<table>
<thead>
<tr>
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</table>
| 100A  | • identify main ideas and specific information in a short, simple text with appropriate reading strategies  
       • identify reference words in a text  
       • guess the meaning of unknown words | follow speech which is slow and carefully articulated, with long pauses for him/her to understand meaning | • describe a place – using given prompts  
       • describe their daily routine and that of another person - using given prompts | • initiate and respond to simple statements on very familiar topics  
       • introduce themselves and their families  
       • describe a place - the city they come from  
       • describe actions that are happening now or around now | use “to be” to describe general actions, states, and repeated events, “subject pronouns” to replace nouns, “possessive adjectives, possessive ‘s” to talk about something that belongs to someone, “imperatives” to tell somebody to do something, directions & instructions, basic linkers to link simple and compound sentences, “there is/there are” to express that something or somebody exists, “prepositions” to express time and place, “plural nouns,” “adverbs of frequency” to express how often things happen or how often people do things, “questions words,” “object pronouns,” indefinite articles “a-an,” definite article “the,” “can” to express ability, basic linkers “and, or, so, but, because” to link sentences | use words related to the themes of families, cities, work and study, and leisure time |
| 100B  | • identify main ideas and specific information in a short, simple text with appropriate reading strategies  
       • identify simple reference words in a text  
       • guess the meaning of unknown words | follow speech which is slow and carefully articulated, with long pauses for him/her to understand meaning | • describe a person’s hometown’s transportation – using given prompts  
       • describe places in a city (such as shopping malls, hotels etc.)  
       • generate ideas on familiar and theme-related topics | • initiate and respond to simple statements on very familiar topics  
       • describe a picture  
       • ask and give directions  
       • describe actions that are happening now or around now  
       • book a flight or a room | use “to be” to describe general actions, states, and repeated events, “comparative and superlative adjectives” to compare one thing/person with another thing/person, gerund” as the subject of the sentence, “countable and uncountable nouns” to talk about quantity, quantifiers “much, many, some, any, a lot of” to express quantity, “present continuous tense” to talk about actions happening now & around now, could/couldn’t” to express ability or inability in the past, “past simple of to be” to talk about states in the past, linkers “and, or, so, but, because” to link sentences | use words related to the themes of transport, food, shopping, and history and culture |
| 100C  | identify main ideas and specific information in a fairly simple text with appropriate reading strategies | follow speech which is slow and carefully articulated, with some pauses for him/her to understand meaning | narrate important events in a person’s life in a chronological order using prompts | • initiate and respond to simple statements on very familiar topics  
       • ask and answer questions about one’s past experiences | use “past simple tense” to talk about actions happened in the past, “present perfect tense” to talk about unfinished actions & past experiences, “present modals” to express obligation and advice, the future forms “will, won’t” to make future predictions, the future form “be going to” to talk about planned events and intentions, basic linkers “when, after, before, past simple time markers” to link sentences | use words related to the themes of inventions, money, home and travel |
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| 200A  | • identify the main idea, specific information, and audience/purpose of the informative texts  
• identify reference words in a text  
• guess the meaning of unknown words  
identify the main idea and specific information accurately in short monologues, everyday conversations, interviews and discussions provided that the speech is clearly and slowly articulated | identify the main idea and specific information accurately in short monologues, everyday conversations, interviews and discussions provided that the speech is clearly and slowly articulated | describe a personal experience in a short and unified paragraph of about 200 words | • communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities  
• ask and give advice  
• make suggestions | use “present continuous tense” to talk about actions happening now & around now,  
“present simple tense” to talk about habitual actions & factual truths, “past simple tense” to talk about actions happened in the past,  
“past continuous tense” to talk about interrupted actions in the past, “present perfect tense” to talk about unfinished actions & past experiences, the relative pronouns “who-which-that-where” to define a person, thing or place, “to, in order to” to show purpose | use words related to the themes of human planet, people the media and health |
<p>| 200B  | identify the main idea, specific information, and audience/purpose of the informative texts | identify the main idea and specific information accurately in short monologues, everyday conversations, interviews and discussions provided that the speech is clearly and slowly articulated | write a short story of about 200 words | communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities | use “comparatives, superlatives and as...as” to compare things or people, “expressions of quantity” to talk about the quantity of something, “will, might, may” to make predictions about the future, “adverbs of certainty” to show how certain you are about the future, “first conditional” to talk about the result of a future action, “must &amp; mustn’t” to say something is necessary or express a rule, “should” for recommendation or giving advice, “have to &amp; don’t have to” to show necessity, “had to” to talk about a necessity in the past, “could” to talk about an ability in the past, verb patterns gerunds &amp; infinitives, “be going to, hope to, would like to” to talk about plans for the future | use words related to the themes of natural world, society and family, science and the night |</p>
<table>
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<tr>
<th>200C</th>
<th>identify the main idea, specific information, and audience/purpose of the informative texts, and guess the meaning of unknown words</th>
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<td>identify the main idea and specific information accurately in short monologues, everyday conversations, interviews and discussions provided that the speech is clearly and slowly articulated</td>
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<td>write an advantage and disadvantage paragraph of about minimum 200 words</td>
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<td>communicate in simple and routine tasks requiring a simple and direct exchange of information on familiar topics and activities</td>
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<td>use “used to” to talk about habitual actions in the past, “present perfect tense” to talk about general experiences and to describe an activity that is complete, “present and past passives” to focus on the action rather than the agent, “present continuous tense” to make future arrangements, “too &amp; enough” to describe quantity</td>
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<tr>
<td></td>
<td>use words related to the themes of work and industry, global affairs, environment and sport</td>
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### Mentora Student Learning Outcomes

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| 300A | • read relatively longer texts using reading strategies to identify the main idea, specific information, and audience/purpose of the informative texts  
• guess the meaning of unknown words from context and identify the reference words  
• make inferences by drawing conclusions based on the information in the text  
| identify follow everyday conversations and interviews delivered at a normal pace on reasonably familiar topics using listening strategies to get the gist, main ideas and specific information  
| produce a cohesive paragraph consisting of a topic sentence, supporting sentences and details, and a conclusion sentence, using relevant patterns of development and appropriate language and vocabulary and compare and contrast paragraph of about 350 words  
| • communicate make a mini-speech demonstrating a good understanding of the topic and the organizational structure using appropriate language and vocabulary and relevant materials  
• respond to familiar and theme-related questions  
| use “present simple questions” to ask about regular/habitual actions and general truths or states, “past simple questions” to ask about a past action, “present continuous questions” to ask about an action happening at the moment or around the time of speaking or about a changing situation, “present perfect questions” to ask about the recent past or an event at an unknown time  
use “present simple” to describe a regular/habitual action or a fact or a general truth, “present continuous” to describe an action happening at the moment or around the time of speaking or about a changing situation or a photograph or a scene, “past simple” to refer to finished actions that are in the past, “present perfect” to talk about finished actions in a time period that continues up to now or experiences in our lives when time is not mentioned, “present perfect continuous” to talk about actions and situations that continue into the present use “will” to make decisions and promises at the time of speaking or make predictions about the future, “going to” to talk about plans and intentions, “the present continuous” to talk about fixed future arrangements, usually involving other people, “first conditional” to talk about real possibilities, “unless, as soon as, when” as alternatives to if  
<p>| use words related to the themes of work and industry, global affairs, environment and sport |</p>
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| 300B  | - read relatively longer texts using reading strategies to identify the main idea, specific information, and audience/purpose of the informative texts  
- guess the meaning of unknown words from context and identify the reference words  
- make inferences by drawing conclusions based on the information in the text | identify everyday conversations and interviews delivered at a normal pace on reasonably familiar topics using listening strategies to get the gist, main ideas and specific information | produce a cohesive paragraph consisting of a topic sentence, supporting sentences and details, and a conclusion sentence, using relevant patterns of development and appropriate language and vocabulary to express ideas and opinions. | - communicate make a presentation demonstrating a good understanding of the topic and the organizational structure using appropriate language and vocabulary and relevant materials.  
- respond to familiar and theme-related questions | use “present modals” to give advice, to express criticism, obligation or necessity, “modals” to make guesses about the present based on evidence, the relative pronouns “who-which-that-where-when-whose” to define or give extra information about a person, thing, place or time, “the second conditional” to talk about imaginary or impossible situations in the present, “past perfect simple” to refer to an event that was completed at some point in the past before something else happened, “past continuous” to talk about interrupted actions in the past use “comparisons” to compare things or people. | use words related to the themes of work and industry, global affairs, environment and sport. |
| 300C  | - read relatively longer texts using reading strategies to identify the main idea, specific information, and audience/purpose of the informative texts  
- guess the meaning of unknown words from context and identify the reference words  
- make inferences by drawing conclusions based on the information in the text | follow everyday conversations and interviews delivered at a normal pace on reasonably familiar topics using listening strategies to get the gist, main ideas and specific information | produce a cohesive paragraph consisting of a topic sentence, supporting sentences and details, and a conclusion sentence, using relevant patterns of development and appropriate language and vocabulary an opinion paragraph of about minimum 250 words. | - make a presentation demonstrating a good understanding of the topic and the organizational structure using appropriate language and vocabulary and relevant materials.  
- respond to familiar and theme-related questions | use “passives” to focus on the action rather than the agent and to talk about the information that is known or mentioned before, indefinite articles “a-an” for the things mentioned for the first time and before jobs and definite article “the” for the second/third mention use verbs with gerund & infinitive patterns, “the third conditional” to talk about possible events in the past that did not happen, “reported speech” to report back information about what other people said, “reported questions” to report back questions asked by others, “expressions of quantity” to comment on the quantity of a noun, “past modals of deduction” to make guesses about things in the past | use words related to the themes of engineering, trends, arts and media and crime. |
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<tr>
<td>400A</td>
<td>• read factual and argumentative semi-academic texts using reading strategies to identify main ideas and specific information, and make inferences by drawing conclusions based on the information in the text • guess the meaning of unknown words from context and identify the reference words</td>
<td>follow everyday conversations and interviews delivered at a normal pace on familiar topics using listening strategies to get the gist, main ideas and specific information</td>
<td>produce a piece of writing of about 500 words with an introduction, body and conclusion paragraphs, while presenting opinion using relevant patterns of development and appropriate language and vocabulary</td>
<td>• participate in discussions on a range of topics, express and support opinions, give reasons for or against, and agree and disagree with basic arguments • respond to familiar and theme-related questions</td>
<td>use “perfect aspect” to express a completed action, “continuous aspect” to express an action or condition continuing in the present, past, or future, “indirect questions” for more formal and polite situations, “quantifiers” to indicate the amount or quantity, “zero and definite articles” to modify a noun, which is a person, place, object, or idea, “future continuous” to talk about an unfinished action or event that will be in progress at a time later than now, “future perfect simple” to talk about a completed action in the future, “future simple” to talk about things that haven't happened yet and to make a prediction or to show ability, intention, or determination</td>
<td>use words related to the themes of communication, environment, sport and medicine.</td>
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<p>| 400B   | • read factual and argumentative semi-academic texts using reading strategies to identify main ideas and specific information, and make inferences by drawing conclusions based on the information in the text • guess the meaning of unknown words from context and identify the reference words | follow everyday conversations and interviews delivered at a normal pace on familiar topics using listening strategies to get the gist, main ideas and specific information • take notes while listening to a longer lecture or a talk (6-7 min. long) | produce a piece of writing of about 550 words with an introduction, body and conclusion paragraphs, while presenting opinion using relevant patterns of development and appropriate language and vocabulary | • participate in discussions on a range of topics, express and support opinions, give reasons for or against, and agree and disagree with basic arguments • respond to familiar and theme-related questions | use “modals” to express ability, possibility and obligation, “narrative tenses” to tell a story or to describe past events, including personal anecdotes, “used to / would” to talk repeated actions in the past and to past states and the latter only to talk about repeated actions in the past, “get used to” to express that an action/situation becomes less strange or new or becomes more comfortable, “the passive” to express the person or thing doing the action (the agent) is less important than the action itself, and to express the agent is obvious or unknown, verbs with gerund &amp; infinitive patterns with a change in meaning, “causatives” to talk about arranging for someone to do something for someone | use words related to the themes of transport, literature and film, architecture and globalization. |</p>
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<tr>
<th>400C</th>
<th>* read factual and argumentative semi-academic texts using reading strategies to identify main ideas and specific information, and make inferences by drawing conclusions based on the information in the text, and guess the meaning of unknown words from context and identify the reference words</th>
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<td>follow everyday conversations and interviews delivered at a normal pace on familiar topics using listening strategies to get the gist, main ideas and specific information, and take notes while listening to a longer lecture or a talk (6-7 min. long)</td>
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<tr>
<td></td>
<td>produce a piece of writing of about 500 words with an introduction, body and conclusion paragraphs, while presenting opinion using relevant patterns of development and appropriate language and vocabulary</td>
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<td>engage in extended conversation on most general topics in a clearly participatory fashion</td>
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<td>use “the relative pronouns “who-which-that-where-when-whose” to define or give extra information about a person, thing, place or time, “reported speech” to report what others said use “first conditional” to talk about real, possible situations, “second conditional” to talk about unreal, impossible situations, “third conditional” to talk about what would have happened in the past, “mixed conditionals” to talk about the present result of a past condition or past result of a present situation</td>
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<td>use words related to the themes of art, psychology, cultures and technology</td>
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<tr>
<td>500A</td>
<td>• read longer and more complex texts using reading strategies to identify main ideas and specific information, and make inferences by drawing conclusions based on the information in the text • guess the meaning of unknown words from context and identify the reference words</td>
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</table>
| 500B | - read longer and more complex texts using reading strategies to identify main ideas and specific information, and make inferences by drawing conclusions based on the information in the text  
- guess the meaning of unknown words from context and identify the reference words  
- follow everyday conversations and interviews on familiar topics using listening strategies to get the gist, main ideas and specific information  
- follow the essentials of more complex lectures, talks, academic or professional presentations, using listening strategies to get the gist, main ideas and specific information  
- take notes while listening to a longer lecture or a talk (6-7 min. long)  
- make a summary of a given piece in about 250-300 words, writing a cohesive paragraph while paraphrasing the given piece by using appropriate language and vocabulary  
- engage in extended conversation on most general topics with precision, present and respond to complex lines of argument convincingly  
- use “future in the past” to talk about the future from a point in the past, “emphatic structures” to point out or emphasize particular ideas, “the passive” to describe a process, report events, and present information in an impersonal way, “complex noun phrases” to express concepts and ideas which include several different pieces of information, “quantifiers” to indicate the amount or quantity of something, “conditionals” to talk about real and unreal situations, in present, past, and future situations, “verb patterns (gerunds, infinitives)” to express their ideas in a much more variety, “prepositional verbs” to express their ideas with idiomatic expressions  
- use words related to the themes of fashion and consumerism, technology and change, people and ideas, and journalism and media |
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| 500C  | • read longer and more complex texts using reading strategies to identify main ideas and specific information, and make inferences by drawing conclusions based on the information in the text  
  • guess the meaning of unknown words from context and identify the reference words  
  • follow everyday conversations and interviews on familiar topics using listening strategies to get the gist, main ideas and specific information  
  • follow the essentials of more complex lectures, talks, academic or professional presentations, using listening strategies to get the gist, main ideas and specific information  
  • take notes while listening to a longer lecture or a talk (6-7 min. long) | • follow everyday conversations and interviews on familiar topics using listening strategies to get the gist, main ideas and specific information  
  • follow the essentials of more complex lectures, talks, academic or professional presentations, using listening strategies to get the gist, main ideas and specific information  
  • take notes while listening to a longer lecture or a talk (6-7 min. long) | produce a summary-response essay of about 700 words, writing a cohesive summary paragraph while paraphrasing the given piece along with an introduction, body and conclusion paragraphs, while presenting opinion using relevant patterns of development and appropriate language and vocabulary | • argue and debate a given topic  
  • provide details to support personal opinions and ideas  
  • paraphrase and report information | use “adverbs of degree” to intensify or soften the meaning of the words, “reporting using nouns” to report what somebody else has said, “non-finite clauses” to express different relationships with the main clause in terms of time, condition, result and reason, “conversational English” to sound more natural while speaking, “alternatives to if” to add more variety into their speaking and writing, “phrasal verbs” to add more variety into their speaking and writing, “cohesion” to avoid repeating things too much and to ensure the flow of the text, “nominalization” to avoid mentioning who does an action and to summarize a previous point in formal contexts | use words related to the themes of law and society, arts and entertainment, business and economics, and science and nature |
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| 600   | - Read and accurately summarize a selection of material  
|       | - Determine the quality and relevance of sources through a process of critical reading and assessment  
|       | - Write clear thesis, introductions and conclusions  
|       | - Use the outline writing process to guide their writing  
|       | - Give peer feedback and critique both their own and other’s writing  
|       | - Read analytically and critique selections of material  
|       | - Locate, mine and cite sources appropriately  
|       | - Develop techniques for discovering and using pertinent, authoritative information and ideas and presenting the results of the work in generally accepted disciplinary formats  
| 601   | - Synthesize different sources by discovering relationships among them and showing how these relationships produce insights about the subject under discussion  
|       | - Analyze objects or phenomena by applying particular perspectives and theories  
|       | - Develop techniques for discovering and using pertinent, authoritative information and ideas and presenting the results of the work in generally accepted disciplinary formats  
|       | - Use the Writing Process and skills covered in part 1 of the course in the assignments in part 2  
| 602 & | - Earn a higher TOEFL score in comparison to the score at the course’s start  
| 608   | - Compose organized, accurate, and logical essays and spoken responses  
|       | - Understand and respond to advanced academic texts, lectures, and dialogues  
| 603 & | - Read and accurately summarize selected materials  
| 604   | - Write reflections in class that will culminate in a final portfolio  
|       | - Give peer feedback and critique both their own and other’s writing  
|       | - Proofread and edit weekly journals into a final portfolio  
|       | - Read analytically and critique selected materials  
|       | - Locate, mine, and cite sources appropriately  
|       | - Discuss historical and cultural events that happened in the US  
| 607   | - Read and accurately summarize current events as news articles  
|       | - Write additional articles about culture, opinions, etc.  
|       | - Give peer feedback and critique both their own and other’s writing  
|       | - Students' skills to navigate the news media, including how to spot fake news  
|       | - Proofread and edit articles into a final newspaper or digital media  
|       | - Read analytically and critique selected materials  
|       | - Locate, mine, and cite sources appropriately  
|       | - Discuss events that are occurring in the United States  
| 609   | - Earn a higher GMAT score in comparison to the score at the course’s start  
|       | - Compose organized, accurate, and logical essays  
|       | - Understand and respond to advanced academic texts  
| 610   | - Earn a higher GRE score in comparison to the score at the course’s start  
|       | - Compose organized, accurate, and logical essays  
|       | - Understand and respond to advanced academic texts  |