



Comprehensive Guide to AEP Courses & Levels

Level	Speaking Classes	Grammar Classes	Reading Classes	Listening Classes	Writing Classes
Level 5	<p>SPEAKING 5 OBJECTIVES</p> <p>By end of course, students will be able to:</p> <ul style="list-style-type: none"> 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 <p>SPEAKING 5 TOPICS/ACTIVITIES</p> <ul style="list-style-type: none"> 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 	<p>GRAMMAR 5 OBJECTIVES</p> <p>By end of course, students will be able to:</p> <ul style="list-style-type: none"> Recall grammar and 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 real and unreal situations as expressed using real and unreal conditionals Judge when the verbal context warrants a grammatical structure Compose meaningful sentences demonstrating various grammatical structures <p>GRAMMAR 5 TOPICS/ACTIVITIES</p> <ul style="list-style-type: none"> The Passive - Active and Passive voice; reasons for using the passive voice; special passives: gerunds and passive infinities Relative Clauses - Subject Relative Clauses; Object Relative Clauses; Reduced Clauses; <i>When</i> and <i>Where</i> Clauses Adverb Clauses - Types of Adverb Clauses; Reduced Adverb Clauses Conditionals - Real Conditionals; Unreal Conditionals; <i>Wish</i> Conditionals Noun Clauses - Noun Clauses; <i>if/whether</i> Clauses; Reported Speech Transitional Elements - Coordinating Conjunctions; Subordinating Conjunctions; Conjunctive Adverbs; Prepositions 	<p>READING 5 OBJECTIVES</p> <p>By end of course, students will be able to:</p> <ul style="list-style-type: none"> Infer the meaning of unknown vocabulary or lexical chunks in context Differentiate between various definitions of words in context Determine the meaning of words with Latin/greek root words, prefixes, & suffixes Evaluate usage of vocabulary in context Infer main ideas & supporting details in a text Distinguish figurative vs. literal language Infer meaning of metaphors, similes, and personification Interpret author's point-of-view Examine relationships between ideas in a variety of reading passages Evaluate arguments of various text structures Relevance/credibility of sources used to support arguments Distinguish between fact and opinion Identify pro and con arguments in a text Compose critical and well-reasoned responses/summaries <p>READING 5 TOPICS/ACTIVITIES</p> <ul style="list-style-type: none"> 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 	<p>LISTENING 5 OBJECTIVES</p> <p>By end of course, students will be able to:</p> <ul style="list-style-type: none"> Recall definitions of vocabulary List key points from lectures in notetaking form Identify key information from various audio and text sources Demonstrate correct usage of content and academic vocabulary in context Interpret meaning based on discourse cues Organize notes using a variety of note-taking methods Evaluate speaking and teaching styles of various instructor lectures <p>LISTENING 5 TOPICS/ACTIVITIES</p> <ul style="list-style-type: none"> 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 	<p>WRITING 5 OBJECTIVES</p> <p>By end of course, students will be able to:</p> <ul style="list-style-type: none"> Identify examples of plagiarism Demonstrate correct usage of grammar and writing conventions Revise a variety of sentence structures to increase sophistication Organize paragraph and essay features to aid in clarity and cohesion Analyze various essay features & types Evaluate written work Compose clear and cohesive essays using various rhetorical modes Develop original writing using the writing process and/or outlines <p>WRITING 5 TOPICS/ACTIVITIES</p> <ul style="list-style-type: none"> 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; Conditionals; Adverbs of Reason and Purpose; Contrast Words

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Level 4	<p style="text-align: center;">SPEAKING 4 OBJECTIVES</p> <p>By end of course, students will be able to:</p> <ul style="list-style-type: none"> ● 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 <p style="text-align: center;">SPEAKING 4 TOPICS/ACTIVITIES</p> <ul style="list-style-type: none"> ● English Difficulty ● IPA Resources ● Syllables ● Vowel Sounds ● Initial Consonant Sounds ● Consonant Endings ● Syllable Stress and Word Stress 	<p style="text-align: center;">GRAMMAR 4 OBJECTIVES</p> <p>By end of course, students will be able to:</p> <ul style="list-style-type: none"> ● Recall grammar and punctuation rules pertaining to key concepts and structures ● Demonstrate use of concepts and structures ● Apply the concepts and structures of target grammar to new contexts ● Determine the logical and time relationships between sentence elements ● Differentiate between grammatical forms ● Judge when the verbal context warrants a grammatical structure ● Compose meaningful sentences demonstrating various grammatical structures <p style="text-align: center;">GRAMMAR 4 TOPICS/ACTIVITIES</p> <ul style="list-style-type: none"> ● Present & Past Tenses ● Simple & Progressive Tenses ● Present & Past Perfect Progressive Tenses ● Future Verb Forms ● Nouns, Articles, and Subject/Verb Agreement ● Gerunds and Infinitives ● Modals 	<p style="text-align: center;">READING 4 OBJECTIVES</p> <p>By end of course, students will be able to:</p> <ul style="list-style-type: none"> ● 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 <p style="text-align: center;">READING 4 TOPICS/ACTIVITIES</p> <ul style="list-style-type: none"> ● Learning New Vocabulary ● Identifying Main Idea & Supporting Details ● Annotating a Text ● Paraphrasing and Summarizing ● Recognizing Patterns of Organization ● Understanding Data 	<p style="text-align: center;">LISTENING 4 OBJECTIVES</p> <p>By end of course, students will be able to:</p> <ul style="list-style-type: none"> ● 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 <p style="text-align: center;">LISTENING 4 TOPICS/ACTIVITIES</p> <ul style="list-style-type: none"> ● Note-taking ● Complex multi-step instructions ● Vocabulary used in academic lectures ● Inferences and idiomatic expressions ● Summarizing essential information ● Outline format ● Lists 	<p style="text-align: center;">WRITING 4 OBJECTIVES</p> <p>By end of course, students will be able to:</p> <ul style="list-style-type: none"> ● 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 <p style="text-align: center;">WRITING 4 TOPICS/ACTIVITIES</p> <ul style="list-style-type: none"> ● 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

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Level 3	<p style="text-align: center;">SPEAKING 3 OBJECTIVES</p> <p>By end of course, students will be able to:</p> <ul style="list-style-type: none"> ● Use follow up questions to keep a conversation going when having small talk ● Identify and use intonation patterns in yes/no and <i>wh</i>- 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-minute informal speeches to an audience 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 evaluated performances or projects ● Improve in problem phonetic areas as identified by the instructor as measured by instructor-generated tests as needed <p style="text-align: center;">SPEAKING 3 TOPICS/ACTIVITIES</p> <ul style="list-style-type: none"> ● 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 	<p style="text-align: center;">GRAMMAR 3 OBJECTIVES</p> <p>By end of course, students will be able to:</p> <ul style="list-style-type: none"> ● 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 <p style="text-align: center;">GRAMMAR 3 TOPICS/ACTIVITIES</p> <ul style="list-style-type: none"> ● Basic Grammar Resources ● The Present Tense - simple present, including use of frequency adverbs; present progressive; stative verbs ● The Past Tense - simple past; past progressive; <i>when and while</i> time clauses ● Nouns - plural and possessive nouns; <i>another and other</i> 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; <i>for and since</i> expressions; present perfect and simple past; present perfect progressive ● Module 6: Future Forms - future with <i>will</i> and <i>be going to</i>; using present forms to talk about the future; future time clauses 	<p style="text-align: center;">READING 3 OBJECTIVES</p> <p>By end of course, students will be able to:</p> <ul style="list-style-type: none"> ● 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 ● Complete a weekly outside reading assignment on a 3.5 to 4.0 grade reading level and produce a written and/or oral report on each selection measured by homework assignments <p style="text-align: center;">READING 3 TOPICS/ACTIVITIES</p> <ul style="list-style-type: none"> ● Dictionary Use ● Vocabulary in Context ● Phrasal Antonyms and Synonyms ● Transition Relationships ● Paraphrase Main Points ● Prefixes, Suffixes, and/or Vocabulary Words ● Outside Reading Assignment 	<p style="text-align: center;">LISTENING 3 OBJECTIVES</p> <p>By end of course, students will be able to:</p> <ul style="list-style-type: none"> ● 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 <p style="text-align: center;">LISTENING 3 TOPICS/ACTIVITIES</p> <ul style="list-style-type: none"> ● 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 	<p style="text-align: center;">WRITING 3 OBJECTIVES</p> <p>By end of course, students will be able to:</p> <ul style="list-style-type: none"> ● 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 <p style="text-align: center;">WRITING 3 TOPICS/ACTIVITIES</p> <ul style="list-style-type: none"> ● 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

Level	Speaking Classes	Grammar Classes	Reading Classes	Listening Classes	Writing Classes
	<p>SPEAKING 2 OBJECTIVES By end of course, students will be able to:</p> <ul style="list-style-type: none"> ● 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 <p>SPEAKING 2 TOPICS/ACTIVITIES</p> <ul style="list-style-type: none"> ● Greetings and Responses ● Making Excuses ● Apologizing ● Requesting Information ● Agreeing and Disagreeing ● Tone of Voice and Nonverbal Clues ● Voice Mail ● Problem Phonetic Areas 	<p>GRAMMAR 2 OBJECTIVES By end of course, students will be able to:</p> <ul style="list-style-type: none"> ● 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 <i>be going to</i> and <i>will</i> to 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 <p>GRAMMAR 2 TOPICS/ACTIVITIES</p> <ul style="list-style-type: none"> ● Review: Present simple and past tenses ● Present progressive tense ● Adjectives and adverbs ● Basic Modals ● The future tense ● Comparative and superlative adjectives ● Parts of speech 	<p>READING 2 OBJECTIVES By end of course, students will be able to:</p> <ul style="list-style-type: none"> ● 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 <p>READING 2 TOPICS/ACTIVITIES</p> <ul style="list-style-type: none"> ● Skimming and Scanning ● Reading Comprehension ● Synonyms and Antonyms ● Main Events ● Vocabulary ● Outside Reading 	<p>LISTENING 2 OBJECTIVES By end of course, students will be able to:</p> <ul style="list-style-type: none"> ● 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 ● 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 ● Understand simple multi-step verbal instructions as measured by written exams and/or verbal exams which are graded by instructor-generated rubrics ● 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 <p>LISTENING 2 TOPICS/ACTIVITIES</p> <ul style="list-style-type: none"> ● 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 	<p>WRITING 2 OBJECTIVES By end of course, students will be able to:</p> <ul style="list-style-type: none"> ● Perform writing tasks as measured by writing rubrics. ● Compose paragraphs in various writing styles using correct punctuation and connectors as measured by writing rubrics <p>WRITING 2 TOPICS/ACTIVITIES</p> <ul style="list-style-type: none"> ● Write a multiple-step list of instructions. ● Organize information into a comprehensible 5- to 7-sentence paragraph including a main idea/topic sentence and supporting details. ● Compose paragraphs about the past, present, and future with a clear topic sentence using correct punctuation, spelling, and basic conjunctions.

Level 1

Level	Speaking Classes	Grammar Classes	Reading Classes	Listening Classes	Writing Classes
	<p>SPEAKING 1 OBJECTIVES By end of course, students will be able to:</p> <ul style="list-style-type: none"> ● Engage in discussions with one or more people correctly using simple vocabulary as measured by verbal exams which are graded by instructor-created rubrics ● Engage in informal/daily conversations in and outside of class as guided or free practice as graded by instructor-created rubrics ● Offer congratulations in different contexts as measured by verbal exams which are graded by instructor-created rubrics ● Invite and refuse invitations in social situations as measured by verbal exams which are graded by instructor-created rubrics ● Request information as measured by verbal exams which are graded by instructor-created rubrics ● Ask for clarification when something is not clear as measured by verbal exams which are graded by instructor-created rubrics ● Demonstrate improvement in problem phonetic areas identified by the instructor as measured by verbal exams which are graded by instructor-created rubrics <p>SPEAKING 1 TOPICS/ACTIVITIES</p> <ul style="list-style-type: none"> ● 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 	<p>GRAMMAR 1 OBJECTIVES By end of course, students will be able to:</p> <ul style="list-style-type: none"> ● Understand the basic parts of speech to be able to apply this to learning grammatical structures ● Use the verb “be” in affirmative and negative sentences as well as yes/no and <i>wh</i>-questions accurately as measured by instructor- or program-made tests ● Use the simple present tense in affirmative and negative sentences as well as yes/no and <i>wh</i>- questions accurately as measured by instructor- or program-produced tests ● Use prepositions of place when asking and answering about locations as measured by instructor- or program-produced tests ● Use prepositions of time as measured by instructor- or program-produced tests ● Use the simple present tense accurately in affirmative and negative sentences as well as yes/no and <i>wh</i>-questions as measured by instructor- or program-produced tests <p>GRAMMAR 1 TOPICS/ACTIVITIES</p> <ul style="list-style-type: none"> ● Verb <i>be</i> in simple present tense ● Prepositions of place ● Prepositions of time ● Simple present tense ● Simple past tense ● Parts of speech 	<p>READING 1 OBJECTIVES By end of course, students will be able to:</p> <ul style="list-style-type: none"> ● 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 with instructor-created rubrics ● 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 ● Make inferences at the introductory level as measured by written tests and/or verbal exams which are graded with instructor-created rubrics ● Locate main ideas in simple 5- to 15-sentence paragraphs as measured by tests. ● Predict a text’s subject matter from information on the title page or the headline as measured by written tests ● 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 ● 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 <p>READING 1 TOPICS/ACTIVITIES</p> <ul style="list-style-type: none"> ● 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 	<p>LISTENING 1 OBJECTIVES By end of course, students will be able to:</p> <ul style="list-style-type: none"> ● 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 in level-appropriate sentences and short level-appropriate passages as measured by program-generated tests and teacher-generated tests <p>LISTENING 1 TOPICS/ACTIVITIES</p> <ul style="list-style-type: none"> ● Predicting ● Main ideas ● Specific details ● Note-taking skills ● Intonation and word stress ● Formal and informal language ● Vocabulary in context 	<p>WRITING 1 OBJECTIVES By end of course, students will be able to:</p> <ul style="list-style-type: none"> ● 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 <p>WRITING 1 TOPICS/ACTIVITIES</p> <ul style="list-style-type: none"> ● Predicting ● Main ideas ● Specific details ● Note-taking skills ● Intonation and word stress ● Formal and informal language ● Vocabulary in context