<table>
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<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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</table>
| Level 5 | **SPEAKING 5 OBJECTIVES**<br>By end of course, students will be able to:<br>• Recall meanings/significance of key terms and skills associated with academic speaking<br>• Use key course terminology and skills to work through the process of planning, organizing, and refining a speech with the instructor<br>• Explain information, processes, and personal viewpoints clearly in conversational English<br>• Apply the concepts and strategies learned in class to prepare for a variety of speaking tasks<br>• Incorporate outside material to help support points<br>• Analyze how an argument is used to support a thesis<br>• Organize effective arguments to support a thesis<br>• Analyze speaking partners’ points and react appropriately<br>• Justify a thesis or position in a speech or discussion<br>• Evaluate source material to be incorporated into speech<br>• Use rubric to evaluate effectiveness of own work or the work of a peer<br>• Design, organize, and present original speeches | **GRAMMAR 5 OBJECTIVES**<br>By end of course, students will be able to:<br>• Recall grammar and punctuation rules pertaining to key concepts and structures<br>• Discuss grammar and punctuation concepts and structures<br>• Apply target grammar and punctuation concepts and structures to new contexts<br>• Determine the logical relationship between sentence elements<br>• Differentiate between real and unreal situations as expressed using real and unreal conditionals<br>• Judge when the verbal context warrants a grammatical structure<br>• Compose meaningful sentences demonstrating various grammatical structures | **READING 5 OBJECTIVES**<br>By end of course, students will be able to:<br>• Infer the meaning of unknown vocabulary or lexical chunks in context<br>• Differentiate between various definitions of words in context<br>• Determine the meaning of words with Latin/reek root words, prefixes, & suffixes<br>• Evaluate usage of vocabulary in context<br>• Infer main ideas & supporting details in a text<br>• Distinguish figurative vs. literal language<br>• Infer meaning of metaphors, similes, and personification<br>• Interpret author’s point-of-view<br>• Examine relationships between ideas in a variety of reading passages<br>• Evaluate arguments of various text structures<br>• Relevance/credibility of sources used to support arguments<br>• Distinguish between fact and opinion<br>• Identify pro and con arguments in a text<br>• Compose critical and well-reasoned responses/summaries | **LISTENING 5 OBJECTIVES**<br>By end of course, students will be able to:<br>• Recall definitions of vocabulary<br>• List key points from lectures in notetaking form<br>• Identify key information from various audio and text sources<br>• Demonstrate correct usage of content and academic vocabulary in context<br>• Interpret meaning based on discourse cues<br>• Organize notes using a variety of note-taking methods<br>• Evaluate speaking and teaching styles of various instructor lectures | **WRITING 5 OBJECTIVES**<br>By end of course, students will be able to:<br>• Identify examples of plagiarism<br>• Demonstrate correct usage of grammar and writing conventions<br>• Revise a variety of sentence structures to increase sophistication<br>• Organize paragraph and essay features to aid in clarity and cohesion<br>• Analyze various essay features & types<br>• Evaluate written work<br>• Compose clear and cohesive essays using various rhetorical modes<br>• Develop original writing using the writing process and/or outlines

**REVIEW 5 TOPICS/ACTIVITIES** | **WRITING 5 TOPICS/ACTIVITIES**<br>• Writing Skills - Rubrics; 5 Step Writing Process<br>• Plagiarism - Seven types of plagiarism; Consequences; Avoiding Plagiarism | **TOPICS/ACTIVITIES**<br>• Academic & Content Vocabulary; Discourse Cues; Notetaking Strategies: Graphic Organizers; Speaker Evaluations; Identifying Main Idea and Details; Writing Standards<br>• College Success - Number Notation; Subtopics<br>• Philosophy/Gender Pay Gap - Listening for Transition Words & Predicting an Explanation; Term / Definition / Example<br>• Credit Management - Listening for Examples & Introducing New Topics; Paraphrasing<br>• Global Expansion - Rhetorical Questions & Idiomatic Expressions; Names of Countries & Peoples<br>• Geology–Igneous Rocks - Listening for Cause & Effect & Classification; Classifying with Lists | **WRITING 5 TOPICS/ACTIVITIES**<br>• Argumentative Essay - Analyze the main features of an Argumentative essay; write an effective argumentative essay; Present Real Conditionals; Future Real Conditionals; Adverbs of Reason and Purpose; Contrast Words | **TOPICS/ACTIVITIES**<br>• Persuasive Speech - Developing an argument; organizing a persuasive speech; conclusion writing; speaking techniques<br>• Group Discussions - Conducting & recording an online group discussion<br>• Personal Speaking - Giving a recorded speech while presenting a PowerPoint presentation<br>• Conversational English - Discussion skills<br>• Demonstration Speech – Organizing and giving a demonstration speech with a visual aid; introduction writing<br>• Persuasive Speech - Developing an argument; organizing a persuasive speech; conclusion writing; speaking techniques<br>• American Gothic<br>• Dramatic Irony<br>• Similes<br>• Metaphors<br>• Figurative Language - Metaphors; Similes; Personification<br>• Examining Relationships - Cause & Effect; Contrast<br>• American Literature - Fairy Tales/Folk Tales; Summarizing Reading Passages<br>• Opposing Ideas – Fact, Opinion, & Informed Opinion; Language for Opposing Ideas<br>• American Literature - American Gothic Literature; Summarizing Reading Passages<br>• Argument –Pros/ Cons; Point of View; Citation<br>• American Literature - Dramatic Irony; Summarizing Reading Passages | **WRITING 5 TOPICS/ACTIVITIES**<br>• Argumentative Essay - Analyze the main features of an Argumentative essay; write an effective argumentative essay; Present Real Conditionals; Future Real Conditionals; Adverbs of Reason and Purpose; Contrast Words | **TOPICS/ACTIVITIES**<br>• American Literature<br>• Listening Skills<br>• Transitional Elements<br>• Figurative Language<br>• Interpret meaning based on discourse cues<br>• Give a recorded speech<br>• Researching and writing an essay<br>• Using rubric to evaluate effectiveness of own work or the work of a peer | **TOPICS/ACTIVITIES**<br>• English 101 - Academic & Content Vocabulary; Discourse Cues; Notetaking Strategies: Graphic Organizers; Speaker Evaluations; Identifying Main Idea and Details; Writing Standards<br>• College Success - Number Notation; Subtopics<br>• Philosophy/Gender Pay Gap - Listening for Transition Words & Predicting an Explanation; Term / Definition / Example<br>• Credit Management - Listening for Examples & Introducing New Topics; Paraphrasing<br>• Global Expansion - Rhetorical Questions & Idiomatic Expressions; Names of Countries & Peoples<br>• Geology–Igneous Rocks - Listening for Cause & Effect & Classification; Classifying with Lists | **TOPICS/ACTIVITIES**<br>• Argumentative Essay - Analyze the main features of an Argumentative essay; write an effective argumentative essay; Present Real Conditionals; Future Real Conditionals; Adverbs of Reason and Purpose; Contrast Words

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**Level 5** Comprehensive Guide to AEP Courses & Levels
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<tr>
<td>Level 4</td>
<td><strong>SPEAKING 4 OBJECTIVES</strong>&lt;br&gt;By end of course, students will be able to:&lt;br&gt;• Recall the concepts, terms, and common patterns of English pronunciation.&lt;br&gt;• Identify all sounds that make up spoken English&lt;br&gt;• Recognize the number syllables in English words&lt;br&gt;• Use appropriate stress in syllables, words, and phrases in spoken English&lt;br&gt;• Produce appropriate vowel and consonant sounds in Standard American English&lt;br&gt;• Use student tools (online pronouncers, IPA chart) to determine the correct pronunciation &amp; stress of an unfamiliar word&lt;br&gt;• Distinguish between different types of stress in words or phrases&lt;br&gt;• Distinguish between similar sounds when listening to/speaking minimal pairs in English&lt;br&gt;• Evaluate appropriate pronunciation of vowel and consonant sounds when reading an English word or passage&lt;br&gt;• Create audio recordings of original conversations using correct English pronunciation skills</td>
<td><strong>GRAMMAR 4 OBJECTIVES</strong>&lt;br&gt;By end of course, students will be able to:&lt;br&gt;• Recall grammar and punctuation rules pertaining to key concepts and structures&lt;br&gt;• Demonstrate use of concepts and structures&lt;br&gt;• Apply the concepts and structures of target grammar to new contexts&lt;br&gt;• Determine the logical and time relationships between sentence elements&lt;br&gt;• Differentiate between grammatical forms&lt;br&gt;• Judge when the verbal context warrants a grammatical structure&lt;br&gt;• Compose meaningful sentences demonstrating various grammatical structures&lt;br&gt;<strong>GRAMMAR 4 TOPICS/ACTIVITIES</strong>&lt;br&gt;• Present &amp; Past Tenses&lt;br&gt;• Simple &amp; Progressive Tenses&lt;br&gt;• Present &amp; Past Perfect Progressive Tenses&lt;br&gt;• Future Verb Forms&lt;br&gt;• Nouns, Articles, and Subject/Verb Agreement&lt;br&gt;• Gerunds and Infinitives&lt;br&gt;• Modals</td>
<td><strong>READING 4 OBJECTIVES</strong>&lt;br&gt;By end of course, students will be able to:&lt;br&gt;• Infer the meaning of unknown vocabulary or lexical chunks in context&lt;br&gt;• Demonstrate correct usage of vocabulary words in context&lt;br&gt;• Use a dictionary/glossary or context clues to determine meaning, features, and uses of unfamiliar words&lt;br&gt;• Identify main ideas and supporting details in a text&lt;br&gt;• Infer details based on context&lt;br&gt;• Examine a passage critically by using specific guidelines to annotate the text&lt;br&gt;• Compose an accurate summary and/or paraphrase of academic texts&lt;br&gt;• Judge the organizational pattern of a text&lt;br&gt;• Interpret data presented in charts and graphs&lt;br&gt;<strong>READING 4 TOPICS/ACTIVITIES</strong>&lt;br&gt;• Learning New Vocabulary&lt;br&gt;• Identifying Main Idea &amp; Supporting Details&lt;br&gt;• Annotating a Text&lt;br&gt;• Paraphrasing and Summarizing&lt;br&gt;• Recognizing Patterns of Organization&lt;br&gt;• Understanding Data</td>
<td><strong>LISTENING 4 OBJECTIVES</strong>&lt;br&gt;By end of course, students will be able to:&lt;br&gt;• Taking accurate, detailed notes on academic lectures using abbreviations and symbols measured by class discussion participation and instructor-made tests&lt;br&gt;• Understanding complex multi-step instructions in a variety of contexts measured by class discussion participation and instructor-made tests as well as homework assignments&lt;br&gt;• Understanding vocabulary used in academic lectures as measured by instructor-made tests&lt;br&gt;• Recognizing and understanding inferences and idiomatic expressions in longer conversations measured by instructor-made tests&lt;br&gt;• Using notes to summarize essential information measured by instructor-made tests and homework assignments&lt;br&gt;• Organizing important information in outline format measured by class discussion &amp; participation and tests&lt;br&gt;<strong>LISTENING 4 TOPICS/ACTIVITIES</strong>&lt;br&gt;• Note-taking&lt;br&gt;• Complex multi-step instructions&lt;br&gt;• Vocabulary used in academic lectures&lt;br&gt;• Inferences and idiomatic expressions&lt;br&gt;• Summarizing essential information&lt;br&gt;• Outline format&lt;br&gt;• Lists</td>
<td><strong>WRITING 4 OBJECTIVES</strong>&lt;br&gt;By end of course, students will be able to:&lt;br&gt;• Identify the features of a well-structured paragraph&lt;br&gt;• Recognize examples of plagiarism &amp; list strategies to avoid it&lt;br&gt;• Demonstrate correct usage of grammar and writing conventions&lt;br&gt;• Revise a variety of sentence structures to increase sophistication&lt;br&gt;• Analyze various types of paragraphs&lt;br&gt;• Evaluate various pieces of writing for effectiveness&lt;br&gt;• Compose clear and cohesive paragraphs, outlines, and essays using various rhetorical modes&lt;br&gt;• Develop original writing using the 5-step writing process&lt;br&gt;<strong>WRITING 4 TOPICS/ACTIVITIES</strong>&lt;br&gt;• Writing Skills - Author's Purpose; The Writing Process; Rubrics and Feedback; Sentence Structure and Email Etiquette&lt;br&gt;• Features of Academic Paragraphs - Features of Academic Paragraphs; Plagiarism&lt;br&gt;• Describing a Process - Organize steps in a process; write an effective process paragraph&lt;br&gt;• Summary Response - Organize the features in a Summary Response; write an effective Summary Response; grammar &amp; conventions; sentence revision&lt;br&gt;• Classification - Organize a Classification Paragraph; write an effective Classification Paragraph; grammar &amp; conventions; sentence revision&lt;br&gt;• Classification - Features of an Essay; Paragraph to Essay outline; Features of an Introduction Paragraph; write an effective Classification essay outline&lt;br&gt;• Creative Writing Module - Journal entries</td>
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### Level 3

#### Speaking Classes

**SPEAKING 3 OBJECTIVES**
- By end of course, students will be able to:
  - Use follow up questions to keep a conversation going when having small talk.
  - Identify and use intonation patterns in yes/no and when-questions accurately.
  - Use accurate spoken language as evidenced by accurate grammar, pronunciation, and intonation when interviewing and being interviewed by peers.
  - Use descriptive language to talk about food, things, people and/or places.
  - Correctly identify reduced speech and be able to differentiate contractions with their unreduced forms.
  - Use accurate grammar, word choice, and pronunciation giving & following directions.
  - Identify correct verb endings in simple past tense.
  - Use appropriate language and pronunciation when politely disagreeing or agreeing in conversation.
  - Stress syllables correctly and speak clearly as evidenced by spoken assessments.
  - Present three to four pieces of information, using a variety of vocabulary with 80% accuracy on specific pronunciation (of the vowels and consonants learned in this level), grammar, and general delivery measured by evaluator performances or projects.
  - Improve in problem phonetic areas as identified by the instructor as measured by instructor-generated tests as needed.

**SPEAKING 3 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

**GRAMMAR 3 OBJECTIVES**
- By end of course, students will be able to:
  - Punctuation rules pertaining to key concepts and structures.
  - Discuss grammar and punctuation concepts and structures.
  - Apply target grammar and punctuation concepts and structures to new contexts.
  - Determine the logical relationship between sentence elements.
  - Differentiate between count/noncount nouns and definite/indefinite articles.
  - Judge when the verbal context warrants a grammatical structure.
  - Compose meaningful sentences demonstrating various grammatical structures.

**GRAMMAR 3 TOPICS/ACTIVITIES**
- Basic Grammar Rules.
  - The Present Tense - simple present, including use of frequency adverbs; present progressive; stative 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

**READING 3 OBJECTIVES**
- By end of course, students will be able to:
  - 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 vocabulary list.

**READING 3 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

**LISTENING 3 OBJECTIVES**
- By end of course, students will be able to:
  - 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.
  - Discover 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.

**LISTENING 3 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

**WRITING 3 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 using various rhetorical modes.
  - Develop original writing using the 5-step process.

**WRITING 3 TOPICS/ACTIVITIES**
- 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 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.
**Level 2**

### Speaking Classes

**By end of course, students will be able to:**
- Use appropriate greetings & responses as graded by instructor-generated rubrics and/or group work
- Use accurate pronunciation and intonation when making formal and informal introductions as graded by instructor-generated rubrics and/or group work
- Use appropriate register and formality when making and responding to suggestions as graded by instructor-generated rubrics and/or group work
- Present basic information to classmates, groups, and/or the whole class upon completing free practice in class in order to improve fluency
- Participate in classroom discussions upon reading and/or listening to discussion starters as graded by instructor-generated rubrics and/or group work
- Use appropriate phrases to show likelihood of things happening
- Participate in class discussions by agreeing or disagreeing and offering further explanation as graded by instructor-generated rubrics and/or group work
- Use appropriate phrasing & pronunciation to make appointments in person and over the phone as graded by instructor-generated rubrics and/or group work
- Describe a location using appropriate descriptive language through a short informal speech as graded by rubrics
- Demonstrate improvement in problem phonetic areas as identified by rubrics

### Grammar Classes

**By end of course, students will be able to:**
- Understand the basic parts of speech to be able to apply this to learning grammatical structures
- Use simple tenses and present progressive tenses as measured by program tests.
- Demonstrate knowledge of spelling and usage of irregular verb tenses as measured by teacher-generated tests
- Use be going to and will refer to the future time accurately as measured by instructor or program-produced tests
- 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
- Use basic modals such as "can" accurately in statements and questions as measured by instructor or program-produced tests
- Use comparative and superlative structures accurately as measured by instructor or program-produced tests
- Produce level-appropriate basic sentences with correct end punctuation and subject-verb agreement

### Reading Classes

**By end of course, students will be able to:**
- Skim and scan for words and phrases in level-appropriate paragraphs and short passages
- Demonstrate comprehension of short straightforward texts on familiar topics as measured by instructor or program-produced tests
- Recognize synonyms and antonyms in simple texts and will be able to associate same or opposite meanings
- Trace and understand the main events in chronological and/or instructional texts by being able to correctly answer questions
- 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
- 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

### Writing Classes

**By end of course, students will be able to:**
- Perform writing tasks as measured by writing rubrics
- Compose paragraphs in various writing styles using correct punctuation and connectors as measured by writing rubrics

**TOPICS/ACTIVITIES**
- Expressions as related to points of view
- Main Events
- Vocabulary
- Outside Reading

**WRITING 2 TOPICS/ACTIVITIES**
- Note-taking on short lectures and/or dialogues
- Topics and main ideas
- Detail identification in short dialogues and simple lectures
- Multi-step verbal instructions
- Inference
- Cause and effect relationships
- Expressions as related to points of view

**Level 3**

### Grammar Classes

**By end of course, students will be able to:**
- Understand the topic and main idea as measured by written exams
- Understand the topic and main idea as measured by written exams
- Identify details in short dialogues and simple lectures as measured by written exams
- 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
- Understand cause and effect relationships as measured by written exams
- 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

**TOPICS/ACTIVITIES**
- Comparing and contrasting
- Cause and effect
- Main ideas and supporting ideas
### Level 1

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<td><strong>SPEAKING 1 OBJECTIVES</strong></td>
<td>By end of course, students will be able to:</td>
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<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>
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<td>•Engage in informal/daily conversations in and outside of class as guided or free practice as graded by instructor-created rubrics</td>
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<td>•Offer congratulations in different contexts as measured by verbal exams which are graded by instructor-created rubrics</td>
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<td>•Invite and refuse invitations in social situations as measured by verbal exams which are graded by instructor-created rubrics</td>
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<td>•Request information as measured by verbal exams which are graded by instructor-created rubrics</td>
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<td>•Ask for clarification when something is not clear as measured by verbal exams which are graded by instructor-created rubrics</td>
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<td>•Demonstrate improvement in problem phonetic areas identified by the instructor as measured by verbal exams which are graded by instructor-created rubrics</td>
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**SPEAKING 1 TOPICS/ACTIVITIES**

- Pronunciation of and understanding of simple vocabulary
- Use of basic conversational English
- Offering congratulations
- Inviting and refusing invitations
- Requesting information
- Asking for clarification
- Improving in problem phonetic areas

**GRAMMAR 1 OBJECTIVES**

By end of course, students will be able to:

- Understand the basic parts of speech to be able to apply this to learning grammatical structures
- Use the simple present tense accurately in affirmative and negative sentences as well as yes/no and wh-questions accurately as measured by instructor-created rubrics
- Use prepositions of place when asking and answering about locations as measured by instructor-created rubrics
- Use the simple present tense accurately in affirmative and negative sentences as well as yes/no and wh-questions as measured by instructor-created rubrics

**GRAMMAR 1 TOPICS/ACTIVITIES**

- Verb be in simple present tense
- Prepositions of place
- Prepositions of time
- Simple present tense
- Simple past tense
- Parts of speech

**READING 1 OBJECTIVES**

By end of course, students will be able to:

- Demonstrate practical reading skills (e.g., reading commercial signs, entertainment, food ads, simple maps, recipes, menus, and restaurant checks) as measured by correct punctuation and connectors as measured by teacher-generated tests
- Scan for specific words, abbreviations, and/or symbols in a list or short passage as measured by correct answers about them on written tests as graded by instructor-created rubrics
- Use the verb “be” in affirmative and negative sentences as well as yes/no and wh-questions accurately as measured by instructor-created rubrics
- Use the simple present tense in affirmative and negative sentences as well as yes/no and wh-questions accurately as measured by instructor-created rubrics

**READING 1 TOPICS/ACTIVITIES**

- Practical reading skills
- Scanning for words, abbreviations, and/or symbols
- Inferences
- Main ideas
- Prediction of subject matter from title page or headlines
- Vocabulary
- Outside reading assignments

**LISTENING 1 OBJECTIVES**

By end of course, students will be able to:

- 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
- 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
- Understanding specific details as measured by program-generated and/or teacher-generated tests
- Developing introductory note-taking skills as measured by teacher rubric-based evaluation of notes taken during a short, level-appropriate talk
- Understanding meaning based on intonation and word stress as measured by program-generated tests and teacher-generated tests
- 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
- Determining vocabulary in context and slot level-appropriate passages as measured by program-generated tests and teacher-generated tests

**LISTENING 1 TOPICS/ACTIVITIES**

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

**WRITING 1 OBJECTIVES**

By end of course, students will be able to:

- Perform writing tasks as measured by writing rubrics
- Be able to compose sentences that contain a subject and a verb
- Compose paragraphs in various writing styles using correct punctuation and connectors as measured by program-generated tests and teacher-generated tests

**WRITING 1 TOPICS/ACTIVITIES**

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