



# Comprehensive Guide to AEP Courses & Levels

Level	Speaking Classes	Grammar Classes	Reading Classes	Listening Classes	Writing Classes
Level 5	<p><b>SPEAKING 5 OBJECTIVES</b></p> <p>By end of course, students will be able to:</p> <ul style="list-style-type: none"> <li>Recall meanings/significance of key terms and skills associated with academic speaking</li> <li>Use key course terminology and skills to work through the process of planning, organizing, and refining a speech with the instructor</li> <li>Explain information, processes, and personal viewpoints clearly in conversational English</li> <li>Apply the concepts and strategies learned in class to prepare for a variety of speaking tasks</li> <li>Incorporate outside material to help support points</li> <li>Analyze how an argument is used to support a thesis</li> <li>Organize effective arguments to support a thesis</li> <li>Analyze speaking partners' points and react appropriately</li> <li>Justify a thesis or position in a speech or discussion</li> <li>Evaluate source material to be incorporated into speech</li> <li>Use rubric to evaluate effectiveness of own work or the work of a peer</li> <li>Design, organize, and present original speeches</li> </ul> <p><b>SPEAKING 5 TOPICS/ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>Group Discussions - Conducting &amp; recording an online group discussion</li> <li>Personal Speaking - Giving a recorded speech while presenting a PowerPoint presentation</li> <li>Conversational English - Discussion skills</li> <li>Demonstration Speech – Organizing and giving a demonstration speech with a visual aid; introduction writing</li> <li>Persuasive Speech - Developing an argument; organizing a persuasive speech; conclusion writing; speaking techniques</li> </ul>	<p><b>GRAMMAR 5 OBJECTIVES</b></p> <p>By end of course, students will be able to:</p> <ul style="list-style-type: none"> <li>Recall grammar and punctuation rules pertaining to key concepts and structures</li> <li>Discuss grammar and punctuation concepts and structures</li> <li>Apply target grammar and punctuation concepts and structures to new contexts.</li> <li>Determine the logical relationship between sentence elements</li> <li>Differentiate between real and unreal situations as expressed using real and unreal conditionals</li> <li>Judge when the verbal context warrants a grammatical structure</li> <li>Compose meaningful sentences demonstrating various grammatical structures</li> </ul> <p><b>GRAMMAR 5 TOPICS/ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>The Passive - Active and Passive voice; reasons for using the passive voice; special passives: gerunds and passive infinities</li> <li>Relative Clauses - Subject Relative Clauses; Object Relative Clauses; Reduced Clauses; <i>When</i> and <i>Where</i> Clauses</li> <li>Adverb Clauses - Types of Adverb Clauses; Reduced Adverb Clauses</li> <li>Conditionals - Real Conditionals; Unreal Conditionals; <i>Wish</i> Conditionals</li> <li>Noun Clauses - Noun Clauses; <i>if/whether</i> Clauses; Reported Speech</li> <li>Transitional Elements - Coordinating Conjunctions; Subordinating Conjunctions; Conjunctive Adverbs; Prepositions</li> </ul>	<p><b>READING 5 OBJECTIVES</b></p> <p>By end of course, students will be able to:</p> <ul style="list-style-type: none"> <li>Infer the meaning of unknown vocabulary or lexical chunks in context</li> <li>Differentiate between various definitions of words in context</li> <li>Determine the meaning of words with Latin/greek root words, prefixes, &amp; suffixes</li> <li>Evaluate usage of vocabulary in context</li> <li>Infer main ideas &amp; supporting details in a text</li> <li>Distinguish figurative vs. literal language</li> <li>Infer meaning of metaphors, similes, and personification</li> <li>Interpret author's point-of-view</li> <li>Examine relationships between ideas in a variety of reading passages</li> <li>Evaluate arguments of various text structures</li> <li>Relevance/credibility of sources used to support arguments</li> <li>Distinguish between fact and opinion</li> <li>Identify pro and con arguments in a text</li> <li>Compose critical and well-reasoned responses/summaries</li> </ul> <p><b>READING 5 TOPICS/ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>Reading Skills - Main Idea &amp; Details; Questioning when reading; Close Reading; Feedback; Discussions; Class Introductions</li> <li>Figurative Language - Metaphors; Similes; Personification</li> <li>Examining Relationships - Cause &amp; Effect; Contrast</li> <li>American Literature - Fairy Tales/Folk Tales; Summarizing Reading Passages</li> <li>Opposing Ideas – Fact, Opinion, &amp; Informed Opinion; Language for Opposing Ideas</li> <li>American Literature - American Gothic Literature; Summarizing Reading Passages</li> <li>Argument –Pros/Cons; Point of View; Citation</li> <li>American Literature - Dramatic Irony; Summarizing Reading Passages</li> </ul>	<p><b>LISTENING 5 OBJECTIVES</b></p> <p>By end of course, students will be able to:</p> <ul style="list-style-type: none"> <li>Recall definitions of vocabulary</li> <li>List key points from lectures in notetaking form</li> <li>Identify key information from various audio and text sources</li> <li>Demonstrate correct usage of content and academic vocabulary in context</li> <li>Interpret meaning based on discourse cues</li> <li>Organize notes using a variety of note-taking methods</li> <li>Evaluate speaking and teaching styles of various instructor lectures</li> </ul> <p><b>LISTENING 5 TOPICS/ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>Listening Skills - Academic and Content Vocabulary; Discourse Cues; Notetaking Strategies: Graphic Organizers; Speaker Evaluations; Identifying Main Idea and Details; Writing Standards</li> <li>College Success - Number Notation; Subtopics</li> <li>Philosophy/Gender Pay Gap - Listening for Transition Words &amp; Predicting an Explanation; Term / Definition / Example</li> <li>Credit Management - Listening for Examples &amp; Introducing New Topics; Paraphrasing</li> <li>Global Expansion - Rhetorical Questions &amp; Idiomatic Expressions; Names of Countries &amp; Peoples</li> <li>Geology--Igneous Rocks - Listening for Cause &amp; Effect &amp; Classification; Classifying with Lists</li> </ul>	<p><b>WRITING 5 OBJECTIVES</b></p> <p>By end of course, students will be able to:</p> <ul style="list-style-type: none"> <li>Identify examples of plagiarism</li> <li>Demonstrate correct usage of grammar and writing conventions</li> <li>Revise a variety of sentence structures to increase sophistication</li> <li>Organize paragraph and essay features to aid in clarity and cohesion</li> <li>Analyze various essay features &amp; types</li> <li>Evaluate written work</li> <li>Compose clear and cohesive essays using various rhetorical modes</li> <li>Develop original writing using the writing process and/or outlines</li> </ul> <p><b>WRITING 5 TOPICS/ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>Writing Skills - Rubrics; 5 Step Writing Process</li> <li>Plagiarism - Seven types of plagiarism; Consequences; Avoiding Plagiarism</li> <li>Features of an Essay - Features of a Paragraph (review); Features of an Essay; Hooks; Connecting Information; Thesis Statements</li> <li>Cause &amp; Effect Essay - Analyze the main features of a Cause &amp; Effect essay; write an effective cause &amp; effect essay; Active Voice vs. Passive Voice; Using "by" with Passive Voice; Passive Voice and Modals; Cause and Effect words; Fragments vs. Complete Sentences</li> <li>Comparison Essay - Analyze main features of a Compare and Contrast essay; write an effective compare &amp; contrast essay; Subject Relative Clauses; Non-Identifying Subject Relative Clauses; Object Relative Clauses; Contrast Words; Adverb Clauses of Contrast</li> <li>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</li> </ul>

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<b>Level 4</b>	<p style="text-align: center;"><b>SPEAKING 4 OBJECTIVES</b></p> <p>By end of course, students will be able to:</p> <ul style="list-style-type: none"> <li>● Recall the concepts, terms, and common patterns of English pronunciation.</li> <li>● Identify all sounds that make up spoken English</li> <li>● Recognize the number syllables in English words</li> <li>● Use appropriate stress in syllables, words, and phrases in spoken English</li> <li>● Produce appropriate vowel and consonant sounds in Standard American English</li> <li>● Use student tools (online pronouncers, IPA chart) to determine the correct pronunciation &amp; stress of an unfamiliar word</li> <li>● Distinguish between different types of stress in words or phrases</li> <li>● Differentiate between similar sounds when listening to/speaking minimal pairs in English</li> <li>● Evaluate appropriate pronunciation of vowel and consonant sounds when reading an English word or passage</li> <li>● Create audio recordings of original conversations using correct English pronunciation skills</li> </ul> <p style="text-align: center;"><b>SPEAKING 4 TOPICS/ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>● English Difficulty</li> <li>● IPA Resources</li> <li>● Syllables</li> <li>● Vowel Sounds</li> <li>● Initial Consonant Sounds</li> <li>● Consonant Endings</li> <li>● Syllable Stress and Word Stress</li> </ul>	<p style="text-align: center;"><b>GRAMMAR 4 OBJECTIVES</b></p> <p>By end of course, students will be able to:</p> <ul style="list-style-type: none"> <li>● Infer the meaning of unknown vocabulary or lexical chunks in context</li> <li>● Demonstrate correct usage of vocabulary words in context</li> <li>● Use a dictionary/glossary or context clues to determine meaning, features, and uses of unfamiliar words</li> <li>● Identify main ideas and supporting details in a text</li> <li>● Infer details based on context</li> <li>● Examine a passage critically by using specific guidelines to annotate the text</li> <li>● Compose an accurate summary and/or paraphrase of academic texts</li> <li>● Judge the organizational pattern of a text</li> <li>● Interpret data presented in charts and graphs</li> </ul> <p style="text-align: center;"><b>GRAMMAR 4 TOPICS/ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>● Present &amp; Past Tenses</li> <li>● Simple &amp; Progressive Tenses</li> <li>● Present &amp; Past Perfect Progressive Tenses</li> <li>● Future Verb Forms</li> <li>● Nouns, Articles, and Subject/Verb Agreement</li> <li>● Gerunds and Infinitives</li> <li>● Modals</li> </ul>	<p style="text-align: center;"><b>READING 4 OBJECTIVES</b></p> <p>By end of course, students will be able to:</p> <ul style="list-style-type: none"> <li>● Infer the meaning of unknown vocabulary or lexical chunks in context</li> <li>● Demonstrate correct usage of vocabulary words in context</li> <li>● Use a dictionary/glossary or context clues to determine meaning, features, and uses of unfamiliar words</li> <li>● Identify main ideas and supporting details in a text</li> <li>● Infer details based on context</li> <li>● Examine a passage critically by using specific guidelines to annotate the text</li> <li>● Compose an accurate summary and/or paraphrase of academic texts</li> <li>● Judge the organizational pattern of a text</li> <li>● Interpret data presented in charts and graphs</li> </ul> <p style="text-align: center;"><b>READING 4 TOPICS/ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>● Learning New Vocabulary</li> <li>● Identifying Main Idea &amp; Supporting Details</li> <li>● Annotating a Text</li> <li>● Paraphrasing and Summarizing</li> <li>● Recognizing Patterns of Organization</li> <li>● Understanding Data</li> </ul>	<p style="text-align: center;"><b>LISTENING 4 OBJECTIVES</b></p> <p>By end of course, students will be able to:</p> <ul style="list-style-type: none"> <li>● Taking accurate, detailed notes on academic lectures using abbreviations and symbols measured by class discussion participation and instructor-made tests</li> <li>● Understanding complex multi-step instructions in a variety of contexts measured by class discussion participation and instructor-made tests as well as homework assignments</li> <li>● Understanding vocabulary used in academic lectures as measured by instructor-made tests</li> <li>● Recognizing and understanding inferences and idiomatic expressions in longer conversations measured by instructor-made tests</li> <li>● Using notes to summarize essential information measured by instructor-made tests and homework assignments</li> <li>● Organizing important information in outline format measured by class discussion &amp; participation and tests</li> </ul> <p style="text-align: center;"><b>LISTENING 4 TOPICS/ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>● Note-taking</li> <li>● Complex multi-step instructions</li> <li>● Vocabulary used in academic lectures</li> <li>● Inferences and idiomatic expressions</li> <li>● Summarizing essential information</li> <li>● Outline format</li> <li>● Lists</li> </ul>	<p style="text-align: center;"><b>WRITING 4 OBJECTIVES</b></p> <p>By end of course, students will be able to:</p> <ul style="list-style-type: none"> <li>● Identify the features of a well-structured paragraph</li> <li>● Recognize examples of plagiarism &amp; list strategies to avoid it</li> <li>● Demonstrate correct usage of grammar and writing conventions</li> <li>● Revise a variety of sentence structures to increase sophistication</li> <li>● Analyze various types of paragraphs</li> <li>● Evaluate various pieces of writing for effectiveness</li> <li>● Compose clear and cohesive paragraphs, outlines, and essays using various rhetorical modes</li> <li>● Develop original writing using the 5-step writing process</li> </ul> <p style="text-align: center;"><b>WRITING 4 TOPICS/ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>● Writing Skills - Author's Purpose; The Writing Process ; Rubrics and Feedback; Sentence Structure and Email Etiquette</li> <li>● Features of Academic Paragraphs - Features of Academic Paragraphs; Plagiarism</li> <li>● Describing a Process - Organize steps in a process; write an effective process paragraph</li> <li>● Summary Response - Organize the features in a Summary Response; write an effective Summary Response; grammar &amp; conventions; sentence revision</li> <li>● Classification - Organize a Classification Paragraph; write an effective Classification Paragraph; grammar &amp; conventions; sentence revision</li> <li>● Classification - Features of an Essay; Paragraph to Essay outline; Features of an Introduction Paragraph; write an effective Classification essay outline</li> <li>● Creative Writing Module - Journal entries</li> </ul>

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Level 3	<p style="text-align: center;"><b>SPEAKING 3 OBJECTIVES</b></p> <p>By end of course, students will be able to:</p> <ul style="list-style-type: none"> <li>● Use follow up questions to keep a conversation going when having small talk</li> <li>● Identify and use intonation patterns in yes/no and <i>wh</i>- questions accurately</li> <li>● Use accurate spoken language as evidenced by accurate grammar, pronunciation, and intonation when interviewing and being interviewed by peers</li> <li>● Use descriptive language to talk about food, things, people and/or places</li> <li>● Correctly identify reduced speech and be able to differentiate contractions with their unreduced forms</li> <li>● Use accurate grammar, word choice, and pronunciation giving &amp; following directions</li> <li>● Identify correct verb endings in simple past tense</li> <li>● Use appropriate language and pronunciation when politely disagreeing or agreeing in conversation</li> <li>● Stress syllables correctly and speak clearly as evidenced by spoken assessments.</li> <li>● 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</li> <li>● Improve in problem phonetic areas as identified by the instructor as measured by instructor-generated tests as needed</li> </ul> <p style="text-align: center;"><b>SPEAKING 3 TOPICS/ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>● Describing people, places and things</li> <li>● Conversational English &amp; interviewing peers</li> <li>● Giving directions</li> <li>● Agreeing and disagreeing</li> <li>● Syllable stress and clarity</li> <li>● Intonation patterns</li> <li>● Simple past tense verb endings</li> <li>● Reduced speech (recognition in conversations) and contractions</li> </ul>	<p style="text-align: center;"><b>GRAMMAR 3 OBJECTIVES</b></p> <p>By end of course, students will be able to:</p> <ul style="list-style-type: none"> <li>● punctuation rules pertaining to key concepts and structures</li> <li>● Discuss grammar and punctuation concepts and structures</li> <li>● Apply target grammar and punctuation concepts and structures to new contexts</li> <li>● Determine the logical relationship between sentence elements</li> <li>● Differentiate between count/noncount nouns and definite/indefinite articles</li> <li>● Judge when the verbal context warrants a grammatical structure</li> <li>● Compose meaningful sentences demonstrating various grammatical structures</li> </ul> <p style="text-align: center;"><b>GRAMMAR 3 TOPICS/ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>● Basic Grammar Resources</li> <li>● The Present Tense - simple present, including use of frequency adverbs; present progressive; stative verbs</li> <li>● The Past Tense - simple past; past progressive; <i>when and while</i> time clauses</li> <li>● Nouns - plural and possessive nouns; <i>another and other</i> with nouns; count and noncount nouns; quantity &amp; measurement words</li> <li>● Pronouns, Prepositions, and Articles - subjective and objective pronouns; possessive and reflexive pronouns; prepositions of time, place, and directions; definite and indefinite articles; generalizations &amp; specific references</li> <li>● Present Perfect Tense - present perfect; adverbs with the present perfect; <i>for and since</i> expressions; present perfect and simple past; present perfect progressive</li> <li>● 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</li> </ul>	<p style="text-align: center;"><b>READING 3 OBJECTIVES</b></p> <p>By end of course, students will be able to:</p> <ul style="list-style-type: none"> <li>● Use a standard dictionary to determine the meaning of unfamiliar words measured by instructor- or program-made tests</li> <li>● 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</li> <li>● Distinguish between phrasal antonyms and synonyms measured by instructor- or program-made tests</li> <li>● Recognize transition relationships measured by instructor- or program-made tests</li> <li>● Paraphrase main points of a simple story as measured by homework assignments</li> <li>● 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</li> <li>● 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</li> </ul> <p style="text-align: center;"><b>READING 3 TOPICS/ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>● Dictionary Use</li> <li>● Vocabulary in Context</li> <li>● Phrasal Antonyms and Synonyms</li> <li>● Transition Relationships</li> <li>● Paraphrase Main Points</li> <li>● Prefixes, Suffixes, and/or Vocabulary Words</li> <li>● Outside Reading Assignment</li> </ul>	<p style="text-align: center;"><b>LISTENING 3 OBJECTIVES</b></p> <p>By end of course, students will be able to:</p> <ul style="list-style-type: none"> <li>● Understand topic change signals in simplified lectures and/or broadcast programs as measured by program-made tests</li> <li>● Take notes using graphic organizers as measured by program-generated graphic organizers</li> <li>● Understand implications in short lectures and conversations as evidenced by class discussion participation</li> <li>● Interpret figurative language as measured by program-made tests</li> <li>● Discover the meaning of words and phrases by listening to how they are used in context as measured by classroom discussion participation</li> <li>● Determine the relationship, attitudes, and mood of the participants in a conversation as measured by instructor-made tests</li> <li>● Differentiate between fact and opinion as measured by program-made tests</li> </ul> <p style="text-align: center;"><b>LISTENING 3 TOPICS/ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>● Topic change signals</li> <li>● Graphic organizers</li> <li>● Inferences in short lectures and conversations</li> <li>● Figurative language</li> <li>● Vocabulary in context</li> <li>● Relationship, attitudes, and mood in conversation</li> <li>● Fact and opinion</li> </ul>	<p style="text-align: center;"><b>WRITING 3 OBJECTIVES</b></p> <p>By end of course, students will be able to:</p> <ul style="list-style-type: none"> <li>● Identify the features of a well-structured paragraph</li> <li>● Recognize examples of plagiarism &amp; list strategies to avoid it</li> <li>● Demonstrate correct usage of grammar and writing conventions</li> <li>● Revise a variety of sentence structures to increase sophistication</li> <li>● Analyze various types of paragraphs</li> <li>● Evaluate various pieces of writing for effectiveness</li> <li>● Compose clear and cohesive paragraphs using various rhetorical modes</li> <li>● Develop original writing using the 5-step process</li> </ul> <p style="text-align: center;"><b>WRITING 3 TOPICS/ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>● Writing Skills - 5 Step Writing Process; Rubrics; MLA Format; How to View Feedback</li> <li>● Plagiarism - Plagiarism Lesson</li> <li>● 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 &amp; conventions; sentence revision</li> <li>● Expanding on an Opinion - analyze four main features of paragraph w/ supporting &amp; concluding sentences; distinguish between facts and opinions; recognize unrelated information; write an effective opinion paragraph; grammar &amp; conventions; sentence revision</li> <li>● Module 3: Clarifying Ideas - analyze the four main features of a definition paragraph; write an effective definition paragraph; grammar &amp; conventions; sentence revision</li> <li>● Narrative Writing Skills - organize the elements of a narrative; write an effective narrative paragraph; grammar &amp; conventions; sentence revision</li> </ul>

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<b>Level 2</b>	<p style="text-align: center;"><b>SPEAKING 2 OBJECTIVES</b></p> <p>By end of course, students will be able to:</p> <ul style="list-style-type: none"> <li>● Use appropriate greetings &amp; responses as graded by instructor-generated rubrics and/or group work</li> <li>● Use accurate pronunciation and intonation when making formal and informal introductions as graded by instructor-generated rubrics and/or group work</li> <li>● Use appropriate register and formality when making and responding to suggestions as graded by instructor-generated rubrics and/or group work</li> <li>● Present basic information to classmates, groups, and/or the whole class upon completing free practice in class in order to improve fluency</li> <li>● Participate in classroom discussions upon reading and/or listening to discussion starters as graded by instructor-generated rubrics and/or group work</li> <li>● Use appropriate phrases to show likelihood of things happening</li> <li>● Participate in class discussions by agreeing or disagreeing and offering further explanation as graded by instructor-generated rubrics and/or group work</li> <li>● Use appropriate phrasing &amp; pronunciation to make appointments in person and over the phone as graded by instructor-generated rubrics and/or group work</li> <li>● Describe a location using appropriate descriptive language through a short informal speech as graded by rubrics</li> <li>● Demonstrate improvement in problem phonetic areas as identified by rubrics</li> </ul> <p style="text-align: center;"><b>SPEAKING 2 TOPICS/ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>● Greetings and Responses</li> <li>● Making Excuses</li> <li>● Apologizing</li> <li>● Requesting Information</li> <li>● Agreeing and Disagreeing</li> <li>● Tone of Voice and Nonverbal Clues</li> <li>● Voice Mail</li> <li>● Problem Phonetic Areas</li> </ul>	<p style="text-align: center;"><b>GRAMMAR 2 OBJECTIVES</b></p> <p>By end of course, students will be able to:</p> <ul style="list-style-type: none"> <li>● Understand the basic parts of speech to be able to apply this to learning grammatical structures</li> <li>● Use simple tenses and present progressive tenses as measured by program tests.</li> <li>● Demonstrate knowledge of spelling and usage of irregular verb tenses as measured by teacher-generated tests</li> <li>● 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</li> <li>● 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</li> <li>● Use basic modals such as “can” accurately in statements and questions as measured by instructor- or program-produced tests</li> <li>● Use comparative and superlative structures accurately as measured by instructor- or program-produced tests</li> <li>● Produce level-appropriate basic sentences with correct end punctuation and subject-verb agreement</li> </ul> <p style="text-align: center;"><b>GRAMMAR 2 TOPICS/ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>● Review: Present simple and past tenses</li> <li>● Present progressive tense</li> <li>● Adjectives and adverbs</li> <li>● Basic Modals</li> <li>● The future tense</li> <li>● Comparative and superlative adjectives</li> <li>● Parts of speech</li> </ul>	<p style="text-align: center;"><b>READING 2 OBJECTIVES</b></p> <p>By end of course, students will be able to:</p> <ul style="list-style-type: none"> <li>● Skim and scan for words and phrases in level-appropriate paragraphs and short passages</li> <li>● Demonstrate comprehension of short straightforward texts on familiar topics as measured by instructor- or program-produced tests</li> <li>● Recognize synonyms and antonyms in simple texts and will be able to associate same or opposite meanings</li> <li>● Trace and understand the main events in chronological and/or instructional texts by being able to correctly answer questions</li> <li>● 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</li> <li>● 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</li> </ul> <p style="text-align: center;"><b>READING 2 TOPICS/ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>● Skimming and Scanning</li> <li>● Reading Comprehension</li> <li>● Synonyms and Antonyms</li> <li>● Main Events</li> <li>● Vocabulary</li> <li>● Outside Reading</li> </ul>	<p style="text-align: center;"><b>LISTENING 2 OBJECTIVES</b></p> <p>By end of course, students will be able to:</p> <ul style="list-style-type: none"> <li>● 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</li> <li>● Understand the topic and main idea as measured by written exams</li> <li>● Understand the topic and main idea as measured by written exams</li> <li>● Identify details in short dialogues and simple lectures as measured by written exams</li> <li>● Understand simple multi-step verbal instructions as measured by written exams and/or verbal exams which are graded by instructor-generated rubrics</li> <li>● 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</li> <li>● Understand cause and effect relationships as measured by written exams</li> <li>● 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</li> </ul> <p style="text-align: center;"><b>LISTENING 2 TOPICS/ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>● Note-taking on short lectures and/or dialogues</li> <li>● Topics and main ideas</li> <li>● Detail identification in short dialogues and simple lectures</li> <li>● Multi-step verbal instructions</li> <li>● Inference</li> <li>● Cause and effect relationships</li> <li>● Expressions as related to points of view</li> </ul>	<p style="text-align: center;"><b>WRITING 2 OBJECTIVES</b></p> <p>By end of course, students will be able to:</p> <ul style="list-style-type: none"> <li>● Perform writing tasks as measured by writing rubrics.</li> <li>● Compose paragraphs in various writing styles using correct punctuation and connectors as measured by writing rubrics</li> </ul> <p style="text-align: center;"><b>WRITING 2 TOPICS/ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>● Write a multiple-step list of instructions.</li> <li>● Organize information into a comprehensible 5- to 7-sentence paragraph including a main idea/topic sentence and supporting details.</li> <li>● Compose paragraphs about the past, present, and future with a clear topic sentence using correct punctuation, spelling, and basic conjunctions.</li> </ul>

Level	Speaking Classes	Grammar Classes	Reading Classes	Listening Classes	Writing Classes
<b>Level 1</b>	<p style="text-align: center;"><b>SPEAKING 1 OBJECTIVES</b></p> <p>By end of course, students will be able to:</p> <ul style="list-style-type: none"> <li>● Engage in discussions with one or more people correctly using simple vocabulary as measured by verbal exams which are graded by instructor-created rubrics</li> <li>● Engage in informal/daily conversations in and outside of class as guided or free practice as graded by instructor-created rubrics</li> <li>● Offer congratulations in different contexts as measured by verbal exams which are graded by instructor-created rubrics</li> <li>● Invite and refuse invitations in social situations as measured by verbal exams which are graded by instructor-created rubrics</li> <li>● Request information as measured by verbal exams which are graded by instructor-created rubrics</li> <li>● Ask for clarification when something is not clear as measured by verbal exams which are graded by instructor-created rubrics</li> <li>● Demonstrate improvement in problem phonetic areas identified by the instructor as measured by verbal exams which are graded by instructor-created rubrics</li> </ul> <p style="text-align: center;"><b>SPEAKING 1 TOPICS/ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>● Pronunciation of and understanding of simple vocabulary</li> <li>● Use of basic conversational English</li> <li>● Offering congratulations</li> <li>● Inviting and refusing invitations</li> <li>● Requesting information</li> <li>● Asking for clarification</li> <li>● Improving in problem phonetic areas</li> </ul>	<p style="text-align: center;"><b>GRAMMAR 1 OBJECTIVES</b></p> <p>By end of course, students will be able to:</p> <ul style="list-style-type: none"> <li>● Understand the basic parts of speech to be able to apply this to learning grammatical structures</li> <li>● 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</li> <li>● 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</li> <li>● Use prepositions of place when asking and answering about locations as measured by instructor- or program-produced tests</li> <li>● Use prepositions of time as measured by instructor- or program-produced tests</li> <li>● 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</li> </ul> <p style="text-align: center;"><b>GRAMMAR 1 TOPICS/ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>● Verb <i>be</i> in simple present tense</li> <li>● Prepositions of place</li> <li>● Prepositions of time</li> <li>● Simple present tense</li> <li>● Simple past tense</li> <li>● Parts of speech</li> </ul>	<p style="text-align: center;"><b>READING 1 OBJECTIVES</b></p> <p>By end of course, students will be able to:</p> <ul style="list-style-type: none"> <li>● 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</li> <li>● 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</li> <li>● Make inferences at the introductory level as measured by written tests and/or verbal exams which are graded with instructor-created rubrics</li> <li>● Locate main ideas in simple 5- to 15-sentence paragraphs as measured by tests.</li> <li>● Predict a text’s subject matter from information on the title page or the headline as measured by written tests</li> <li>● 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</li> <li>● 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</li> </ul> <p style="text-align: center;"><b>READING 1 TOPICS/ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>● Practical reading skills</li> <li>● Scanning for words, abbreviations, and/or symbols</li> <li>● Inferences</li> <li>● Main Ideas</li> <li>● Prediction of subject matter from title page or headlines</li> <li>● Vocabulary</li> <li>● Outside reading assignments</li> </ul>	<p style="text-align: center;"><b>LISTENING 1 OBJECTIVES</b></p> <p>By end of course, students will be able to:</p> <ul style="list-style-type: none"> <li>● 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</li> <li>● 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</li> <li>● Understanding specific details as measured by program-generated and/or teacher-generated tests</li> <li>● Developing introductory note-taking skills as measured by teacher rubric-based evaluation of notes taken during a short, level-appropriate talk</li> <li>● Understanding meaning based on intonation and word stress as measured by program-generated tests and teacher-generated tests</li> <li>● 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</li> <li>● Determining vocabulary in context in level-appropriate sentences and short level-appropriate passages as measured by program-generated tests and teacher-generated tests</li> </ul> <p style="text-align: center;"><b>LISTENING 1 TOPICS/ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>● Predicting</li> <li>● Main ideas</li> <li>● Specific details</li> <li>● Note-taking skills</li> <li>● Intonation and word stress</li> <li>● Formal and informal language</li> <li>● Vocabulary in context</li> </ul>	<p style="text-align: center;"><b>WRITING 1 OBJECTIVES</b></p> <p>By end of course, students will be able to:</p> <ul style="list-style-type: none"> <li>● Perform writing tasks as measured by writing rubrics</li> <li>● Be able to compose sentences that contain a subject and a verb</li> <li>● Compose paragraphs in various writing styles using correct punctuation and connectors as measured by program-generated tests and teacher-generated tests</li> </ul> <p style="text-align: center;"><b>WRITING 1 TOPICS/ACTIVITIES</b></p> <ul style="list-style-type: none"> <li>● Predicting</li> <li>● Main ideas</li> <li>● Specific details</li> <li>● Note-taking skills</li> <li>● Intonation and word stress</li> <li>● Formal and informal language</li> <li>● Vocabulary in context</li> </ul>