By end of course, students will be able to:
- Recall meanings/significance of key terms and skills associated with academic speaking
- Use key course terminology and skills to work through the process of planning, organizing, and refining a speech with the instructor
- Explain information, processes, and personal viewpoints clearly in conversational English
- Apply the concepts and strategies learned in class to prepare for a variety of speaking tasks
- Incorporate outside material to help support points
- Analyze how an argument is used to support a thesis
- Organize effective arguments to support a thesis
- Analyze speaking partners’ points and react appropriately
- Justify a thesis or position in a speech or discussion
- Evaluate source material to be incorporated into speech
- Use rubric to evaluate effectiveness of own work or the work of a peer
- Design, organize, and present original speeches

**SPEAKING 5 TOPICS/ACTIVITIES**
- Group Discussions - Conducting & recording an online group discussion
- Personal Speaking - Giving a recorded speech while presenting a PowerPoint presentation
- Conversational English - Discussion skills
- Demonstration Speech – Organizing and giving a demonstration speech with a visual aid; introduction writing
- Persuasive Speech - Developing an argument; organizing a persuasive speech; conclusion writing; speaking techniques

**GRAMMAR 5 TOPICS/ACTIVITIES**
- The Passive - Active and Passive voice; reasons for using the passive voice; special passives: gerunds and passive infinitives
- Relative Clauses - Subject Relative Clauses; Object Relative Clauses; Reduced Clauses; When and Where Clauses
- Adverb Clauses - Types of Adverb Clauses; Reduced Adverb Clauses
- Conditionals - Real Conditionals; Unreal Conditionals; Wish Conditionals
- Noun Clauses - Noun Clauses; if/whether Clauses; Reported Speech
- Transitional Elements - Coordinating Conjunctions; Subordinating Conjunctions; Conjunctive Adverbs; Prepositions

**READING 5 TOPICS/ACTIVITIES**
- Reading Skills - Main Idea & Details; Questioning when reading; Close Reading; Feedback; Discussions; Class Introductions
- Figurative Language - Metaphors; Similes; Personification
- Examining Relationships - Cause & Effect; Contrast
- American Literature - Fairy Tales/Folk Tales; Summarizing Reading Passages
- Opposing Ideas – Fact, Opinion, & Informed Opinion; Language for Opposing Ideas
- American Literature - American Gothic Literature; Summarizing Reading Passages
- Argument –Pros/Cons; Point of View; Citation
- American Literature - Dramatic Irony; Summarizing Reading Passages

**LISTENING 5 TOPICS/ACTIVITIES**
- Listening Skills - Academic and Content Vocabulary; Discourse Cues; Notetaking Strategies: Graphic Organizers; Speaker Evaluations; Identifying Main Idea and Details; Writing Standards
- College Success - Number Notation; Subtopics
- Philosophy/Gender Pay Gap - Listening for Transition Words & Predicting an Explanation; Term / Definition / Example
- Credit Management - Listening for Examples & Introducing New Topics; Paraphrasing
- Global Expansion - Rhetorical Questions & Idiomatic Expressions; Names of Countries & Peoples
- Geology–Igneous Rocks - Listening for Cause & Effect & Classification; Classifying with Lists

**WRITING 5 TOPICS/ACTIVITIES**
- Writing Skills - Rubrics; 5 Step Writing Process
- Plagiarism - Seven types of plagiarism; Consequences; Avoiding Plagiarism
- Features of an Essay – Features of a Paragraph (review); Features of an Essay; Hooks; Connecting Information; Thesis Statements
- Cause & Effect Essay - Analyze the main features of a Cause & Effect essay; write an effective cause & effect essay; Active Voice vs. Passive Voice; Using “by” with Passive Voice; Passive Voice and Modals; Cause and Effect words; Fragments vs. Complete Sentences
- Comparison Essay - Analyze main features of a Compare and Contrast essay; write an effective compare & contrast essay; Subject Relative Clauses; Non-Identifying Subject Relative Clauses; Object Relative Clauses; Contrast Words; Adverb Clauses of Contrast
- Argumentative Essay - Analyze the main features of an Argumentative essay; write an effective argumentative essay; Present Real Conditionals; Future Real Conditionals; Conditional Clauses; Adverbs of Reason and Purpose; Contrast Words
<table>
<thead>
<tr>
<th>Level</th>
<th>Speaking Classes</th>
<th>Grammar Classes</th>
<th>Reading Classes</th>
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<th>Writing Classes</th>
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</thead>
</table>
| Level 4 | **SPEAKING 4 OBJECTIVES** By end of course, students will be able to:  
- Recall the concepts, terms, and common patterns of English pronunciation.  
- Identify all sounds that make up spoken English  
- Recognize the number syllables in English words  
- Use appropriate stress in syllables, words, and phrases in spoken English  
- Produce appropriate vowel and consonant sounds in Standard American English  
- Use student tools (online pronouncers, IPA chart) to determine the correct pronunciation & stress of an unfamiliar word  
- Distinguish between different types of stress in words or phrases  
- Differentiate between similar sounds when listening to/speaking minimal pairs in English  
- Evaluate appropriate pronunciation of vowel and consonant sounds when reading an English word or passage  
- Create audio recordings of original conversations using correct English pronunciation skills  

**SPEAKING 4 TOPICS/ACTIVITIES**  
- English Difficulty  
- IPA Resources  
- Syllables  
- Vowel Sounds  
- Initial Consonant Sounds  
- Consonant Endings  
- Syllable Stress and Word Stress | **GRAMMAR 4 OBJECTIVES** By end of course, students will be able to:  
- Infer the meaning of unknown vocabulary or lexical chunks in context  
- Demonstrate correct usage of vocabulary words in context  
- Use a dictionary/glossary or context clues to determine meaning, features, and uses of unfamiliar words  
- Identify main ideas and supporting details in a text  
- Infer details based on context  
- Examine a passage critically by using specific guidelines to annotate the text  
- Compose an accurate summary and/or paraphrase of academic texts  
- Judge the organizational pattern of a text  
- Interpret data presented in charts and graphs  

**GRAMMAR 4 TOPICS/ACTIVITIES**  
- Present & Past Tenses  
- Simple & Progressive Tenses  
- Present & Past Perfect Progressive Tenses  
- Future Verb Forms  
- Nouns, Articles, and Subject/Verb Agreement  
- Gerunds and Infinitives  
- Modals | **READING 4 OBJECTIVES** By end of course, students will be able to:  
- Infer the meaning of unknown vocabulary or lexical chunks in context  
- Demonstrate correct usage of vocabulary words in context  
- Use a dictionary/glossary or context clues to determine meaning, features, and uses of unfamiliar words  
- Identify main ideas and supporting details in a text  
- Infer details based on context  
- Examine a passage critically by using specific guidelines to annotate the text  
- Compose an accurate summary and/or paraphrase of academic texts  
- Judge the organizational pattern of a text  
- Interpret data presented in charts and graphs  

**READING 4 TOPICS/ACTIVITIES**  
- Learning New Vocabulary  
- Identifying Main Idea & Supporting Details  
- Annotating a Text  
- Paraphrasing and Summarizing  
- Recognizing Patterns of Organization  
- Understanding Data | **LISTENING 4 OBJECTIVES** By end of course, students will be able to:  
- Taking accurate, detailed notes on academic lectures using abbreviations and symbols measured by class discussion participation and instructor-made tests  
- Understanding complex multi-step instructions in a variety of contexts measured by class discussion participation and instructor-made tests as well as homework assignments  
- Understanding vocabulary used in academic lectures as measured by instructor-made tests  
- Recognizing and understanding inferences and idiomatic expressions in longer conversations measured by instructor-made tests  
- Using notes to summarize essential information measured by instructor-made tests and homework assignments  
- Organizing important information in outline format measured by class discussion & participation and tests  

**LISTENING 4 TOPICS/ACTIVITIES**  
- Note-taking  
- Complex multi-step instructions  
- Vocabulary used in academic lectures  
- Inferences and idiomatic expressions  
- Summarizing essential information  
- Outline format  
- Lists | **WRITING 4 OBJECTIVES** By end of course, students will be able to:  
- Identify the features of a well-structured paragraph  
- Recognize examples of plagiarism & list strategies to avoid it  
- Demonstrate correct usage of grammar and writing conventions  
- Revise a variety of sentence structures to increase sophistication  
- Analyze various types of paragraphs  
- Evaluate various pieces of writing for effectiveness  
- Compose clear and cohesive paragraphs, outlines, and essays using various rhetorical modes  
- Develop original writing using the 5-step writing process  

**WRITING 4 TOPICS/ACTIVITIES**  
- Writing Skills - Author's Purpose; The Writing Process; Rubrics and Feedback; Sentence Structure and Email Etiquette  
- Features of Academic Paragraphs - Features of Academic Paragraphs; Plagiarism  
- Describing a Process - Organize steps in a process; write an effective process paragraph  
- Summary Response - Organize the features in a Summary Response; write an effective Summary Response; grammar & conventions; sentence revision  
- Classification - Organize a Classification Paragraph; write an effective Classification Paragraph; grammar & conventions; sentence revision  
- Classification - Features of an Essay; Paragraph to Essay outline; Features of an Introduction Paragraph; write an effective Classification essay outline  
- Creative Writing Module - Journal entries
### Level 3

#### Speaking Classes

**OBJECTIVES**
- Identify and use intonation patterns in yes/no and wh- questions accurately
- Correctly identify reduced speech and be able to differentiate contractions with their unreduced forms
- Use appropriate language and pronunciation when politely disagreeing or agreeing in conversation

**TOPICS/ACTIVITIES**
- Describing people, places and things
- Conversational English & interviewing peers
- Giving directions
- Agreeing and disagreeing
- Syllable stress and clarity
- Intonation patterns
- Simple past tense verb endings
- Reduced speech (recognition in conversations) and contractions

#### Grammar Classes

**OBJECTIVES**
- Use punctuation rules pertaining to key concepts and structures
- Discuss grammar and punctuation concepts and structures
- Identify and use specific modes of writing; develop ideas and strategies to avoid plagiarism
- Analyze various types of paragraphs
- Evaluate various pieces of writing for effectiveness

**TOPICS/ACTIVITIES**
- Basic Grammar Resources
- The Present Tense - simple present, including use of frequency adverbs; present progressive; static verbs
- The Past Tense - simple past; past progressive; when and while time clauses
- Nouns - plural and possessive nouns; another and other with nouns; count and noncount nouns; quantity & measurement words
- Pronouns, Prepositions, and Articles - subjective and objective pronouns; possessive and reflexive pronouns; prepositions of time, place, and directions; definite and indefinite articles; generalizations & specific references
- Present Perfect Tense - present perfect; adverbs with the present perfect; for and since expressions; present perfect and simple past; present perfect progressive
- Module 6: Future Forms - future with will and be going to; using present forms to talk about the future; future time clauses

#### Reading Classes

**OBJECTIVES**
- Use a standard dictionary to determine the meaning of unfamiliar words measured by instructor- or program-made tests
- Use the context of a passage to recognize the intended meaning of words or phrases that may have multiple meanings measured by instructor- or program-made tests
- Distinguish between phrasal antonyms and synonyms measured by instructor- or program-made tests
- Recognize transition relationships measured by instructor- or program-made tests
- Paraphrase main points of a simple story as measured by homework assignments
- Define twenty new prefixes, suffixes, or vocabulary words a week from the level three book, standard dictionary, and/or levels five and six of the Academic Word List measured by instructor- or program-made tests

**TOPICS/ACTIVITIES**
- Dictionary Use
- Vocabulary in Context
- Phrasal Antonyms and Synonyms
- Transition Relationships
- Paraphrase Main Points
- Prefixes, Suffixes, and/or Vocabulary Words
- Outside Reading Assignment

#### Listening Classes

**OBJECTIVES**
- Understand topic change signals in simplified lectures and/or broadcast programs as measured by program-made tests
- Take notes using graphic organizers as measured by program-generated graphic organizers
- Understand implications in short lectures and conversations as evidenced by class discussion participation
- Interpret figurative language as measured by program-made tests
- Discuss the meaning of words and phrases by listening to how they are used in context as measured by classroom discussion participation
- Determine the relationship, attitudes, and mood of the participants in a conversation as measured by instructor-made tests
- Differentiate between fact and opinion as measured by program-made tests

**TOPICS/ACTIVITIES**
- Topic change signals
- Graphic organizers
- Inferences in short lectures and conversations
- Figurative language
- Vocabulary in context
- Relationship, attitudes, and mood in conversation
- Fact and opinion

#### Writing Classes

**OBJECTIVES**
- Writing Skills - 5 Step Writing Process; Rubrics; MLA Format; How to View Feedback
- Plagiarism - Plagiarism Lesson
- Developing Your Writing Process - analyze paragraph indentation; topic sentences (controlling idea); titles; match topics to specific modes of writing; develop ideas and write an effective Personal Statement paragraph; write an effective personal statement; grammar & conventions; sentence revision
- Expanding on an Opinion - analyze four main features of a definition paragraph w/ supporting & concluding sentences; distinguish between facts and opinions; recognize unrelated information; write an effective opinion paragraph; grammar & conventions; sentence revision
- Module 3: Clarifying Ideas - analyze the four main features of a definition paragraph; write an effective definition paragraph; grammar & conventions; sentence revision
- Narrative Writing Skills - organize the elements of a narrative; write an effective narrative paragraph; grammar & conventions; sentence revision
<table>
<thead>
<tr>
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<tr>
<td>Level 2</td>
<td><strong>SPEAKING 2 OBJECTIVES</strong>&lt;br&gt;By end of course, students will be able to:&lt;br&gt;● Use appropriate greetings &amp; responses as graded by instructor-generated rubrics and/or group work&lt;br&gt;● Use accurate pronunciation and intonation when making formal and informal introductions as graded by instructor-generated rubrics and/or group work&lt;br&gt;● Use appropriate register and formality when making and responding to suggestions as graded by instructor-generated rubrics and/or group work&lt;br&gt;● Present basic information to classmates, groups, and/or the whole class upon completing free practice in class in order to improve fluency&lt;br&gt;● Participate in classroom discussions upon reading and/or listening to discussion starters as graded by instructor-generated rubrics and/or group work&lt;br&gt;● Use appropriate phrases to show likelihood of things happening&lt;br&gt;● Participate in class discussions by agreeing or disagreeing and offering further explanation as graded by instructor-generated rubrics and/or group work&lt;br&gt;● Describe a location using appropriate descriptive language through a short informal speech as graded by rubrics&lt;br&gt;● Demonstrate improvement in problem phonetic areas as identified by rubrics</td>
<td><strong>GRAMMAR 2 OBJECTIVES</strong>&lt;br&gt;By end of course, students will be able to:&lt;br&gt;● Understand the basic parts of speech to be able to apply this to learning grammatical structures&lt;br&gt;● Use simple tenses and present progressive tenses as measured by program tests.&lt;br&gt;● Demonstrate knowledge of spelling and usage of irregular verb tenses as measured by teacher-generated tests&lt;br&gt;● Use be going to and will to refer to the future time accurately as measured by instructor- or program-produced tests&lt;br&gt;● Identify and use adjectives before nouns in the correct order as measured by writing samples which are graded by instructor-generated rubrics and teacher-generated objective tests&lt;br&gt;● Use basic modal such as &quot;can&quot; accurately in statements and questions as measured by instructor- or program-produced tests&lt;br&gt;● Use comparative and superlative structures accurately as measured by instructor- or program-produced tests&lt;br&gt;● Produce level-appropriate basic sentences with correct end punctuation and subject-verb agreement</td>
<td><strong>READING 2 OBJECTIVES</strong>&lt;br&gt;By end of course, students will be able to:&lt;br&gt;● Skim and scan for words and phrases in level-appropriate paragraphs and short passages&lt;br&gt;● Demonstrate comprehension of short straightforward texts on familiar topics as measured by instructor- or program-produced tests&lt;br&gt;● Recognize synonyms and antonyms in simple texts and will be able to associate same or opposite meanings&lt;br&gt;● Trace and understand the main events in chronological and/or instructional texts by being able to correctly answer questions&lt;br&gt;● Define twenty new prefixes, suffixes, or vocabulary words a week from the level two book, and/or levels seven and eight of Academic Word List&lt;br&gt;● Complete a weekly outside reading assignment on a 2.5 to 3.5 grade reading level and produce a written and/or oral report on each selection</td>
<td><strong>LISTENING 2 OBJECTIVES</strong>&lt;br&gt;By end of course, students will be able to:&lt;br&gt;● Take notes on short lectures and/or dialogues as measured by written exams and/or completion and accuracy of notes which are graded by instructor-generated rubrics&lt;br&gt;● Understand the topic and main idea as measured by written exams&lt;br&gt;● Understand the topic and main idea as measured by written exams&lt;br&gt;● Identify details in short dialogues and simple lectures as measured by written exams&lt;br&gt;● Understand simple multi-step verbal instructions as measured by written exams and/or verbal exams which are graded by instructor-generated rubrics&lt;br&gt;● Make inferences by determining a speaker’s intent by listening to the volume and tone of voice as measured by written exams and/or verbal exams which are graded by instructor-generated rubrics&lt;br&gt;● Understand cause and effect relationships as measured by written exams&lt;br&gt;● Recognize and understand expressions used to indicate different points of view as measured by written exams and/or verbal exams which are graded by instructor-generated rubrics</td>
<td><strong>WRITING 2 OBJECTIVES</strong>&lt;br&gt;By end of course, students will be able to:&lt;br&gt;● Perform writing tasks as measured by writing rubrics&lt;br&gt;● Compose paragraphs in various writing styles using correct punctuation and connectors as measured by writing rubrics&lt;br&gt;<strong>WRITING 2 TOPICS/ACTIVITIES</strong>&lt;br&gt;Write a multiple-step list of instructions.&lt;br&gt;Organize information into a comprehensible 5- to 7-sentence paragraph including a main idea/topic sentence and supporting details.&lt;br&gt;Compose paragraphs about the past, present, and future with a clear topic sentence using correct punctuation, spelling, and basic conjunctions.</td>
</tr>
<tr>
<td><strong>SPEAKING 2 TOPICS/ACTIVITIES</strong>&lt;br&gt;● Greetings and Responses&lt;br&gt;● Making Excuses&lt;br&gt;● Apologizing&lt;br&gt;● Requesting Information&lt;br&gt;● Agreeing and Disagreeing&lt;br&gt;● Tone of Voice and Nonverbal Clues&lt;br&gt;● Voice Mail&lt;br&gt;● Problem Phonetic Areas</td>
<td><strong>GRAMMAR 2 TOPICS/ACTIVITIES</strong>&lt;br&gt;● Review: Present simple and past tenses&lt;br&gt;● Present progressive tense&lt;br&gt;● Adjectives and adverbs&lt;br&gt;● Basic Modals&lt;br&gt;● The future tense&lt;br&gt;● Comparative and superlative adjectives&lt;br&gt;● Parts of speech</td>
<td><strong>READING 2 TOPICS/ACTIVITIES</strong>&lt;br&gt;● Skimming and Scanning&lt;br&gt;● Reading Comprehension&lt;br&gt;● Synonyms and Antonyms&lt;br&gt;● Main Events&lt;br&gt;● Vocabulary&lt;br&gt;● Outside Reading</td>
<td><strong>LISTENING 2 TOPICS/ACTIVITIES</strong>&lt;br&gt;● Note-taking on short lectures and/or dialogues&lt;br&gt;● Topics and main ideas&lt;br&gt;● Detail identification in short dialogues and simple lectures&lt;br&gt;● Multi-step verbal instructions&lt;br&gt;● Inference&lt;br&gt;● Cause and effect relationships&lt;br&gt;● Expressions as related to points of view</td>
<td><strong>WRITING 2 TOPICS/ACTIVITIES</strong>&lt;br&gt;Write a multiple-step list of instructions.&lt;br&gt;Organize information into a comprehensible 5- to 7-sentence paragraph including a main idea/topic sentence and supporting details.&lt;br&gt;Compose paragraphs about the past, present, and future with a clear topic sentence using correct punctuation, spelling, and basic conjunctions.</td>
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**Level 1**

<table>
<thead>
<tr>
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<td><strong>SPEAKING 1 OBJECTIVES</strong></td>
<td><strong>GRAMMAR 1 OBJECTIVES</strong></td>
<td><strong>READING 1 OBJECTIVES</strong></td>
<td><strong>LISTENING 1 OBJECTIVES</strong></td>
<td><strong>WRITING 1 OBJECTIVES</strong></td>
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<td>By end of course, students will be able to:</td>
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<tr>
<td>● Engage in discussions with one or more people correctly using simple vocabulary as measured by verbal exams which are graded by instructor-created rubrics</td>
<td>● Understand the basic parts of speech to be measured by the basic parts of speech to be able to apply this to learning grammatical structures</td>
<td>● Demonstrate practical reading skills (e.g. reading commercial signs, entertainment, food ads, simple maps, recipes, menus, and restaurant checks) as measured by correct answers about them on written tests and/or verbal exams which are graded by instructor-created rubrics</td>
<td>● Performing writing tasks as measured by writing rubrics</td>
<td></td>
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<tr>
<td>● Engage in informal/daily conversations in and outside of class as guided or free practice as graded by instructor-created rubrics</td>
<td>● Use the verb “be” in affirmative and negative sentences as well as yes/no and wh-questions accurately as measured by instructor- or program-made tests</td>
<td>● Scan for specific words, abbreviations, and/or symbols in a list or short passage as measured by written tests and/or verbal exams which are graded with instructor-created rubrics</td>
<td>● Be able to compose sentences that contain a subject and a verb</td>
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<tr>
<td>● Offer congratulations in different contexts as measured by verbal exams which are graded by instructor-created rubrics</td>
<td>● Use the simple present tense in affirmative and negative sentences as well as yes/no and wh-questions accurately as measured by instructor- or program-produced tests</td>
<td>● Make inferences at the introductory level as measured by written tests and/or verbal exams which are graded with instructor-created rubrics</td>
<td>● Compose paragraphs in various writing styles using correct punctuation and connectors as measured by program-generated tests and teacher-generated tests</td>
<td></td>
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<tr>
<td>● Invite and refuse invitations in social situations as measured by verbal exams which are graded by instructor-created rubrics</td>
<td>● Use prepositions of time when asking and answering about locations as measured by instructor- or program-produced tests</td>
<td>● Locate main ideas in simple 5- to 15- sentence paragraphs as measured by tests.</td>
<td>● WRITING 1 TOPICS/ACTIVITIES</td>
<td></td>
</tr>
<tr>
<td>● Request information as measured by verbal exams which are graded by instructor-created rubrics</td>
<td>● Use prepositions of place when asking and answering by instructor- or program-produced tests</td>
<td>● Predict a text’s subject matter from information on the title page or the headline as measured by written tests</td>
<td>● Predicting</td>
<td></td>
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<tr>
<td>● Ask for clarification when something is not clear as measured by verbal exams which are graded by instructor-created rubrics</td>
<td>● Use prepositions of time as measured by instructor- or program-produced tests</td>
<td>● Define twenty new prefixes, suffixes, or vocabulary words a week from the level one book, dictionary, and/or levels nine through eleven of the Academic word list as measured by written tests</td>
<td>● Main ideas</td>
<td></td>
</tr>
<tr>
<td>● Demonstrate improvement in problem phonetic areas identified by the instructor as measured by verbal exams which are graded by instructor-created rubrics</td>
<td>● Use the simple present tense accurately in affirmative and negative sentences as well as yes/no and wh-questions as measured by instructor- or program-produced tests</td>
<td>● Complete a weekly outside reading assignment on a 1.5 to 2.5 grade reading level, and produce a written and/or oral report on each selection as graded by instructor-created rubrics</td>
<td>● Specific details</td>
<td></td>
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<tr>
<td><strong>SPEAKING 1 TOPICS/ACTIVITIES</strong></td>
<td><strong>GRAMMAR 1 TOPICS/ACTIVITIES</strong></td>
<td><strong>READING 1 TOPICS/ACTIVITIES</strong></td>
<td><strong>LISTENING 1 TOPICS/ACTIVITIES</strong></td>
<td><strong>WRITING 1 TOPICS/ACTIVITIES</strong></td>
</tr>
<tr>
<td>Verb be in simple present tense</td>
<td>Prepositions of place</td>
<td>Practical reading skills</td>
<td>Predicting, from title and additional information, the general idea of listening passages as measured by class discussion and response, program and/or teacher-generated tests</td>
<td></td>
</tr>
<tr>
<td>Pronunciation of and understanding of simple vocabulary</td>
<td>Prepositions of time</td>
<td>Scanning for words, abbreviations, and/or symbols</td>
<td>Locating and understanding main ideas as measured by appropriate level program-generated tests, teacher-generated tests, and class discussion and response to online listening passages</td>
<td></td>
</tr>
<tr>
<td>Offering congratulations</td>
<td>Simple present tense</td>
<td>Inferences</td>
<td>Understanding specific details as measured by program-generated and/or teacher-generated tests</td>
<td></td>
</tr>
<tr>
<td>Inviting and refusing invitations</td>
<td>Simple past tense</td>
<td>Main ideas</td>
<td>Developing introductory note-taking skills as measured by teacher rubric-based evaluation of notes taken during a short, level-appropriate talk</td>
<td></td>
</tr>
<tr>
<td>Requesting information</td>
<td>Parts of speech</td>
<td>Prediction of subject matter from title page or headlines</td>
<td>Understanding meaning based on intonation and word stress as measured by program-generated tests and teacher-generated tests</td>
<td></td>
</tr>
<tr>
<td>Asking for clarification</td>
<td></td>
<td>Vocabulary</td>
<td>Recognizing the differences between formal and informal language and being familiar with the situations in which both are used as measured by teacher-evaluated role play</td>
<td></td>
</tr>
<tr>
<td>Improving in problem phonetic areas</td>
<td></td>
<td>Outside reading assignments</td>
<td>Determining vocabulary in context in level-appropriate sentences and short level-appropriate passages as measured by program-generated tests and teacher-generated tests</td>
<td></td>
</tr>
</tbody>
</table>

**TOPICS/ACTIVITIES**

- Prediction
- Main ideas
- Specific details
- Note-taking skills
- Intonation and word stress
- Formal and informal language
- Vocabulary in context