communicative needs. ● PRONUNCIATION: Pronunciation beyond short formulaic expressions will require frequent repetition for conversation partners to understand. Formulaic expressions will be mostly clear. ● SPELLING: Can write with poor phonetic accuracy; standard spelling is rare and limited to short words that are in their oral vocabulary. 				



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Academic Classroom Skills

- Can understand simple directions relating to how to complete an assignment or how to get from X to Y.
- Can discuss everyday practical issues in a simple way when addressed clearly, slowly, and directly.
- Can say what they think about things when addressed directly in a formal meeting, provided they can ask for repetition of key points if necessary.
- Can ask for attention for the purposes of turn-taking.
- Can say they don't understand for clarification purposes.

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Level	Writing	Reading	Listening	Speaking
EAP 3 (B1)	<ul style="list-style-type: none"> • Can plan, organize, and write formulaic three-paragraph essays using an introduction, thesis statement, topic sentences, body development, and conclusion. • Can summarize and paraphrase simple texts using basic noun clauses and vocabulary substitution. • Can write short essays using level-appropriate grammar, though they will still struggle 	<ul style="list-style-type: none"> • Can read straightforward, factual texts on familiar subjects and basic descriptions of events or feelings with a satisfactory level of comprehension. • Can recognize significant points in straightforward articles on familiar subjects. • Can search for, find, and understand important 	<ul style="list-style-type: none"> • Can understand straightforward, factual information about familiar topics, provided speech is clearly articulated in a familiar accent and at a fairly slow rate. • Can identify both the main points and significant details in a conversation, short lecture, or audio/video 	<p>FUNCTIONS:</p> <ul style="list-style-type: none"> • Can use a wide range of simple language to deal with most situations likely to arise in everyday life. • Can express his/her own and ask for others' opinions on familiar topics, with brief explanation of reasons. • Can express a range of feelings and emotions. • Can suggest solutions to common problems or practical situations • Can express agreement or disagreement politely.



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<p>with those forms studied for the first time at this level.</p> <ul style="list-style-type: none"> • Can edit writing for mistakes using level-appropriate grammar. • Can fairly accurately use the language for routine, basic interactions, predictable situations, and low-level academic discourse. 	<p>information in everyday materials, such as letters and official documents.</p> <ul style="list-style-type: none"> • Can take a concept from multiple sources and demonstrate deeper understanding using higher order thinking skills such as categorization, application, analysis, evaluation, and/or creation. (Revised Bloom’s Taxonomy, 2001) • Can read with increasing independence, with an increasingly broad active reading vocabulary and range. • Can identify and recognize the role of level-appropriate grammar forms in a reading. 	<p>broadcast, although the delivery may need to be slowed down.</p> <ul style="list-style-type: none"> • Can follow a straightforward lecture on a familiar topic and take very basic notes, provided the delivery is clear and in simple language and the topic is well-scaffolded before the lecture. • Can notice and identify level-appropriate grammar forms in an audio or video. • Can understand and deconstruct level-appropriate grammar forms in a listening text in order to connect their relationship to the immediate context and the overall main idea of the text. 	<ul style="list-style-type: none"> • Can ask for and give directions. • Can prepare and give a basic survey and conduct a basic interview. • Can ask for clarification. • Can ask for confirmation that they were understood and circumlocute if they were not. <p>PRESENTATIONS:</p> <ul style="list-style-type: none"> • Can present a straightforward description of a subject within his/her field of interest, organized in a linear way. • Can use other (non-personal) sources with reported speech to paraphrase or quote researched information. • Can use visual aids or presentation software. • Can take follow up questions, but may have to ask for repetition or have problems responding to some questions. <p>FLUENCY:</p> <ul style="list-style-type: none"> • Can maintain speech comprehensibly, even though there will often be pauses for grammatical
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		<ul style="list-style-type: none"> • Can understand and deconstruct level-appropriate grammar forms in a reading in order to connect their relationship to the immediate context and the overall main idea of the text. 		<p>or lexical planning and repair, especially in longer stretches of production.</p> <p>ACCURACY:</p> <ul style="list-style-type: none"> • Can use level-appropriate grammar in conversation and formal speaking contexts, though they will still struggle with those forms studied for the first time at this level. • Can identify and recognize the role of level-appropriate grammar forms in speech acts and functions.
<p>Vocabulary</p> <ul style="list-style-type: none"> • RANGE: <ul style="list-style-type: none"> ○ Usually has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on most general topics, but there will be some gaps in vocabulary. These limitations cause repetition, hesitation, and difficulty with formulation at times, especially when dealing with unfamiliar topics and situations. ○ Can control basic vocabulary, but will have major errors when expressing complex thoughts or dealing with unfamiliar topics and situations. • CONNECTORS: Can use simple connectors like ordinals and time signal words to organize basic lists and description, but is developing a larger range of connectors to use in more situations. • TOPICS <ul style="list-style-type: none"> ○ Can use the language to deal with most everyday situations, his/her field of interest, and other topics scaffolded in class. • PRONUNCIATION: Pronunciation is usually intelligible even if a foreign accent is evident and mispronunciations occur. • SPELLING: Spelling is generally intelligible most of the time. 				



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	<p>Academic Classroom Skills</p> <ul style="list-style-type: none"> • Can generally follow the main points in a discussion, provided the speech is clearly articulated, at a reasonable rate, and in a familiar accent. • Can participate in a class discussion on a familiar topic by offering ideas and opinions, agreeing and disagreeing with others, and asking questions. 			
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Level	Writing	Reading	Listening	Speaking
<p>4 (B1+)</p>	<ul style="list-style-type: none"> • Can plan, organize, and write short 4-paragraph essays, using an introduction, thesis statement, topic sentences, body development, and conclusion to fit a rhetorical style. • Can synthesize and summarize basic information from multiple sources. • Can use basic reporting signals and simple in-text citation to document sources, and can summarize and paraphrase from sources using an expanding “toolkit” of adjective clauses, 	<ul style="list-style-type: none"> • Can read, understand, and evaluate straightforward, factual texts on familiar topics and subjects related to his/her interests and field. • Can identify the conclusions and recognize main points in argumentative texts. • Can scan through a single longer text or multiple shorter texts to locate and gather needed information. 	<ul style="list-style-type: none"> • Can understand main ideas and gather some specific details from straightforward, factual audio and video broadcasts or recordings about familiar topics or subjects related to his/her interests and field, provided the speech is clearly articulated in a generally familiar accent. • Can generally follow the main points of extended discussion and conversation, provided 	<p>FUNCTIONS:</p> <ul style="list-style-type: none"> • Can confidently communicate in most routine matters • Can give clear narratives. • Can define or explain something to cover gaps in vocabulary and structure. • Can compare and contrast. • Can ask for clarification and clarify information <p>PRESENTATIONS:</p> <ul style="list-style-type: none"> • Can reasonably fluently sustain an informative presentation of subjects within his/her field, with supporting ideas and relevant examples.



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	<p>noun clauses, passives, and vocabulary substitution.</p> <ul style="list-style-type: none">● Can write short academic essays using level-appropriate grammar, though they will still struggle with those forms studied for the first time at this level.● Can edit writing for mistakes using level-appropriate grammar.● Can effectively communicate what they are trying to say, though they may have problems incorporating more advanced grammar and paraphrasing or still make a few mistakes on a systematic basis.	<ul style="list-style-type: none">● Can take a concept from multiple sources and demonstrate deeper understanding using higher order thinking skills such as categorization, application, analysis, evaluation, and/or creation. (Revised Bloom’s Taxonomy, 2001)● Can read with increasing independence, with an increasingly broad active reading vocabulary and range.● Can identify and recognize the role of level-appropriate grammar forms in a reading.● Can understand and deconstruct level-appropriate grammar	<p>the speech is clearly articulated in a generally familiar accent.</p> <ul style="list-style-type: none">● Can follow and take some notes in outline format on a lecture or talk within his/her own field or another topic with plenty of scaffolding provided, provided the speech is clearly articulated in a generally familiar accent and the presentation is straightforward and structured.● Can notice and identify level-appropriate grammar forms in an audio or video.● Can understand and deconstruct level-appropriate grammar forms in a listening text in order to connect their	<ul style="list-style-type: none">● Can use other (non-personal) sources with reported speech to paraphrase or quote researched information.● Can use visual aids or presentation software.● Can briefly give opinions with reasons and explanations● Can respond to follow up questions, and will be able to ask for repetition of questions, if needed. <p>FLUENCY:</p> <ul style="list-style-type: none">● Can express him/herself relatively easily, but may have some pauses and wanderings. However, they can usually sustain spoken interaction without much help. <p>ACCURACY:</p> <ul style="list-style-type: none">● Can use level-appropriate grammar in conversation and formal speaking contexts, though they will still struggle with those forms studied for the first time at this level.
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		<p>forms in a reading in order to connect their relationship to the immediate context and the overall main idea of the text.</p>	<p>relationship to the immediate context and the overall main idea of the text.</p>	<ul style="list-style-type: none"> ● Can identify and recognize the role of level-appropriate grammar forms in speech acts and functions.
<p>Vocabulary</p> <ul style="list-style-type: none"> ● RANGE: Has enough language to get by, with sufficient vocabulary to express him/herself with some hesitation and circumlocutions on most general topics, but limitations cause repetition, hesitation, and difficulty with formulation at times, especially when dealing with unfamiliar topics and situations. ● CONNECTORS: Can link a series of shorter, discrete elements into a connected, linear sequence of points. ● TOPICS <ul style="list-style-type: none"> ○ Can use the language to deal with everyday situations, his/her field of interest, and other topics scaffolded in class. ● PRONUNCIATION: Pronunciation is clearly intelligible even if a foreign accent is evident and mispronunciations occur. ● SPELLING: Spelling is accurate enough to be followed most of the time. <p>Academic Classroom Skills</p> <ul style="list-style-type: none"> ● Can express and respond to feelings such as surprise, happiness, sadness, interest, and indifference. ● Can express thoughts and opinions about abstract things (hopes and dreams, books and movies) and briefly respond to the thoughts and opinions of others ● Can interrupt during a discussion ● Can summarize others' comments during a discussion 				



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Level	Writing	Reading	Listening	Speaking
<p>5 (B2)</p>	<ul style="list-style-type: none"> • Can write 5-paragraph argument essays, using the following organizational components: introductions with appropriate thesis statement and map, well-developed body paragraphs with clear topic and concluding sentences, and an effective summative conclusion. • Can synthesize information from a number of sources, summarize/paraphrase or quote it, and use it in support of their own writing with basic citation. • Can write a response to a GRE-test “Issue” task, which requires an argument/position type of writing. • Can write short academic essays using level-appropriate grammar, though they will still struggle with those forms 	<ul style="list-style-type: none"> • Can read with increasing independence, with an increasingly broad active reading vocabulary and range. • Can adapt style and speed of reading to many different kinds of texts and purposes [what they can find AND in what kinds of texts]. • Can scan longer texts or a group of smaller texts in order to locate desired information. • Can find, select, and use basic reference sources and databases. • Can evaluate common sources (news items, articles on familiar topics or contemporary issues) 	<ul style="list-style-type: none"> • Can understand the main ideas of complex speech on both concrete and abstract topics, including conversation, news, lectures, reports, and other forms of academic or professional presentation, delivered in standard speech, provided the student is familiar with the topic or has adequate scaffolding. • Can follow and evaluate extended speech and lines of argument, provided the topic is familiar and the speech is sign-posted by adequate discourse markers. 	<p>FUNCTIONS:</p> <ul style="list-style-type: none"> • Can adapt language to speak in most situations in an appropriate and polite way. • Can develop a clear and reasonable argument with supporting points and relevant examples. • Can discuss advantages and disadvantages. • Can use follow up questions and other means to get clarification of ambiguous points and to check that he/she has been understood. • Can use circumlocution and paraphrase to cover gaps in vocabulary. • Can summarize a variety of material (texts, films, events, etc.) <p>PRESENTATIONS:</p> <ul style="list-style-type: none"> • Can give a clear, prepared presentation in support of or against a particular point of view and giving



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	<p>studied for the first time at this level.</p> <ul style="list-style-type: none"> • Can edit writing for mistakes using level-appropriate grammar. • Can make grammatical choices based on the needs and conventions of the type of text. • Shows a relatively high level of grammatical control. Rarely makes mistakes which lead to misunderstanding. 	<p>for relevance, purpose, and bias.</p> <ul style="list-style-type: none"> • Can use a variety of strategies to achieve comprehension, including checking comprehension by using context clues. • Can take concepts from multiple sources and demonstrate deeper understanding using higher order thinking skills such as categorization, application, analysis, evaluation, and/or creation. (Revised Bloom’s Taxonomy, 2001) • Can identify and recognize the role of level-appropriate grammar forms in a reading. 	<ul style="list-style-type: none"> • Can identify a speaker’s mood or tone fairly accurately. • Can use a variety of strategies to achieve comprehension, including listening for main points and checking comprehension by using context clues • Can understand a clearly structured lecture on topics in his/her field of interest (or topics scaffolded in class), and can fairly accurately record the information in notes that are usable later using a variety of styles, including outline and the Cornell method. • Can notice and identify level-appropriate grammar forms in an audio or video. 	<p>the advantages and disadvantages of various options. [length & topic range]</p> <ul style="list-style-type: none"> • Can use other (non-personal) sources with reported speech to paraphrase or quote researched information. • Can use visual aids or presentation software. • Can take a series of follow up questions with a degree of fluency and spontaneity which poses no strain for either him/herself or the audience. <p>FLUENCY:</p> <ul style="list-style-type: none"> • Can speak in regular interactions with a degree of fluency and spontaneity that requires very little listener effort. • Can produce longer stretches of language with a fairly even tempo, with few noticeably long pauses. <p>ACCURACY:</p> <ul style="list-style-type: none"> • Can use level-appropriate grammar in conversation and formal speaking
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		<ul style="list-style-type: none"> • Can understand and deconstruct level-appropriate grammar forms in a reading in order to connect their relationship to the immediate context and the overall main idea of the text. 	<ul style="list-style-type: none"> • Can understand and deconstruct level-appropriate grammar forms in a listening text in order to connect their relationship to the immediate context and the overall main idea of the text. 	<p>contexts, though they will still struggle with those forms studied for the first time at this level.</p> <ul style="list-style-type: none"> • Can identify and recognize the role of level-appropriate grammar forms in speech acts and functions. • Can make grammatical choices that are appropriate for most speaking contexts.
<p>Vocabulary</p> <ul style="list-style-type: none"> • RANGE: <ul style="list-style-type: none"> ○ Has a sufficient range of language in his/her field and most general topics ○ Can give clear descriptions, express viewpoints and develop arguments, cope with unpredictable situations, explain main ideas, and express thoughts on both concrete and abstract topics without too much time searching for words, using some complex sentence forms to do so. ○ Can avoid frequent repetition. ○ Can circumlocute to fill most lexical gaps. • CONNECTORS: Can use a limited number of connectors to link writing or speech into clear, coherent discourse, though there may be problems in longer discourse. • TOPICS <ul style="list-style-type: none"> ○ Can use the language with most general topics and topics within his/her field of study. • PRONUNCIATION: Has clear pronunciation and intonation, though there may still be a discernable accent or L1 influence. • SPELLING: Can produce clearly intelligible writing with reasonably accurate spelling. <p>Academic Classroom Skills</p>				



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	<ul style="list-style-type: none"> • Can engage in extended conversation or discussion on most topics, even in a noisy environment. • Can express his/her ideas and opinions clearly and respond to others' lines of argument convincingly. • Can usually follow most of what is said around him/her, but may have difficulties participating effectively in discussion with several native speakers who do not modify their language in any way. • Can appropriately intervene, initiate and exit discussion and conversation.
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Scope and Sequence for English for Academic Purposes EAP Level 6 Graduate Capstone [\[Return\]](#)

Level	Writing	Reading	Listening	Speaking
6GC (B2+)	<p>ASSESSED SKILLS: The following skills are directly assessed in the capstone level assignments:</p> <ul style="list-style-type: none"> • Can research and write an academic essay that develops an argument systematically with appropriate highlighting of significant points and relevant supporting detail, using self-selected rhetorical style(s) and information synthesized from a variety of self-selected sources. • Can write a research-supported extended definition of a concept, 	<p>ANCILLARY SKILLS: The following skills are necessary for and foundational to the capstone level; however, they are not directly assessed:</p> <ul style="list-style-type: none"> • Can read appropriate reference sources with a large degree of independence, adapting style and speed of reading to different texts for research purposes. • Can obtain information, ideas and opinions from 	<p>ASSESSED SKILLS: The following skills are directly assessed in the capstone level assignments:</p> <ul style="list-style-type: none"> • Can understand and identify speaker viewpoints, attitudes, information in standard spoken language, including animated conversations between native speakers, live or broadcast, on both familiar and unfamiliar 	<p>ASSESSED SKILLS: The following skills are directly assessed in the capstone level assignments:</p> <ul style="list-style-type: none"> • Can produce a research-supported extended definition of a concept, method, theory, or issue that is common to the planned field of study that includes a definition, the origin, the significance to the field, and an existing or hypothetical example. <p>PRESENTATIONS:</p> <ul style="list-style-type: none"> • Can give clear, systematically developed presentations on a



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<p>method, theory, or issue that is common to the planned field of study that includes a definition, the origin, the significance to the field, and an existing or hypothetical example.</p> <ul style="list-style-type: none"> • Can write an analysis of an argument (taken from the GRE/GMAT pools of prompts) that identifies flaws and recommends information that would strengthen the argument. • Can synthesize and evaluate information and arguments from a number of sources. • Using advanced APA quoting and paraphrasing techniques, students can summarize a wide range of factual texts, commenting on and discussing contrasting points of view and the main themes. <p><u>ANCILLARY SKILLS:</u> The following skills are necessary for and foundational to the capstone</p>	<p>highly specialized sources within their field.</p> <ul style="list-style-type: none"> • Can scan quickly through long and complex texts, locating relevant details. • Can understand specialized articles outside their field, provided they can use a dictionary occasionally to confirm their interpretation of terminology. • Can identify and explain the logistical errors in the GRE argument analysis paragraphs. • Can use a variety of strategies to achieve comprehension, including checking comprehension by using contextual clues. • Can identify and recognize the role of most grammar forms in a reading. 	<p>topics normally encountered in personal, social, academic or vocational life. Only extreme background noise, inadequate discourse structure and/or idiomatic usage influence the ability to understand.</p> <ul style="list-style-type: none"> • Can follow the essentials of lectures, talks and reports and other forms of academic/professional presentation which are propositionally and linguistically complex. • Can understand a clearly structured lecture on a familiar subject, and can take notes on points which strike him/her as important, even though they tend to concentrate on the words themselves 	<p>subjects related to their field of interest and research with highlighting of significant points, and relevant supporting detail.</p> <ul style="list-style-type: none"> • Can use other (non-personal) sources with reported speech to paraphrase or quote researched information. • Can use visual aids or presentation software. • Can depart spontaneously from a prepared text and follow up interesting points raised by members of the audience, often showing remarkable fluency and ease of expression. <p>FLUENCY:</p> <ul style="list-style-type: none"> • Can communicate spontaneously, often showing remarkable fluency and ease of expression in even longer complex stretches of speech. <p><u>ANCILLARY SKILLS:</u> The following skills are necessary for and foundational</p>
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	<p>level; however, they are not directly assessed:</p> <ul style="list-style-type: none"> • Has good grammatical control. Occasional "slips" or non-systematic errors and minor flaws in sentence structure may still occur, but they are rare and can often be corrected in retrospect. • Can write and speak well using all the grammar and verb forms studied at the ELI, though they may still struggle with those advanced forms studied recently at the ELI or perhaps not studied in previous language training. There are no new grammar goals for this session, and thus there are no grammar tests this session; all grammar is assessed in writing and speaking, as that is the focus of the session. 	<ul style="list-style-type: none"> • Can understand and deconstruct grammar forms in a reading in order to connect their relationship to the immediate context and the overall main idea of the text. 	<p>and therefore to miss some information.</p> <ul style="list-style-type: none"> • Can notice and identify grammar forms in an audio or video. • Can understand and deconstruct grammar forms in a listening text in order to connect their relationship to the immediate context and the overall main ideas. 	<p>to the capstone level; however, they are not directly assessed:</p> <p>FUNCTIONS:</p> <ul style="list-style-type: none"> • Can communicate spontaneously with good grammatical control without much sign of having to restrict what they want to say, adopting a level of formality appropriate to the circumstances. • Can engage in extended conversation on most general topics in a clearly participatory fashion, even in a group setting. • Can ask follow-up questions to check that they have understood what a speaker intended to say, and get clarification of ambiguous points. • Can convey degrees of emotion and highlight the personal significance of events and experiences. • Can outline an issue or a problem clearly, speculating about causes or consequences, and weighing
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				<p>advantages and disadvantages of different approaches.</p> <ul style="list-style-type: none"> • Can give clear, detailed descriptions on a wide range of subjects related to his field of interest.
<p>Vocabulary</p> <ul style="list-style-type: none"> • RANGE: <ul style="list-style-type: none"> ○ Has a good range of vocabulary for matters connected to most general topics and a very broad reading vocabulary, but may experience some difficulty with low-frequency idioms. ○ Can express themselves clearly and without much sign of having to restrict what they want to say. ○ Can vary formulation to avoid frequent repetition, but lexical gaps can still cause hesitation and circumlocution. ○ Lexical accuracy is generally high, though some confusion and incorrect word choice does occur without hindering communication. • CONNECTORS: Can use a variety of linking words efficiently to mark clearly the relationships between ideas. • TOPICS <ul style="list-style-type: none"> ○ Can use the language fluently, accurately and effectively on a wide range of general, academic, vocational or leisure topics, marking clearly the relationships between ideas. • PRONUNCIATION: Has a clear, natural, pronunciation and intonation. • SPELLING: Spelling and punctuation are reasonably accurate but may show signs of mother tongue influence. <p>Academic Classroom Skills</p> <ul style="list-style-type: none"> • Can keep up with an animated discussion between native speakers. • Can adjust what they say and the means of expressing it to the situation and the recipient and adopt a level of formality appropriate to the circumstances. • Can express their ideas and opinions with precision, present and respond to complex lines of argument convincingly. • Can keep up with an animated discussion, identifying accurately arguments supporting and opposing points of view. 				



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- Can express their ideas and opinions with precision, present and respond to complex lines of argument convincingly.
- Can intervene appropriately in discussion, exploiting appropriate language to do so.
- Can initiate, maintain, and end discourse appropriately with effective turntaking.
- Can give feedback on and follow up statements and inferences and so help the development of the discussion.
- Can get clarification of ambiguous points.
- Can correct slips and errors if they become conscious of them or if they have led to misunderstandings.

Scope and Sequence for EAP Spelling Workshop [\[Return\]](#)

EAP non-core class: Spelling Workshop Student Learning Outcomes

- Can identify vowel sounds with either the Color Vowel Chart, IPA symbols, or Long/Short notation
- Can identify short vowel sounds, and correctly apply common spelling patterns
- Can identify long vowel sounds, and correctly apply common spelling patterns
- Can identify multiple pronunciations for two-vowel spelling patterns
- Can understand and apply exceptions to vowel spelling patterns
- Can learn possible spellings for certain consonant sounds, such as /k/ /g/ /s/ /sh/ and other similar sounds, and apply correct spelling patterns based on position and preceding sounds
- Can understand and identify syllables in a word
- Can understand and apply spelling patterns based on the number of syllables in a word
- Can apply spelling patterns based on a sound's position in the syllable or word
- Can understand and apply doubling rules
- Can identify and correctly spell silent letters in common words
- Can understand and correctly use homophones and commonly misspelled words
- Can understand and apply spelling rules for prefixes and suffixes
- Can explain spelling patterns and identify and explain words that are exceptions to the spelling patterns